

AGAWAM PUBLIC SCHOOLS



CODE OF CONDUCT

K – 8

2023-2024

AGAWAM PUBLIC SCHOOLS 2023-2024 CALENDAR

www.agawamed.org

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

17 Days

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

21 Days

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

18 Days

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

16 Days

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

21 Days

SEPTEMBER/OCTOBER

BACK TO SCHOOL NIGHTS

Doering School – Sept. 7th
Early Childhood Center – Oct. 12th
Junior High School – Sept. 21st
Senior High School – Sept. 13th
Elementary Schools – Sept. 14th

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

16 Days

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

20 Days

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

17 Days

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

22 Days

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

12 Days

DISMISSAL TIMES/HALF DAY

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

SEPTEMBER

4th – Labor Day/No School
5th – Convocation Day – No School
6th – Teachers' PD/No School
7th – First Day of School (No Kindergarten or Pre School)
7th & 8th – Preschool Orientation
11th – Kindergarten Orientation
12th – First Day of Kindergarten & Preschool
12th & 26th – School Committee

OCTOBER

9th – Columbus Day/No School
26th – ½ Day PreK-12 Students (K-6 Parent Conferences & ½ day PD grades 7-12)
10th & 24th – School Committee

NOVEMBER

2nd – DO Night Parent Conferences
7th – District PD Day/No School (Election Day)
10th – Veterans Day Observed
15th – HS Night Parent Conferences
16th – Preschool Conference
16th – JH Night Parent Conferences
22nd – ½ Day of School
23rd & 24th – Thanksgiving Recess/No School
14th & 28th – School Committee

DECEMBER

22nd – ½ day of School
25th – 29th December Break/ Return Jan 2nd
12th – School Committee

JANUARY

2nd – School Reopens from December Break
15th – Martin Luther King Day/No School
25th – ½ Day PD (PreK-12)/ Half Day for Students
9th & 23rd – School Committee

FEBRUARY

19th – 23rd – February Vacation/No School
13th & 27th – School Committee

MARCH

12th – HS Night Parent Conferences
13th – ½ District PD/Half Day for Students PreK-12
14th – JH Night Parent Conferences
21st – DO Night Parent Conferences
29th – Good Friday/No School
12th & 26th – School Committee

APRIL

10th – K-4 Elementary Night Parent Conferences (1/2 day for K-4 only)
15th– 19th – April Vacation/No School
9th & 23rd – School Committee

MAY

9th – ½ Day PD (PreK-12)/ Half Day for Students
9th – Preschool Evening Conferences
27th – Memorial Day/No School
14th & 28th – School Committee

JUNE

18th – Last Day of School/Half Day
19th – Juneteenth /No School (if snow day is used)
26th – Last Day of School/Half Day (Includes 5 Snow Days)
11th & 25th – School Committee
Note: Night Parent Conferences 6:00 p.m. – 8:00 p.m.

Students = 180 days

Teachers= 183 days

Red = Half Day for Students

Green = No School/Holiday/Vacation/District Prof. Dev. (PD) Day

Approved by School Committee - 4/26/2023 -- Draft #5.1 (5/31/2023)

EMERGENCY SCHOOL CLOSING

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

SCHEDULED CLOSINGS

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

Translation Information: If you need assistance reading this document or other school publications, please contact the principal to obtain translation services.

Albanian

Nëse keni nevojë për ndihmë për të lexuar këtë dokument ose botime të tjera shkollore, ju lutemi kontaktoni drejtorin për të marrë shërbime përkthimi.

French

Si vous avez besoin de l'aide pour lire ce document ou des autres publications de l'école, svp entrez en contact avec le principal du bâtiment pour obtenir les services de traduction.

German

Wenn Sie Unterstützung dieses Dokument oder andere Schulepublikationen lesend benötigen, treten Sie bitte mit der Gebäudedirektion in Verbindung, um Übersetzungsdienste zu erhalten.

Italian

Se avete bisogno dell'assistenza che leggete questo documento o altre pubblicazioni della scuola, mettasi in contatto con prego il principale della costruzione per ottenere i servizi di traduzione.

Portuguese

Se você necessitar o auxílio que lê este original ou outras publicações da escola, contate por favor o principal do edifício para obter serviços de tradução.

Russian

Если Вам нужна помощь в прочтении этого документа или других публикаций школы, пожалуйста, свяжитесь с директором Вашей школы для получения перевода.

Spanish

Si usted necesita ayuda para leer este documento u otras publicaciones de la escuela, por favor póngase en contacto con el director del edificio para obtener servicios de traducción.

Turkish

Bu belgeyi veya diğer okul yayınlarını okumak için yardıma ihtiyacınız olursa, çeviri hizmeti almak için lütfen müdürle iletişime geçin.

Ukranian

Якщо вам потрібна допомога з читанням цього документа чи інших шкільних публікацій, зв'яжіться з директором, щоб отримати послуги перекладу.

TABLE OF CONTENTS

SCHOOL DIRECTORY	1-5
GENERAL INFORMATION	
NON Discrimination.....	6
Mission Statement of Agawam Public Schools.....	6
Philosophy.....	6
Educational Philosophy of the Agawam School Committee.....	6
Accreditation Statement.....	6
Expectations for Student Performance.....	7
Social Expectations.....	7
Expectations for School Performance.....	7
Directory Information Notice.....	7
Attendance Policy Grades K - 8.....	8
Absences and Excuses.....	8
Reporting Requirements.....	10
Entrance Age.....	10
McKenny – Vento Homeless Education Assistance Act.....	10
School Choice.....	10
Safety and Security.....	11
Security Cameras, Drones & Other Surveillance Equipment in Schools.....	11
Parent Observations in Classrooms.....	11
Ski Club Helmet Use Policy.....	12
Skateboard / Rollerblade / Scooter Policy.....	12
Safety To and From School.....	12
Bicycles.....	12
Recess.....	12
School Bus Safety Program.....	12
Disciplinary Measures.....	13
Arrival of Students Not Transported by Bus.....	13
Emergency School Closing.....	13
Scheduled Closings.....	14
School Lunches.....	14
School Insurance.....	14
Physical Education.....	14
Jewelry in Physical Education.....	14
Swimming Dress Code for Grades 7 and 8.....	14
Student Photographs.....	15
Narcan Policy and Procedures.....	15-17
Fire Drills.....	17
Emergency Training Procedures and Protocols.....	17
Field Trips and Excursions.....	18
Telephones.....	18
Cell Phones and Portable Communications Devices.....	18
Lost and Found Articles.....	18
Confiscated Property.....	18
Parties.....	18
Animals in School.....	18
Alternative Educational Setting.....	19
Vocational-Technical Education.....	19
Moment of Silence and Student-Sponsored Prayer Club.....	19
Lockers/Desks/Computers – Searches of Students.....	19
Media Policy.....	19
Student Activity Accounts.....	20
Access to Digital Resources.....	20
Video Usage in Classrooms.....	21
Computer Services.....	22

NOTICES TO PARENTS/GUARDIANS

Standardized Tests.....	22
Report Cards.....	23
Back to School Night and Parent Conferences.....	23
Homework Policy.....	23
Instructional Support Team.....	23
Alternative Learning Program.....	23
Student Records – Access Rights and Confidentiality.....	23
Transferring Student Records.....	24
Admission of Transfer Students.....	24
Destruction of Student Records.....	25
Distribution of Student Information to Parents.....	25
Non-Custodial Parents Rights.....	25

SPECIAL EDUCATION

Division of Special Education – Parents’ Rights Brochure.....	26
Right to Receive Written Notice.....	27
Providing Your Written Consent.....	28
Observations of Special Education Programs.....	30
Disciplining Students with Special Needs.....	31
Problem Resolution Guidelines.....	31

SECTION 504

Parent’s and Student’s Rights Under Section 504.....	32
Parent(s)/Guardian(s) Notice of Rights Under Section 504.....	32
Grievances.....	33
Grievance Procedure.....	33

PUBLIC INFORMATION

Parent’s Right to Know.....	34
Parental Involvement and Support.....	34
School Volunteers.....	35
School Volunteer Procedures During Regular School Hours.....	35
In-School Volunteer Program During Regular School Hours.....	35
Civility Policy.....	37
Student Publications.....	38
Supplementary Materials Selection and Adoption.....	39
Supplementary Materials Distribution.....	39
Teaching About Controversial Issues/Controversial Speakers.....	39
Public Complaints About the Curriculum or Instructional Materials.....	40

HEALTH

School Health Services Mission Statement.....	40
School Health Services & Requirements.....	40
Medical Conditions.....	41
First Aid.....	41
Accident Reports.....	42
Physical Exams.....	42
Mandated Screening.....	42
Forms.....	42
Special Procedures.....	42
Nurses’ Office / Health Room Protocol.....	42
Head Lice.....	43
Injuries.....	43
Physical Limitations.....	43
Athletic Concession Policy.....	43
Athletic Concussion Regulations.....	44-49
Physical Examinations of Students.....	49
State Law Regarding Sports Related Head Injury & Concussions.....	50
Dismissals.....	50
Immunization Regulations.....	50

Children/Adolescents with HIV/AIDS:	
Guidelines for Attendance & Disclosure.....	50
Medication Procedures.....	51
Administering Medicines to Students.....	52
Procedures for Resolving Questions Between School & Parents/Guardians	
Regarding Administration of Medications.....	53
Medication Emergency Plan.....	53
Emergency Cards.....	53
School District Wellness Program.....	53-56
Students with Life Threatening Allergies.....	56
Responsibilities of the Agawam School Department, School Personnel, Parents & Students.....	56-58
PHYSICAL RESTRAINT	
Physical Restraint Team.....	58
Physical Restraint of Students.....	60
Grievance Procedure.....	61
Principal's Reporting Responsibilities with Regard to Physical Restraints.....	62
DISCIPLINE	
Goals/Philosophy of the Code of Conduct and Discipline Policy.....	62
Civil Rights and Safety Policy.....	63
Discipline Policies.....	63
Student Discipline.....	63-67
Firearms.....	67
Drug Free School Zones.....	67
Chemical Health Policy.....	67
Breath Alcohol Testing.....	68
Illegal Drugs and Alcoholic Beverages.....	69
Teaching About Alcohol, Tobacco and Drugs.....	70
Alcohol, Tobacco, and Drug Use by Students Prohibited.....	71
Sexual Harassment, Bullying & Hazing Policy.....	71-73
Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure.....	73-78
Bullying Prevention & Intervention.....	78-79
Gang Activity / Secret Societies.....	79
School Related Teen Dating Violence.....	80
Expulsion of Students.....	80
Suspension and Expulsion Based on a Felony.....	81
Due Process for Suspensions.....	82-85
Due Process Rights.....	85
Classroom.....	85
Halls.....	85
Vandalism.....	85
Student Dress Code.....	85
Discipline System.....	86
Suspendable Behaviors.....	86
Nature of Offense and Repeated Offenses.....	87
Suspension Effects.....	88
Academic Dishonesty.....	88
Electronic Devices.....	88
Make-Up Work.....	88
Make-Up Work Due to Non-Illness/Vacations.....	88
Attendance / Tardiness / Dismissals.....	88
CONFIDENTIALITY	89
ATHLETICS, CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES	89

AGAWAM SCHOOL COMMITTEE

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CENTRAL OFFICE

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SUPERINTENDENT OF SCHOOLS

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AGAWAM HIGH SCHOOL

760 Cooper Street
Agawam, Massachusetts 01001

(413) 821-0530 – Main Office
(413) 726-1647 – Counseling Center
(413) 821-0536 – FAX Main Office
(413) 789-0341 – FAX Counseling Center
<https://www.agawamed.org/o/ahs>

High School Hours: 7:20 a.m. – 1:50 p.m.

AGAWAM HIGH SCHOOL ADMINISTRATION

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AGAWAM HIGH SCHOOL COUNSELING CENTER

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SCHOOL NURSE

hs_nurse@agawamed.org
(413) 821-0504

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SCHOOL RESOURCE OFFICER

Agawam Police Officer Taylor Hartmann
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AGAWAM JUNIOR HIGH SCHOOL

1305 Springfield Street
Feeding Hills, Massachusetts 01030

(413) 821-0542 – Main Office
(413) 786-4240 – FAX Main Office
(413) 821-0566 – Counseling Center
<https://www.agawamed.org/o/ajh>

Junior High School Hours: 7:53 a.m. – 2:20 p.m.

AGAWAM JUNIOR HIGH SCHOOL ADMINISTRATION

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AGAWAM JUNIOR HIGH SCHOOL COUNSELING CENTER

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SCHOOL NURSE
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ROBERTA G. DOERING SCHOOL

68 Main Street
Agawam, Massachusetts 01001

(413) 523-0407 – Main Office
(413) 789-7337 – FAX Main Office
(413) 523-0404 – Counseling Office

<https://www.agawamed.org/o/rgd>

Roberta G. Doering School Hours: 8:30 a.m. – 2:50 p.m.

ROBERTA G. DOERING SCHOOL ADMINISTRATION

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dcostanzi@agawamed.org

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ROBERTA G. DOERING SCHOOL COUNSELING CENTER

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Dawn Ruell (413) 523-0402
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SCHOOL NURSE
Ms. Denise Nostin, R.N. (413) 523-0401



BENJAMIN J. PHELPS SCHOOL

689 Main Street
Agawam, Massachusetts 01001

(413) 821-0586 – Main Office
(413) 786-0497 – FAX Main Office
<https://www.agawamed.org/o/bjp>

Phelps School Hours: 9:05 a.m. – 3:25 p.m.

BENJAMIN J. PHELPS ADMINISTRATION
Andy Villamaino, M.Ed., Principal- (413) 821-0587
avillamaino@agawamed.org

SCHOOL NURSE
Taunya Jasperson, RN (413) 821-9368



JAMES CLARK SCHOOL

65 Oxford Street
Agawam, Massachusetts 01001

(413) 821-0571 – Main Office
(413) 821-0594 – FAX Main Office
<https://www.agawamed.org/o/jc>

Clark School Hours: 9:05 a.m. – 3:25 p.m.

JAMES CLARK SCHOOL ADMINISTRATION
Mitchell Taylor, M.Ed., Principal (413) 821-0576
mtaylor@agawamed.org

SCHOOL NURSE
Kimberly Hall, RN (413) 821-0575



CLIFFORD M. GRANGER SCHOOL

31 South Westfield Street
Feeding Hills, Massachusetts 01030

(413) 821-0580 – Main Office
(413) 821-0595 – FAX Main Office
<https://www.agawamed.org/o/cmgs>

Granger School Hours: 8:30 a.m. – 2:50 p.m.

CLIFFORD M. GRANGER SCHOOL ADMINISTRATION
Stephanie Gendron, M.Ed., Principal (413) 821-0581
sgendron@agawamed.org

SCHOOL NURSE
Pam Lynch (413) 821-0578



WILLIAM P. SAPELLI SCHOOL

65 Begley Street
Agawam, Massachusetts 01001

(413) 821-0582 – Main Office
(413) 786-9793 – FAX Main Office
<https://www.agawamed.org/o/rp>

Robinson School Hours: 9:05 a.m. – 3:25 p.m.

WILLIAM P. SAPELLI SCHOOL ADMINISTRATION
Stephanie Harris, M.Ed., Principal – (413) 821-0584
sharris@agawamed.org

SCHOOL NURSE
Colleen Shea-Martone, RN (413) 821-9373



EARLY CHILDHOOD CENTER

108 Perry Lane
Agawam, Massachusetts 01001

(413) 523-0440 – Main Office
(413) 821-0596 – FAX Main Office
<https://www.agawamed.org/o/ecc>

ECC Hours: 8:35 a.m. – 11:15 a.m. and 12:15 p.m. – 2:55 p.m.

No Friday Sessions

DIRECTOR OF EARLY CHILDHOOD PROGRAMS

Andrea Polley, M.Ed., (413) 821-0598
apollev@agawamed.org

NURSE

Anna Kerkhoff (413) 821-0598



General Information

NON DISCRIMINATION

CHAPTER 622 and Title IX Agawam Public Schools conforms to the provisions of Chapter 622 of the Acts of 1971 and Title IX provides that each and every course of study offered should be open and available to students regardless of their race, sex, national origin, color, or religion.

The Agawam Public Schools affirms that it does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or exercise of civil rights in admission to, access to, treatment in or employment in its programs or activities. The Agawam Public Schools also affirm its commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability, sexual orientation, or exercise of civil rights. Any harassment on the basis of sex, race, national origin, religion, age, disability, sexual orientation, or exercise of civil rights will not be tolerated.

If you should have a complaint or concern that there has been discrimination, please address such complaint to: Chapter 622/Title IX District Coordinator; 1305 Springfield Street, Feeding Hills, MA 01030. Telephone (413) 821-0568

MISSION STATEMENT OF AGAWAM PUBLIC SCHOOLS

Agawam Public Schools will provide students with a safe and technologically advanced learning environment that fosters academic excellence to maximize student potential for life-long learning in a diverse world.

PHILOSOPHY

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

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

EDUCATIONAL PHILOSOPHY OF THE AGAWAM SCHOOL COMMITTEE

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

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

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

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

ACCREDITATION STATEMENT

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

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

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

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

Individuals may also contact the Association:

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

EXPECTATIONS FOR STUDENT PERFORMANCE ACADEMIC EXPECTATIONS

Agawam Public School students will:

1. Read critically for a variety of purposes.
2. Write clearly and in a focused manner in order to express ideas accurately.
3. Speak clearly and in a focused manner in order to express ideas accurately.
4. Develop world language skills and achieve success at different levels of instruction.
5. Understand mathematical skills and apply them to human concerns and life experiences in an ever-changing global community.
6. Understand scientific and technological skills and apply them to human concerns and life experiences in an ever-changing global community.
7. Understand the concepts of good health for self and society.
8. Define a variety of art forms.
9. Become aware of the changing employment market by demonstrating skills and knowledge in career preparation.

SOCIAL EXPECTATIONS

Agawam Public School students will:

1. Respect peers, teachers, staff, and school property and use appropriate methods to resolve conflicts and disagreements.
2. Recognize and be accountable for following the rules and regulations governing the school and be aware of the availability for support services.
3. Be encouraged to become involved citizens in school, local, and global activities.

EXPECTATIONS FOR SCHOOL PERFORMANCE

Agawam Public School will:

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

DIRECTORY INFORMATION NOTICE

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

1. name;
2. address;

3. telephone number;
4. date and place of birth;
5. major field of study;
6. participation in officially recognized activities and sports;
7. weight and height of members of athletic teams;
8. dates of attendance;
9. degrees, honors and awards received; and
10. post-high school plans of the student
11. likeness of student

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

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

ATTENDANCE POLICY GRADES K – 8

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

COMPULSORY ATTENDANCE AGES

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

Under law, the School Committee of each city must enforce the school attendance of all children of compulsory school age residing therein.

DUTY OF PARENT – SCHOOL ATTENDANCE OF CHILD

Every person in control of a child shall cause him/her to attend school as therein required, and, if he/she fails to do so for 7 day sessions or 14 half-day sessions within any period of 6 months, the parent or guardian who supports or enables a chronic pattern of unnecessary absences may be subject to agency or court action. The Assistant Superintendent or designee will file a report with the Department of Children and Families for educational neglect and/or file an “Application for Child Requiring Assistance” (CRA) at Springfield Juvenile Court on said parent or guardian if warranted.

STUDENT ABSENCE NOTIFICATION PROGRAM

Each Principal or designee shall notify any student, who has missed eight (8) or more school days (a school day shall be equal to two (2) or more class periods in the same day) within a marking period and the student’s parent/guardian. The purpose shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student’s parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Each principal or designee shall meet a student, who has missed 16 cumulative absences within a school year, and that student’s parent/guardian. The purpose shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student’s parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

ABSENCES AND EXCUSES

It is expected that students will not be absent from school unless conditions or circumstances render them otherwise unable to attend. A student must be at school or at a school-related activity (e.g. field trip) for at least half (3 hours) of the school day in order to be counted as present.

1. For every instance of student absence, the parent/guardian must provide a written excuse upon the student's return to school. Parents/guardians are required to contact the school the morning of an illness and to notify the school in advance of any planned absences. This note must be signed by a parent/guardian and must include the exact dates of and reason for the absence. The note must arrive in the school office. If the child is out for more than 5 days sequentially or 8 days cumulatively in a marking period, a note from a doctor's office is required. Students may be eligible for a tutor if they have a medical excuse stating they will be absent for 14 or more days. Parents/guardians should contact the main office of their child's school. The following are legitimate reasons for an excused absence from school:
 - a. Personal illness of the student with a doctor's note
 - b. Bereavement
 - c. Emergency (e.g. flood, fire)
 - d. Observation of religious holiday
 - e. Legal (with documentation from state agencies, court, lawyer, etc.)
 - f. Any other reason Administration deems appropriate
2. Students who exceed 24 absences in a school year may be considered for non-promotion. The intent of this policy is not to say that a certain number of absences are acceptable or allowable; rather, that sequential attendance is necessary. Days absent from school should be reserved for illness or emergency (see above). Parents/guardians are encouraged to make vacation plans that coincide with the scheduled school vacations. Family trips/vacations are considered unexcused absences.
3. Students who appear in school or on school grounds while marked absent or dismissed from school are considered truant and trespassing. In addition, students absent without legal reason/parent knowledge are also truant. Students are not allowed to make up work if determined to be truant. Chronic truancy and excessive absenteeism will result in the Assistant Superintendent or designee filing a Child Requiring Assistance (CRA) petition or a 51A with the Springfield Juvenile Court.
4. Students who are absent from school will not be allowed to participate in any after school activity on the day of absence. In extenuating circumstances, the Administration has the discretion to override this provision of the policy.
5. Students whose absences exceed fifteen (15) consecutive or twenty (20) cumulative days shall receive written notice that they will be administratively withdrawn from the Agawam Public Schools on the twentieth (20th) consecutive or twenty-fifth (25th) cumulative day of nonattendance. This notice shall include a statement of their rights under state and federal law and be copied to the Department of Special Services. For students with disabilities, a Team Meeting invitation shall accompany this notice.

TARDIES

Every pupil who is not present in his/her class or homeroom at the start of opening session will be marked tardy. Tardy students need to report to the office. Parents/guardians must provide a reason for the student's tardiness by telephone or electronically. The Principal may take appropriate disciplinary action if it is determined that a student has had excessive tardies, which have impacted the student's learning and education. In addition, the Department of Children and Family may be contacted for educational neglect.

DISMISSALS

No pupil shall be dismissed from school without a request from his or her parent/guardian in person or in writing. All dismissals shall be recorded. Students may not leave the building until the person receiving them has been properly identified (please provide a picture ID).

REVIEW/APEAL

In cases where a student in grade K through 8 receives no credit or is not promoted as directed by this policy or whenever a student's total number of school absences exceeds 18 cumulative days in any school year, an automatic review will occur at the school level. A response by the Principal or his/her designee will be made in writing by the last day of school in June. The student or parent(s)/legal guardian(s) may appeal the decision on the school review level to the Superintendent of Schools. The appeal must be submitted in writing within ten (10) days of receipt of the review decision. The decision of the Superintendent of Schools is final and cannot be appealed to the School Committee.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, who has been absent from school for ten (10) consecutive days of unexcused absence, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

REPORTING REQUIREMENTS

c. 71 § 37I states that: "The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, of chapter one hundred and nineteen."

ENTRANCE AGE

The State Board requires that children be permitted to enter kindergarten in September of the calendar year in which they reach age 5. It is our policy to:

1. Admit a child to kindergarten if he/she is five (5) years of age prior to September 1 of the school year in which he/she desires to enroll.
2. Admit a child to first grade if he/she is six (6) years of age prior to September 1 of the school year in which he/she desires to enroll.

Students who attend a kindergarten program in a public school system outside Agawam or who attend a kindergarten program approved by the Superintendent, may be allowed to enter first grade if Agawam school officials determine that it would be educationally appropriate.

MCKENNY – VENTO HOMELESS EDUCATION ASSISTANCE ACT

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

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

Your child has the right to:

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

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

SCHOOL CHOICE

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

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

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

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

SAFETY AND SECURITY

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

SECURITY CAMERAS, DRONES, & OTHER SURVEILLANCE EQUIPMENT IN SCHOOLS

Security cameras, drones, & other surveillance equipment have been installed and may be used at any time by the Agawam Public Schools. Students or staff identified on security cameras, drones, or other surveillance equipment in violation of School Committee policies will be subject to disciplinary action.

A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras, drones, & other surveillance equipment shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

PARENT OBSERVATIONS IN CLASSROOMS

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

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

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

CONFIDENTIALITY STATEMENT

Parent observers in classrooms are required by Massachusetts state law to maintain confidentiality regarding all information about students in the class. As an observer you will have an opportunity to see the students in a variety of interactions. Parents will be asked to sign a confidentiality statement prior to observing classes in session. See Form E

SKI CLUB HELMET USE POLICY

The Agawam Public Schools requires students in grade levels 5 – 12 to wear ski helmets while attending all ski club events.

SKATEBOARD / ROLLERBLADE / SCOOTER POLICY

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

SAFETY TO AND FROM SCHOOL

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

BICYCLES

Bicycles which are ridden to school must be parked in the designated area. Helmets should be worn in accordance with the state regulations for bicycle safety. It is the rider's responsibility for securing the safety of the bicycle. Bicycles should not be left overnight or used during the school day. Parents must assume liability with regard to the use, loss, or damage to bicycles brought to school.

RECESS

Recess is a supervised activity at the elementary schools.

SCHOOL BUS SAFETY PROGRAM

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

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.
5. Written summary reports of accidents from the administration will be forwarded to all School Committee members within a reasonable period of time.
6. Remain in your seat while the bus is moving. Students are not to change seats while the bus is in motion. Conditions may require specific seating arrangements. These arrangements are to be made by the driver and/or the principal only.
7. Leave and enter the bus only at the front entrance door except in the case of emergency. Emergency exit drills will be conducted during the school year to acquaint children with the methods of exit in emergencies.
8. Shouting or excessive loud talking is prohibited.
9. Undesirable remarks that stir up adverse behavior directed to the driver or other students are not allowed.
10. Horseplay is not permitted. Students are not to yell, motion or discharge any objects that will distract or prove offensive to the driver or other motorists and/or pedestrians.
11. EATING (including beverages) and SMOKING are NOT PERMITTED on school buses.
12. Packages other than school materials will not be transported at any time.

13. Students are to remain seated at discharge points until the school bus has come to a complete stop. Leave quickly and orderly, one at a time.
14. Students must follow instructions given by the bus driver.
15. Damage to buses will not be tolerated. Students are responsible for damage to their seat and area during their trip. Any damage should be reported immediately to the driver.
16. Students entitled to transportation may ride only the bus assigned to and from school.
17. The Agawam School Committee reserves the right to refuse to transport any student who fails to observe rules and regulations or exhibits unacceptable conduct.

Student Identification Cards on School Busses

Students in grades 7 – 8 are required to have identification cards issued by the school department in order to ride school buses. These cards must be shown to the driver upon entering the bus. If the driver so requests, the cards must be surrendered by the student. Such a request will be made only if a disciplinary problem exists. The card will be returned to the student through the principal's office when the student is again entitled to ride. If the driver turns in a card in the afternoon, the student will be allowed to ride to school the next morning pending an investigation by the principal of the complaint. Cards will be issued annually. Lost cards must be replaced before the student will be allowed to ride. There will be no charge for the first card, but a payment of \$1.00 will be required for replacement cards. Transferred-in students will be issued a temporary bus pass by the principal. Students leaving school for any reason are required to turn in their I.D. card. Cards will be prepared during the first week of school by the school department.

Reporting Misconduct and Disciplinary Procedures

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

DISCIPLINARY MEASURES

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

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

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

ARRIVAL OF STUDENTS NOT TRANSPORTED BY BUS

Agawam Public School students are encouraged to arrive reasonably close to the start of the school day as direct supervision is not available.

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

EMERGENCY SCHOOL CLOSING

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

SCHEDULED CLOSINGS

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

SCHOOL LUNCHES

The Agawam School System will operate a school lunch program in each school under the supervision of a supervisor of food services. Students will be permitted to bring their lunches from home and to purchase beverages and incidental items. Free and reduced lunches are available for all students who qualify. At the elementary, middle and junior high, free or reduced lunch tickets are available in the office. At the high school, tickets will be distributed by the cafeteria staff Monday and/or Tuesday before school. Applications are sent home annually during the first week of school. New students and any students whose eligibility status changes during the school year may pick up an application in the principal's office. Lunch costs: \$2.50 at the elementary and middle schools and \$2.75 at the junior high and high schools.

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

SCHOOL INSURANCE

The School Department, in cooperation with a local insurance agency, makes available insurance coverage for accidents which may occur at school, while attending school activities, or while traveling to and from school. Special 24-hour-a-day coverage is also available. Specific information about school insurance is distributed to all students during the first two weeks in September. To participate in the program, parents must complete the application and place the correct amount of money to cover the premium in the envelope. The sealed envelope is then returned to the school. Parents who do not wish to participate are asked to indicate this on the envelope and return it to the school.

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

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

PHYSICAL EDUCATION

Physical Education is mandated per state regulations at all levels K - 12. It will be clearly understood that in all cases (except medical excuses and special programs), at the high school, a student must take and pass .5 credits of physical education in each of your four years in order to graduate. If a student at the high school fails physical education, arrangements must be made with your counselor to make up the deficiency and meet the requirement for graduation.

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

The wearing of jewelry in physical education classes creates a potential safety hazard. To ensure the safety of all students, the School Committee prohibits the wearing of jewelry in physical education classes for grades K – 12. Schools follow recommendations by the National Federation of High Schools (NFHS). A medical alert must be taped and may be visible. Individual situations may be reviewed by the Physical Education staff and administration. The Massachusetts Interscholastic Athletic Association (M.I.A.A.) endorses game rules and regulations, which do not allow jewelry to be worn during athletic competition.

SWIMMING DRESS CODE FOR GRADES 7 AND 8

Swimming unit for Physical Education: students are expected to wear a bathing suit. Boys should wear a bathing suit with proper liner on the inside of the bathing suit and have the ability to tie at the front of the suit. Girls should have a one-piece bathing suit or a tankini for those girls who want to wear a bikini, but need to cover themselves with a t-shirt. Boys and girls may wear a t-shirt in the pool. Swimming students must provide their own towel and personal hygiene items. Swim caps and goggles are optional.

STUDENT PHOTOGRAPHS

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

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

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

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents and students.

Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building principal.

NARCAN POLICY AND PROCEDURE

Policy and Procedures for School Nurse Management Of Potential Life Threatening Opioid Overdose Program

Background

To address the increase of fatal and non-fatal opioid overdoses the Massachusetts Department of Public Health has launched the Overdose Education and Naloxone Distribution (OEND) prevention program. In lieu of this program, it is strongly recommended that school nurses have access to Naloxone medication and ensure its immediate availability to students, staff, and building visitors.

A person that overdoses on opioids becomes unresponsive and stops breathing. It happens because opioids occupy the same brain receptors responsible for breathing. Naloxone is used for opioid overdoses because it displaces the opioids from these critical receptors so the person can start breathing again. It is safe, effective, and has no risk of abuse. Naloxone has been used for decades by paramedics, ambulances, and by emergency room clinicians. Naloxone is not a controlled substance; it is known as a "scheduled" drug and does not require a prescription.

The Department of Public Health is operating a Naloxone distribution pilot program in accordance with M.G.L. c.94C and DPH/Drug Control Program regulations at 105 CMR 700.00. The distribution of Naloxone by approved trainers is authorized by the Department of Public Health and the standing orders issued by the Medical Director of the Naloxone pilot.

Description of Opioids

Opioids are chemicals derived from the opium poppy or synthetically manufactured by pharmaceutical companies. Opioids are depressants that slow down the central nervous system. Whether synthetic or naturally produced, opioids act similarly. Opioids attach to specific receptors in the brain, spinal cord, and gastrointestinal tract and block the transmission of pain messages. They induce euphoria and users generally report feeling warm, drowsy, and content. Opioids relieve stress and discomfort by creating a relaxed detachment from pain, desires, and activity. They also cause slow heart rate, constipation, a widening of blood vessels, and decrease the natural drive to breathe. At high levels, opioids can reduce consciousness and decrease breathing (respiratory depression).

Severe Opioid Reaction (Overdose)

An overdose occurs when the body has more drugs in its system than it can handle, often resulting in a life threatening condition. A person that has overdosed can become unresponsive to stimulation and suffer inadequate breathing resulting in unconsciousness. Their lips and fingers may turn blue because of lack of oxygen. A prolonged lack of oxygen eventually affects other vital organs like the heart and brain, leading to unconsciousness, coma, and death. Not all opioid overdoses are fatal. Some overdose victims may become unresponsive with slowed breathing, but will still take in enough oxygen to survive and wake up.

Surviving an opioid overdose depends on oxygen and the person's ability to breathe. Fortunately, opioid overdoses are rarely instantaneous; the process takes time and people slowly stop breathing. There is usually enough time to intervene between when an overdose starts and when a victim dies.

Signs and Symptoms of Opioid Overdose

There are a number of signs that a person is experiencing an opioid overdose. The signs include:

- The skin has a blue tinge – usually lips and fingertips show first

- The body becomes very limp
- Their face is very pale
- Pulse (heartbeat) is slow, erratic or not there at all
- Vomiting
- Passing out
- Choking sounds or a gurgling/snoring noise
- Breathing is very slow, irregular or has stopped
- Unresponsiveness
- Pinpoint pupils

Assessing for Responsiveness and Breathing

To determine if an individual is experiencing an overdose, it is best to assess the presence of breathing and determine the person's responsiveness to stimulation. There are some relatively harmless ways to stimulate a person. These include:

- Yelling their name
- Rubbing knuckles over the upper lip
- Rubbing knuckles up and down the front of the rib cage (a sternal rub)

If an individual responds to stimuli, they may not be experiencing an overdose at that time. It is still best to stay with the person and continue to monitor their condition.

Additional attempts of stimulation will waste valuable time to help the victim breathe.

RESPONDING TO AN OPIOID OVERDOSE

• **Call 911**

It is important to report to the dispatcher if the person's breathing has slowed or stopped; if he or she is unresponsive; the exact location of the individual; and if Naloxone was given and its effectiveness.

• **Perform Rescue Breathing**

For a person who is ***not breathing***, rescue breathing is an important step to prevent an overdose death. When someone has stopped breathing and is unresponsive, rescue breathing should be done as soon as possible. Steps for rescue breathing are:

1. Place the person on his or her back and pinch their nose or use an Ambu bag to administer rescue breaths.
2. Tilt chin up to open the airway. Check to see if there is anything in the mouth blocking the airway. If so, remove it.
3. Give 2 slow breaths.
4. Blow enough air into the lungs to make the chest rise.
5. Assess each breath to ensure the chest is rising and falling. If it doesn't work, tilt the head back more.
6. Breathe again every 5-6 seconds.

• **Administer Nasal Naloxone (Naloxone is the generic name for Narcan)**

Naloxone is a medication that reverses overdose from heroin or other opioids. Nasal Naloxone may work immediately, but can take up to 8 minutes to have an effect. The effect of the Naloxone will last for about 30-90 minutes. **Because most opioids last longer than 30-90 minutes, Naloxone may wear off before the effects of the opioids do and the person could go into an overdose state again.**

This depends on several things, including:

1. The quantity and purity of opioids used
2. The presence of other drugs or alcohol
3. The effectiveness of the liver to filter out the drugs
4. If the victim uses opioids again once the Naloxone is administered

In response to these issues, the nasal Naloxone rescue kits include 2 doses. Naloxone administration may be repeated without harm if the person overdoses after the first dose wears off. **Due to the complex nature of each of these medical emergencies, it is critical to call 911.**

• **Place victim in the recovery position**

Individuals who overdose can die by choking on their own vomit (aspiration). This can be avoided by placing the individual in the recovery position. Lay the victim on his or her side, their body supported by a bent knee, with their face turned to the side. If you have to leave the person to call 911, make sure you put them in the recovery position.

• **Stay with the person until help arrives**

• **Comfort them; withdrawal can be unpleasant**

Procedures

The School Nurse shall respond to any member of the school community when on school property with a life threatening opioid overdose. The management of a life threatening opioid overdose takes a multidisciplinary approach between the school community,

emergency responders, and law enforcement. Awareness, prevention, and emergency preparedness are crucial elements in the management of a person with a potential life threatening opioid overdose.

School Nurse Responsibilities

The School Nurse is the key resource for medical direction, assessment, and response to a potential life threatening opioid overdose. The School Nurse MUST be contacted as soon as a potential Opioid Overdose is identified.

How to assemble nasal Naloxone device and administer nasal Naloxone

1. Pop off two yellow caps and one red (or purple) cap.
2. Hold the spray device and screw it onto the top of the plastic delivery device.
3. Screw medicine gently into the delivery device.
4. **Administering Naloxone: Spray half of the Naloxone (1ml) up one side of the nose and half (1ml) up the other side of the nose. If there is no breathing or breathing continues to be shallow, continue to perform rescue breathing while waiting for the Naloxone to take effect. If there is no change in 3-5 minutes, administer another dose of Naloxone (use another box) and continue rescue breathing until they breathe for themselves or help arrives.**
5. **Monitor the victim:** Naloxone blocks opioids from acting so it can cause withdrawal symptoms in some with opioid tolerance. Therefore, after giving someone Naloxone, he or she may feel withdrawal symptoms and want to use again. It is important that the victim does not use opioids again after receiving Naloxone so that an overdose does not re-occur. If possible, the bystander who administered the Naloxone should stay with the person who overdosed.
6. **Bleeding from the nose:** If the person overdosing has substantial nasal bleeding, Naloxone may not work because the blood will interfere with absorption of the Naloxone. Call for help and conduct rescue breathing.

Key points: School nurse will respond to an opioid overdose:

- **CALL 911**
- Perform rescue breathing
- Administer nasal Naloxone
- Place the person in recovery position
- Stay with the person

Storage

Places where Naloxone is to be stored should be identified, with the following consideration of the need for storage:

- At one or more places where student may be most at risk
- In such a manner as to allow rapid access by authorized persons
- In a place accessible only to authorized persons. The storage location should be secure, but not locked during those times when nasal Naloxone is most likely to be administered.

FIRE DRILLS

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

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

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

EMERGENCY TRAINING PROCEDURES AND PROTOCOLS

Agawam Public Schools is constantly working to improve safety and security for our students and staff. To facilitate this goal, safety drills and evacuations are conducted throughout the school year in order to properly train students and staff in case of a real emergency.

As a component of the district's ALICE training, students and staff will be participating in evacuation drills. During these evacuation drills, students and staff will be leaving the school grounds and assembling at secure locations, which have been identified by the Agawam Police Department. All assembling locations are within walking distance of the school.

FIELD TRIPS AND EXCURSIONS

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

The Committee requires the following:

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

TELEPHONES

Pay telephones are located in some school buildings. Only these phones may be used by students for personal business. However, at the high school, no phone passes will be issued during a class period. Students are discouraged from using office telephones.

CELL PHONES AND PORTABLE COMMUNICATION DEVICES

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

- a. Students may possess and carry cell phones and PCDs; however, these units must be **turned off and not visible** during the academic school day to ensure that disruption and interference of the instructional and academic climate of the school do not occur.
- b. Students may not use or operate cell phones or PCDs during the seven (7) instructional periods of the school day.
- c. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.
- d. Students may use their cell and PCDs before and/or after school, during the 4-minute passing time, and at lunch.
- e. Students who violate this policy will have their cell phones or PCDs confiscated and may face disciplinary actions by the administration. Parents may pick up confiscated items.
- f. Agawam Public Schools will not be liable for any property not picked up by parents within 48 hours of notification.

LOST AND FOUND ARTICLES

Articles found in the building or anywhere in the vicinity, which apparently have been lost, should be taken to the designated lost and found area immediately. Any student losing an article should inquire at the office.

CONFISCATED PROPERTY

Parents must pick up student property that has been confiscated by school administration or staff, due to infraction of discipline policies, within 48 hours from the school office. Agawam Public Schools will not be liable for any property not picked up by parents within 48 hours of notification.

PARTIES

Parties at which food is served will be allowed at the discretion of the principal.

ANIMALS IN SCHOOL

No animal that is not a service animal, shall be brought to school without prior permission of the building Principal. The Agawam School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

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

SERVICE ANIMALS

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

ALTERNATIVE EDUCATIONAL SETTING

The school administration and designated staff may discuss alternative educational placements with a student and his/her parent(s) or guardian(s).

VOCATIONAL-TECHNICAL EDUCATION

All regular and special vocational-technical education students who currently attend an out-of-district, vocational-technical school shall be allowed to complete their education at the out-of-district vocational-technical school, and the Agawam Public Schools shall continue to pay their tuition and transportation.

All high school regular and special education students who desire to receive a vocational-technical education through the Agawam Public Schools may attend the vocational-technical exploratory education program at the LPVEC, and the Agawam Public Schools shall pay their tuition and transportation.

Agawam Public Schools shall not pay tuition and transportation costs for high school regular and special education students who choose to attend an out-of-district, vocational-technical school unless the program is not offered at the LPVEC.

MOMENT OF SILENCE AND STUDENT-SPONSORED PRAYER CLUB

Massachusetts General Laws Chapter 71, Section 1A states that a period of silence not to exceed one minute in duration shall be observed for personal thoughts. The parent – not the school – can direct the student, and the student can use this period for silent prayer, meditation, deep personal thoughts or other reflections. The Equal Access Act allows students in secondary schools to have access to non-school-sponsored speech, including religious speech. Thus, student sponsored prayer clubs, etc., are allowable in the secondary schools as long as they are student and not school-sponsored. Details or examples of what is allowable may be obtained from the Superintendent's office.

LOCKERS/DESKS/COMPUTERS – SEARCHES OF STUDENTS

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

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

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

MEDIA POLICY

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

Administrative Implementation Procedures:

1. Negatives, photographs, videotape or film and the soundtrack thereof produced by the school district shall be its exclusive property unless other prior written agreements are made.
2. The building principals must approve all photographing, videotaping, and filming in advance for their school.
3. The student Code of Conduct book shall state that permission is granted for filming, taping, photographing, and videotaping – unless the parent notifies the school and denies permission. A student list of "denied media access by parents" will be kept at each school. Lists will be checked prior to any media release.

4. Films/videotapes/photographs of school district productions or events shall not be duplicated, distributed, or sold without the prior consent of the building principal.

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

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices.

Graduating Class Funds:

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class Year of Graduation, such as Class of 1998, etc.

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

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

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

ACCESS TO DIGITAL RESOURCES

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

Safety Procedures and Guidelines

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

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

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and other Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors.

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

Empowered Digital Use

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

Employee Use

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

Community Use

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

Disregard of Rules and Responsibility for Damages

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

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

INTERNET USE POLICY

The Agawam Public Schools Internet use policy is available on the District website: [put the url here](#) Printed copies are available in the main office upon request.

VIDEO USAGE IN CLASSROOMS

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

I. VIDEO USAGE

A. The primary use of videos is for instructional purposes. By law, any video that does not include “public performance rights” (something the Agawam Public Schools purchased exclusively for classroom use) must comply with the “fair use” provision of copyright law as outlined in the attachment to this policy statement. This requires that videos:

1. Be used with students in “face-to-face” instruction with the teacher.
2. Be correlated to the Agawam Public Schools Curriculum Guides.
3. Be shown in a normal instructional setting.

II. VIDEO RATINGS

A. Grades PreK – 4:

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

B. Grades 5 & 6:

Roberta G. Doering School may only show the following:

1. “G” and “PG” videos to students in Grades 5 & 6.

(PG movies may be shown to fifth and sixth grade students only with prior approval by the building Principal.) Parent/Guardian notification of potential PG video viewing will be included in the student handbook. Any parent/guardian who does not wish his or her child to view PG-rated videos should follow the procedure outlined in the student handbook.

C. Grades 7 & 8:

Agawam Junior High School may show the following:

1. “G” and “PG” rated videos
2. “PG-13” rated videos with approval of the building Principal

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

D. Grades 9 – 12:

Agawam High School may show the following:

1. “G”, “PG”, and “PG-13” videos

III. VIDEO SOURCES

- A. Any video from a school district catalog media center may be shown to students. (Grade level recommendations shall be observed.)
- B. All videos legally purchased by the school media centers may be shown if approved for purchase by a building Principal.
- C. Commercially rented videos carry individual restrictions and may not be shown.
- D. Privately-owned videos may not be shown unless approved by the building Principal.

IV. EFFECTIVE VIDEO UTILIZATION

- A. All videos must be previewed by the teacher before showing.
- B. Sound instructional principles that maximize instructional time should always be employed (e.g. show only relevant clips, inform students of the instructional purposes, stop & start video to integrate other instructional activities, use pre/post questions, discussions, and assessment, etc.).
- C. Use of closed-captioning where applicable and available.

COMPUTER SERVICES

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

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

Agawam Public School District shall:

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

Acceptable use of the Network:

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

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

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Any attempt to harm or destroy data of another user, the Network, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services or controlled substances or drugs that could be construed as a commercial enterprise.
- Redistribution of a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.
- Revealing personal information of others or themselves, such as home address, phone number, etc.
- Logging-into the system using another's account.
- Leaving an account unlocked or unattended.
- Trying to circumvent the district's content filter or proxy.
- Attempting to access the district network with a non-district device.

Agawam Public School District rights and responsibilities:

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

NOTICES TO PARENTS/GUARDIANS

STANDARDIZED TESTS

Students in all grades are required by law to take the Massachusetts Comprehensive Assessment Test. Students must pass both the ELA and Math sections of the test in order to graduate.

MCAS TESTING

The Massachusetts Comprehensive Assessment System is mandated by the Education Reform Act of 1993. The Agawam Public Schools must abide by this mandate. Students are reminded that the failing test scores resulting from their refusal to participate in or comply with the directions of the MCAS result in a disservice to their fellow students. These failing scores lower a school's overall performance rating; a lowered rating may result in the school being found to be "underperforming." Such a finding has potentially serious consequences such as funding cuts and/or loss of local control.

Each spring, all students in grades 3-8 participate in the statewide MCAS testing.

At the beginning and the end of each semester, all Grade 5 & 6 students are given one of the following:

- a. Gates-MacGinitie Reading Test
- b. Stanford Diagnostic Reading Test

These tests are given to determine each student's reading level at the beginning of the semester and to measure progress at the end of the semester.

REPORT CARDS

Report cards at the Middle, Junior and Senior High Schools are issued four times during the school year. The passing mark is D- and the honors grade is B-. Grades are to be interpreted as follows:

95-100 A	87-89 B+	77-79 C+	67-69 D+	55-64 F+
90-94 A-	83-86 B	73-76 C	66 D	0-54 F
	80-82 B-	70-72 C-	65 D-	

At the elementary level, report cards are issued 3 times during the school year. Achievement and performance codes are to be interpreted as follows:

Performance Codes:

- 4 = Excels
- 3 = Satisfactory
- 2 = Inconsistent
- 1 = Area of Concern

Achievement Codes

- E = Exceeds grade level expectations independently
- M = Meets grade level expectations
- P = Progressing toward grade level expectations with support
- I = Insufficient progress toward grade level expectations
- NYE = Not yet expected

BACK TO SCHOOL NIGHT AND PARENT CONFERENCES

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

HOMEWORK POLICY

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

INSTRUCTIONAL SUPPORT TEAM

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

ALTERNATIVE LEARNING PROGRAM

A special program is provided for students in grades 1 through 12 with serious school adjustment problems. Classes providing carefully structured individual programs are offered upon the recommendation of a special education evaluation team.

STUDENT RECORDS – ACCESS RIGHTS AND CONFIDENTIALITY

General information about the student record:

The student record consists of your child's transcript and temporary record that includes, among other things, records pertaining to your child's special education eligibility or program. You have several rights relating to your child's student record. You and, under certain circumstances, your child, have a right to inspect and review any and all records relating to your child which are collected, maintained

or used by the school district. If your child's record includes information regarding another child you have a right to inspect and review only the information relating to your child. The school district will only limit your access to the student record if the school district has received a legal document that limits your authority in this regard (for example, a divorce or custody decree that limits your access to information about your child). All of the rights associated with the student record are contained in the Massachusetts Student Record Regulations. Those regulations can be found at 603 C.M.R. 23.00 or by requesting a copy of the regulations from the Department of Education. The following summary of information is provided to assist you in attaining a general understanding of the Student Record Regulations.

Your child's rights of access:

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

Review of the student record:

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

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

Access to the student record:

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

Changing information in the student record:

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

TRANSFERRING STUDENT RECORDS

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

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

ADMISSION OF TRANSFER STUDENTS

A student may withdraw from a Commonwealth charter school at any time and enroll in the school district in which said student resides. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the

school district will consult with the student's charter school regarding placement and eligibility for graduation and enroll the student at the grade level the school district determines appropriate.

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

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

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

DESTRUCTION OF STUDENT RECORDS

The following notice is directed to graduating students and students who leave the system at other times. Eligible students or parents may obtain copies of their records by notifying the appropriate school prior to leaving the system. Temporary records will be destroyed within seven years after the student leaves the school system. Temporary records may include standardized test results; class rank; school-sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons as well as other similar information. The transcript is not a temporary record and includes only the minimum information necessary to reflect the student's education progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

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

DISTRIBUTION OF STUDENT INFORMATION TO PARENTS

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

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

NON-CUSTODIAL PARENTS RIGHTS

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

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

(a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:

1. The parent has been denied legal custody or has been ordered to supervised visitation based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. The parent has been denied visitation, or

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

SPECIAL EDUCATION

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

Dear Parents:

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

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

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

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

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

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

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

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

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

2. FAPE – Under federal law, students who are eligible for special education are entitled to FREE, APPROPRIATE, PUBLIC EDUCATION – This concept is known as “FAPE”. Massachusetts interprets FAPE to mean that students eligible for special education are entitled to a free, public education that provides for the student’s maximum possible development in the least restrictive environment (see also organizing principle #5, below).

3. Appropriate Evaluation – A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. Your consent will always be required prior to these evaluations.

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

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

4. IEP – The law provides that the Team develops an Individualized Educational Program (IEP) in written form to describe the programs and services that are needed and that they will be provided when a student has been determined to be eligible for special education. Your permission will always be requested before any IEP services are provided.

5. Least Restrictive Environment – This principle, known as “LRE”, means that, if possible, a student who needs special education services should receive those services in the general education environment, with students who do not have special needs. Further, LRE means that removal from the general education environment should only occur if the nature or severity of the student’s special education needs are such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. IDEA-97 strengthened this principle even more by saying that no child should be removed from the general education classroom just because of needed modifications in the curriculum. This means that the Team is strongly obligated to consider how your child can be supported in the general education classroom before even considering serving your child in any other setting.

6. Procedural Safeguards - Finally, the law provides a number of procedural safeguards to ensure that parents’ and students’ rights are preserved, that information is provided on a timely basis, and that services are delivered appropriately. Parents have considerable rights to agree or disagree with proposals of the school district and also have the right to make proposals themselves.

The remainder of this brochure is designed to provide specific detail on the various procedural safeguards of the law. You are not obligated to read this material, nor are you obligated to exercise one or more of these rights. However, it may be helpful for you to understand the scope of the safeguards available to you. It is our hope that you will use this brochure to help you understand the law, your rights, your responsibilities, and the responsibilities of the school district. No exercise of procedural safeguards, however, substitutes for a positive partnership with the school district.

RIGHT TO RECEIVE WRITTEN NOTICE

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

- When the school district proposes an initial evaluation or reevaluation.
- When the school district proposes a new or amended IEP.
- When the school district proposes a change in placement.

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

The written notice must include:

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

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

PROVIDING YOUR WRITTEN CONSENT

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

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

If you refuse your consent:

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

Rights associated with consent:

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

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

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

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

Right to Independent Education Evaluation (IEE)

When you pay for an IEE:

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

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

The state regulations require school districts to finance IEEs for low-income families and to share the costs of IEEs for middle-income families. If your child is eligible for free or reduced cost lunch, then, at your request, the school district will pay for an IEE that is equivalent to the types of assessments done by the school district. If your child does not qualify for a reduced cost lunch, he or she may still be eligible for school district funding, either in whole or in part, depending on your family income. The school district will ask for income information and some validating documentation. Sharing financial information with the school district is completely voluntary on your part. If you choose to share such information, the school district must tell you promptly whether or not you are eligible for full or partial funding of an IEE. Your right to a publicly funded IEE through this income eligibility process will extend for 16 months from the date of the school district's evaluation with which you disagree.

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

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

Consideration of results of IEEs:

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

Complaints, Mediations and Due Process Hearings

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

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

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

Mediation services or hearings:

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

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

Information about mediation:

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

Information about mediation:

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

Bureau of Special Education Appeals
Department of Education
350 Main Street
Malden, MA 02148-5023

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

OBSERVATIONS OF SPECIAL EDUCATION PROGRAMS

1. Parents' request to observe their child(ren), current program, or a potential placement must be made at least five (5) days in advance with the Special Education Director or designee and Principal.
2. The Special Education Director or designee shall contact the parent(s) for initial scheduling conversation within five (5) days of receipt of the parents' request.
3. When a parent requests an observation of a special needs student or program, the Special Education Director or designee will seek approval from the Director of Special Education and the building principal before it is processed. Such approval may only be withheld for those reasons outline within law and DESE regulation.
4. The Principal will work with the classroom teacher and the observer to set up the specifics of the observation (including, but not limited to, scheduling and placement of the observer in the classroom).
5. The number, frequency, and duration of observation periods will be determined on an individual student basis in accordance with law and regulation. The start and end time of observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruption, the length of individual observation periods may be limited.
6. If the observer is not the parent, the parent must sign a release for the individual to observe.
7. The number of observers at any one time may be limited.
8. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
9. The observer will be asked to submit his/her report of the observation to the Educational Team Facilitator at least 3 days in advance of any follow-up TEAM meeting.
10. The observer will be informed that he/she is there to evaluate the appropriateness of a specific educational program to meet the needs of an individual child. He/she is not there to evaluate a teacher's ability to perform his or her contractual job duties.

11. The observer will be instructed regarding the disclosure of confidential or personally identifiable information relating to other children. Staff must be mindful of removing materials which may be part of students' records from plain view.
12. A school administrator or designee also will observe at the same time and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) at least 3 days in advance to any follow-up TEAM meeting.
13. The parent or parent representative must sign the attached Observation Agreement so that both the School District and classroom parents have assurance that information concerning other students' education remains in the classroom and is not discussed publicly.

OBSERVATION AGREEMENT

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

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

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

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

(Parent or Designee Signature)

(Date)

File: IHBA

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

Mass. Department of Elementary & Secondary Education

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

CROSS REF.: KI, Visitors to Schools

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

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

1. The I.E.P. for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the I.E.P.
 2. The principal (or designee) will notify the special education office of the suspendable offense of a special needs student and a record will be kept of such notices.
 3. When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the I.E.P. will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and will either:
 - a. Design a modified program for the student;
 - b. Write an amendment to provide for the delivery of needed modifications of the I.E.P. relative to discipline code expectations.
- In addition, the Department of Education will be notified as required by law, requesting approval of the alternative plan to be followed.

AGAWAM PUBLIC SCHOOLS PROBLEM RESOLUTION GUIDELINES

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

1. Communicate your concern(s) with your child's teacher(s) and/or related service provider(s). Often a problem may be a misunderstanding and can be effectively addressed through clarification. Teachers and/or related service providers are encouraged to respond to oral or written communications in a reasonably prompt manner (within two (2) school days, except for unusual circumstances);

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

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

SECTION 504

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

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

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

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

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

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

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

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on his/her handicapping condition(s).
2. Have the school district advise you of your rights under the Federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided to non-handicapped students;
6. Have evaluation, educational, and placement decisions based upon a variety of sources by persons who know the student, the evaluation data, and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;

9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;
12. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
13. File a grievance;
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, education program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing and mediation requests may be made to: Commonwealth of Massachusetts, Department of Education, Bureau of Special Education Appeals, 350 Main Street, Malden, MA 02148-5023. Phone – (781) 338-3000;
15. Appeal to the Office of Civil Rights (OCR), Region 1, John W. McCormack, Post Office and Court House Square, Room 222, Boston, MA 02700. Phone (617) 223- 9662.

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

Erin Walsh
Director of Special Services
760 Cooper Street
Agawam, Massachusetts 01001

GRIEVANCES

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

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

Title IV of the 1964 Civil Rights Acts provides that no person shall on the ground of race, color, or national origin be excluded from participating in any program receiving federal financial assistance.

Section 901(a) of Title IX of the Education Amendments of 1972 prohibits any educational program or activity from discriminating on the basis of sex.

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

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

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

GRIEVANCE PROCEDURE

A. DEFINITIONS

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

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

B. PURPOSE

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

C. GENERAL

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

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

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

D. PROCEDURE

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

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

PUBLIC INFORMATION

PARENT'S RIGHT TO KNOW

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

PARENTAL INVOLVEMENT AND SUPPORT

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

To assist parents/guardians in monitoring the student's progress, parents will receive progress reports in October, December, March and May. Mid-term reports will be sent home as needed. All Agawam Schools schedule a Back to School Night early in the school year. Conferences will be held twice yearly. Parents seeking more information can consult with their child's teacher by requesting additional conferences.

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

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

Parent Teacher Student Organization (PTSO)

SCHOOL VOLUNTEERS

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

SCHOOL VOLUNTEER PROCEDURES DURING REGULAR SCHOOL HOURS

Use of Volunteers:

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

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

Authorization Procedures:

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

IN-SCHOOL VOLUNTEER PROGRAM DURING REGULAR SCHOOL HOURS

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

Terms and Conditions:

1. As an Agawam Public Schools volunteer, I understand that I need to attend an orientation session with a Principal or his/her designee.
2. As an Agawam Public Schools volunteer, I will be subject to the direction and control of a building Principal or his/her designee.
3. I will check in at the school office upon arrival and wear my visitor pass at all times when I am providing volunteer services.
4. I WILL NOT contact parents, guardians, or emergency contact persons under any circumstances while volunteering in the Agawam Public Schools unless directed to do so by a Principal or his/her designee.
5. I will conduct myself in a friendly, courteous manner and not show partiality toward any student and will remain neutral in my speech and actions with respect to religion, culture, and politics at all times while I am engaged in volunteer activities with students.
6. As a volunteer, I understand that I have been authorized by the principal to act as a "school official" subject to the directions and control of the school administrators and teachers. In this capacity, I may, under limited circumstances, have access to student and school information in connection with my authorized duties. Student information can include all records, files, documents, and other materials that contain personally identifiable information about any student, as well as the personally identifiable information itself.
7. I WILL NOT discuss with others, while serving as a volunteer or when no longer in a volunteer role, the content of any specific student information, or will I disclose student information **that may reasonably be considered confidential**.
8. While in control or possession of student information and while handling, distributing, organizing, mailing, or filing student information, I understand and agree that I must protect this information from being viewed or obtained by non-authorized individuals.

9. I understand and agree that questions about any student must be directed to an Agawam Public Schools employee who is authorized to provide information regarding that student. As a volunteer, I understand and agree that I should state that I am not authorized to provide information regarding any student.
10. I must report any breach or suspected breach in confidentiality of student information immediately upon my discovery thereof to the building Principal or his/her designee. I understand and agree that my failure to maintain the confidentiality of student information and personally identifiable information to which I am given access may disqualify me from further service as a volunteer for the Agawam Public Schools.
11. As an Agawam Public Schools volunteer, I understand that if my attitude and/or performance could be detrimental to the operation, function, and well being of the school, pupils, or personnel therein, I may be dismissed.

Professional Responsibilities:

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

Confidentiality:

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

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

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

1. Student information is considered confidential under the law. Such information includes student work, test scores, report cards, IEPs and files containing information about an identifiable student and his/her academic standing. If you have seen any information in any student record through your volunteer work, you are under no circumstances allowed to share that information with anyone at anytime.
2. You are not to discuss information learned about a child while volunteering with his/her parent.
3. As a volunteer, you may see or overhear interactions between students, between staff and students, or between staff members. Anything you may see or overhear is considered confidential and should not be discussed with another person.
4. If you see or overhear an interaction between student, between staff and students, or between staff members that causes you concern for the welfare of the students or a staff member, you must immediately report it to the building Principal or the staff member who solicited your services.

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

_____ (Please Print)

Volunteer Name

Signature

Date

Principal's Signature

Date

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

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

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

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

4. Authority of School Personnel:

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

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

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

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

Authority to Deal with Persons who are Verbally Abusive:

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

PUBLIC SOLICITATIONS IN THE SCHOOLS

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

1. The school system will provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations by determining those that are appropriate for the school system.
2. Commercial and fund-raising activities will be conducted during the non-instructional time of the school day.

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

1. No direct solicitation of students or employees may take place without school committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without the approval of the Director of Finance/Human Resources.

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

PUBLIC COMPLAINTS

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

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

1. Teacher
2. School building administrator
3. Director of Finance/Human Resources
4. School Committee

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

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

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

Legal Ref.: 603 CMR 26:09 and 26.10

STUDENT PUBLICATIONS

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

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

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

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

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

Distribution of Literature

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

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

SUPPLEMENTARY MATERIALS DISTRIBUTION

Distribution of Printed Matter Other Than School Publications

Approval

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

Unacceptable Material

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

Places

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

Time

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

Littering

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

Appeal

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

Distribution of Special Aids (Non-Printed Materials)

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

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.

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

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

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

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

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

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

HEALTH

SCHOOL HEALTH SERVICES MISSION STATEMENT

The mission of the Agawam Public Schools is to promote *Achievement and Accountability* in all endeavors as we educate life-long learners in our community.

The mission of the Agawam Public Schools' Health Services Department is to enhance the education process by maximizing the health and well-being of the school-age children and adolescents physically, intellectually, socially, and emotionally. An optimum level of health is basic to effective learning.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School:

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year, parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card, which lists any allergies or diseases the student might have;
2. Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Principal or designee;
3. Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;
4. Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expenses incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

MEDICAL CONDITIONS

Any student who has a physical, emotional, or medical problem, which could affect the student's educational progress, **must** have on file in the principal's and/or nurse's office in the student's school a document from the student's attending physician explaining the nature of the student's condition and any limitations that can/may affect the student's education. The student and the attending physician in cooperation with the school staff will regularly develop an appropriate educational plan while the student is attending school or if it is agreed that the student should no longer attend school regularly.

If the student's attending physician determines that a student should no longer attend school regularly because of a physical, emotional, or medical problem, a note from the student's physician **is required** in order for the student to return to school. Every effort will be made to see that the educational program of the student is disrupted as little as possible, that health counseling services, as well as instruction are offered, that return to school is encouraged, and that every opportunity to complete the school year is provided.

FIRST AID

The school attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call the school physician.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained personnel will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
3. No young child who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be taken home unless it is known that someone is there to receive him/her.

4. In extreme emergencies, the school nurse, school physician or principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance if at all possible.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given. All accidents to students and staff members will be reported as soon as possible to the Superintendent and the School Committee.

ACCIDENT REPORTS

Accidents to students are to be reported immediately in order to assure that all necessary procedures are followed in relation to insurance coverage claims and safety. Reports of serious accidents involving pupils or members of the school staff should be telephoned as soon as possible by the principal to the Director of Finance/Human Resources.

The law requires that every employer keep a record of all injuries of students. Any injury, no matter how slight, must be reported to the insurance carrier in order to comply with the law.

The responsibility for filing reports rests with the injured student or with the teacher of an injured student. Reports should flow through normal administrative channels to the Assistant Superintendent. File: EBBB

PHYSICAL EXAMS

Physical examination of students is required every three (3) to four (4) years, usually in grades K, 4, 7, 10, and for new enterers. We encourage parents/guardians to have this exam completed by the student's Primary Care Provider when parents/guardians receive physical exam notices. Physical examination by a private health care provider is required **prior to enrolling in Agawam Public Schools**. Noncompliance will result in exclusion from school until requirements are met.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school principal. (JLCA)

MANDATED SCREENING

Postural screening will be administered to students yearly in grades 5 through 9 by the Physical Education staff. No parental permission is required for this screening. (JLCA)

The school nurse performs the following mandated state screenings for all grade 10 students annually: vision, hearing, height and weight. (JLCA)

FORMS

It is the responsibility of the parent(s)/legal guardian(s) to complete necessary health forms such as Emergency Procedure Cards and Health Histories.

The school must have the proper information to contact the parent(s)/legal guardian(s) in the event of an illness or accident involving their child. Parent(s)/legal guardian(s) should make arrangements to transport their child home when ill.

SPECIAL PROCEDURES

A written order from a physician or licensed health care provider and written parental permission is required prior to initiating any special procedure on any student for that school year.

NURSES' OFFICE/HEALTH ROOM PROTOCOL

1. All students need a pass to be seen in the Health Room.
2. Students will be served on a triage basis of severity of illness or injury.
3. Except for emergency first aid and preliminary assessment of illness or injury, treatment is the responsibility of the student's parent(s)/guardian(s).
4. When a student transfers to another school or school system, upon receipt of a signed "Release of Information: Form from the student's parent(s)/guardian(s), the health record may be sent with other school records. The nurse places the health record in a sealed envelope that is clearly labeled to the school nurse of the receiving school. Otherwise, the health record shall be sent directly to the school nurse of the receiving school.
5. In cases of communicable disease and febrile illness, the school nurse has the authority to exclude students under guidelines of the Department of Public Health. Readmission will be dependent upon compliance with the above guidelines. Parents/guardians

should cooperate in preventing the spread of contagious disease by keeping children at home during the most contagious stages of illness and in the presence of rash, skin eruptions or other deviations from normal health. When in doubt, the family physician should be consulted.

HEAD LICE

Parents/Guardians are urged to spot-check their child's head for the presence of lice or eggs. Positive findings must be reported to the school nurse immediately. Family physician should be consulted concerning treatment. Students should not be sent to school until free of lice or eggs (nits). Periodic spot checks of students will be made throughout the year by the school nurses in the grammar schools only.

INJURIES

Students must immediately report an injury to the teacher in whose room the injury occurred. The student then sees the school nurse who begins the injury report, sends it to the teacher/witness for completion of the description of the injury.

PHYSICAL LIMITATIONS

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

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

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

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

File: JIE-1 CROSS REF.:

Policy JIE, Medical Conditions

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities (1) including, but not limited to, club cheerleading and interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

(1) Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer,

skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

File: JJIF

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow, or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow, or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

Confusion

Forgets plays

Unsure about game, score, opponent

Altered coordination

Balance problems

Personality change

Slow response to questions

Forgets events prior to injury (retrograde amnesia)

Forgets events after injury (anterograde amnesia)

Loss of consciousness (any duration)

Symptoms (reported by athlete):

Headache

Fatigue

Nausea or vomiting

Double vision/blurry vision

Sensitivity to light (photophobia)

Sensitivity to noise (tinnitus)

Feels sluggish

Feels foggy

Problems concentrating

Problems remembering

Trouble with sleeping/excess sleep

Dizziness

Sadness

Seeing stars

Vacant stare/glassy eyed
Nervousness

Irritability
Inappropriate emotions

If any of the above signs or symptoms is observed after a suspected blow to the head, jaw, spine, or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABC's and not move the athlete until help arrives.

2. Any athlete who is suspected to have sustained a concussion and is removed from the competition or event and begins to develop signs and symptoms of worsening brain injury will be transported to the hospital immediately in accordance with the EAP. Worsening signs and symptom requiring immediate physician referral include:

- A. Amnesia lasting longer than 15 minutes
- B. Deterioration in neurological function
- C. Decreasing level of consciousness
- D. Decrease or irregularity of respiration
- E. Decrease or irregularity in pulse
- F. Increase in blood pressure
- G. Unequal, dilated, or unreactive pupils
- H. Cranial nerve deficits
- I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
- J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
- K. Seizure activity
- L. Vomiting/worsening headache
- M. Motor deficits subsequent to initial on-field assessment
- N. Sensory deficits subsequent to initial on-field assessment
- O. Balance deficits subsequent to initial on-field assessment
- P. Cranial nerve deficits subsequent to initial on-field assessment
- Q. Post-concussion symptoms worsen
- R. Athlete is still symptomatic at the end of the game

3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) or other similar assessment tool to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check the pulse and blood pressure of each student athlete with a suspected concussion. The ImPACT test or equivalent test will be utilized to aid in the progression of the athlete's return to play. The ImPACT test is one component of the return to play management plan and will not be used as the sole criteria for clearance.

4. Any athlete who is symptomatic, but stable, is allowed to go home with his/her parent(s)/guardian(s) following the head injury.

A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.

B. If the injury occurs at a game or event, the student athlete may go home with the parent(s)/guardian(s) after talking with the certified athletic trainer.

C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room, as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Return to Play form and bring it back to the certified athletic trainer before starting with the Return to Play protocol.

V. Return to Play Protocol:

1. ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is a research-based software tool utilized to evaluate recovery after concussion. It was developed at the University of Pittsburgh Medical Center (UPMC). ImPACT evaluates multiple aspects of neurocognitive function, including memory, attention, brain processing speed, reaction time, and post-concussion symptoms.

- Neuropsychological testing is utilized to help determine recovery after concussion.
2. Athletes at Agawam High School will take the baseline ImPACT test or equivalent neuropsychological test prior to participation in high school athletics in their freshmen and junior years. The Athletic Training Staff will coordinate the testing sessions.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion, the athletic trainer and/or coach/athlete must notify the athletic director and school nurse.
 - C. Return to play after concussion: Each athlete who is removed from play and subsequently suspected to have a concussion must have a written graduated re-entry plan for return to full athletic participation.
 1. The athlete must meet all of the following criteria in order to progress to activity:
 - a) Athlete has rested from activity for a minimum of five (5) days AND:
 - b) Athlete is asymptomatic at rest and exertion (including mental exertion in school) AND:
 - c) Athlete is within normal range of baseline on post-concussion ImPACT or equivalent testing AND:
 - d) Has submitted a Department Post Sports-Related Medical Clearance and Authorization Form completed by their Primary Care Physician or Head Injury Specialist (athlete must be cleared for progression to activity by a physician other than an Emergency Room physician).
 - e) The athlete must be completely symptom free and medically cleared in order to begin re-entry to athletic participation.
 2. Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise process, (as recommended by both the Prague and NATA Statements), under the supervision of the Athletic Trainer.
 3. Progression is individualized and will be determined on a case by case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the athlete and sport/activity in which the athlete participates. An athlete with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport should progress more slowly.
 4. Stepwise progression as described in the Prague Statement:
 - a) No activity – do not progress until asymptomatic
 - b) Light aerobic exercise – walking, stationary bike
 - c) Sport-specific training (e.g. skating in hockey, running in soccer)
 - d) Non-contact training drills
 - e) Full-contact training after medical clearance
 - f) Game play
 - If the athlete experiences post-concussion symptoms during a phase, the athlete should drop back to the previous asymptomatic level and resume the progression after 24 hours.
 5. The Athletic Trainer and the athlete will discuss appropriate activities for the day. The athlete will be given verbal and written instructions regarding permitted activities.
 6. The athlete should see the Athletic Trainer daily for re-assessment and instructions until he or she has progressed to unrestricted activity and been given a written report to that effect from the Athletic Trainer.
 7. Any athlete who sustains a second concussion in the same season must be evaluated and cleared by a neurologist, neuropsychologist, or equivalent specialist.

Section VI. School Nurse Responsibilities:

1. Participate and complete the on-line CDC training course regarding concussions. A Certificate of Completion will be awarded once the on-line course has been successfully completed and this certificate should be sent to and kept by the nurse leader.
2. Complete Symptom Assessment Sheet when a student athlete enters the Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes. The Athletic Director will supply the appropriate Symptom Assessment Sheets.
3. Observe students with concussion for a minimum of 30 minutes.
4. If symptoms are present, notify parent(s)/guardian(s) and instruct parent(s)/guardian(s) that student must be evaluated by a MD.
5. If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in Health Office when needed.
8. Follow physician's plan for student regarding pain management.
9. School nurse will notify school counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.

10. Educate parents and teachers about the effects of concussion and returning to school and activity by directing them to the Agawam Public Schools website link to the MIAA concussion information page.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the school counselor, athletic director, school nurse, school psychologist, or teacher).
3. Point person to work with the student on organizing work assignments, making up work, and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity.
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent(s)/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse, and school physician.
7. Inform parent(s)/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return Certificate of Completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping

6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics, and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make-up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extra-curricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPACT Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return Certificate of Completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/or school nurse.
5. Follow recovery plan.
6. REST
7. NO ATHLETICS
8. BE HONEST!
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your class work.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing, and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis.
2. Ensure all student athletes have completed ImPACT baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their Certificate of Completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for extra-curricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet, or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- | | |
|----------------------------------|--|
| ● Dizziness | ● Frustration |
| ● Headache with exertion | ● Difficulty in coping with daily stress |
| ● Tinnitus (ringing in the ears) | ● Impaired memory or concentration |
| ● Fatigue | ● Eating and sleeping disorders |
| ● Irritability | ● Behavioral changes |

- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second Impact Syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second Impact Syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood auto-regulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact, a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen (15) seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma, and respiratory failure. The best way to handle Second Impact Syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes, and the community about concussions. On a yearly basis, all coaches must complete the online course called, "Concussion In Sports; What You Need to Know." This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer, and other school personnel. Every year, student athletes and parents will participate in educational training on concussions and complete a Certificate of Completion. This training may include:

- CDC Heads-Up Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director, and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, SIT THEM OUT and have them see the appropriate healthcare professional.

PHYSICAL EXAMINATIONS OF STUDENTS

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.

Every student will be given a general physical examination four times: upon entering school and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. Signed permission card and verification of passing a physical exam are required before participation is allowed (practice or game). Forms are passed in directly to the athletic trainer. All students must turn in an M.I.A.A. medical form. A student-athlete must have a physical examination yearly. A written report stating the fitness of the student to participate signed by the physician will be sent to the school principal.

The school committee or the board of health shall provide the services of a school physician to carry out physical examinations on such children who, because of hardship, do not have this service performed by the student's physician, nurse practitioner, or physician assistant. Every reasonable effort shall be made to link such students with a primary care provider.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

STATE LAW REGARDING SPORTS RELATED HEAD INJURY & CONCUSSIONS

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law. Student-athletes and their parents, coaches, athletic director, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials.

The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play.”

Parents and students who plan to participate in any athletic program at Agawam High School must receive and read a copy of the National Federation of State High School Associations Concussion Information Packet or take a free on-line course. Two free on-line courses are available and contain all the information required by the law.

The first is available through the National Federation of State High School Associations. You will need to click the “order here” button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes.

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

The second on-line course is available through the Centers for Disease Control and Prevention at: www.cdc.gov/Concussion.

Please sign below that you have read the above and completed one of the courses listed or have read and understand the NFHS Concussion Information Materials. This is required in order to participate on any athletic team at Agawam High School. Thank you very much.

_____ Parent/Guardian (print name)	_____ Signature	_____ Date
_____ Student (print name)	_____ Signature	_____ Date

DISMISSALS

In case of illness a student should report to the nurse. Any call regarding dismissal for illness should come from the nurse’s office. Parents or their designees which are named on the emergency card are responsible for transporting a sick student from the building.

IMMUNIZATION REGULATIONS

Under Massachusetts General Laws Chapter 75-15 A:

“No child shall be admitted to school except upon presentation of a licensed health care provider’s certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, mumps, rubella, and poliomyelitis. Any child born on or after January 1, 1992, must also present proof of having received the Hepatitis B series. Beginning in September, 1995, all children in grades kindergarten through grade 12 must show proof of a second MMR vaccine.” Pre-schoolers must show proof of H Influenza immunizations in addition to other immunizations noted above.

The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child; or the students’ parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent. (JLCB)

CHILDREN AND ADOLESCENTS WITH HIV/AIDS IN SCHOOL SETTING: GUIDELINES FOR ATTENDANCE AND DISCLOSURE

Information gathered by the U.S. Centers for Disease Control and similarly, the Massachusetts Department of Public Health, states that, except in rare circumstances, a student with AIDS or HIV infection poses no risk of transmission of HIV infection through the kind of casual contact which occurs in a school setting. Therefore, a student with AIDS or HIV infection has the same right to attend school and participate in school programs as any other student.

1. A student's parent(s)/legal guardian(s) are not obliged to disclose the student's HIV/AIDS status with school personnel.
2. There are benefits to informing the school nurse or physician of a student's health condition but further disclosure of a student's HIV status by the school nurse or physician to other personnel requires the specific, informed, written consent of the student's parent(s)/legal guardian(s).
3. If a healthcare provider (such as a school nurse or school physician) discloses a student's AIDS/HIV status, without specific, informed, written consent, that provider and/or facility has violated Massachusetts General Laws, Chapter 111, Section 70F, and may be subject to a civil suit brought by the student or the student's parent(s)/legal guardian(s).
4. Under Massachusetts General Laws Chapter 112, Section 12F, minors may consent to HIV testing in certain circumstances. This law mandates strict confidentiality. If an adolescent student has sought such testing independent of parental consent, that student has a right to full confidentiality of the test results, and any disclosure of this information would require the STUDENT'S specific, informed, written consent.
5. Massachusetts General Laws Chapter 214, Section 1B, prohibits the unwarranted invasion of a person's privacy. Therefore, any school staff member, having heard of a student's HIV/AIDS status, is advised to refrain from discussing any HIV/AIDS related information regarding that student unless he/she has been given specific, informed, written consent to do so.

MEDICATION PROCEDURES

As a rule, medication is not given in school. In most cases, pupils who are on prolonged medication can have the dosage adjusted by their health care provider so that the routine time for taking the medication will come before or after school hours. When it is absolutely necessary that a dose of medication – prescription and/or over-the-counter medications – be given during school hours, the Agawam Public Schools will cooperate in the *administration of medication* when the following regulations have been met:

The registered nurse will act according to the following guidelines:

1. Before medications (including non-prescription medication) are given to a student, the parent or guardian must present to the school nurse a written physician's order for the medication and the authorization of the parent or guardian for the medication to be given. The authorization form will be filed with the student's medical file.
2. The physician's orders for any medication to be administered will specify in writing the condition for which the drug is being given, name and amount of the medication, time of administration, any relative side effects to be noted, length of time during which the medication shall be administered. Medication to be given on a long-term basis must be reconfirmed with the prescribing physician each school year.
3. The health care person is responsible for obtaining any additional information regarding the medication or for contacting the physician if there are any questions concerning the appropriateness of administering the medication at school.
4. Any medication to be given during school hours must be delivered directly to the health care person or building principal by the parent/guardian or a responsible adult.
5. The medication must be delivered in and dispensed from the original container, which has been properly labeled from the pharmacy. The label should contain the name of the patient, name and strength of medication, name of physician, date of original prescription, and directions for administering the medication.
6. No more than one month's supply of prescribed medication should be kept at school.
7. All prescription medication shall be stored in a securely locked area. Medications requiring refrigeration will be so stored.
8. At the end of the school year unused medication will be picked up by the parent/guardian or responsible adult or disposed of by the school nurse. If a drug is disposed of, notation should be made of the date of the discard. The parent or responsible adult who picks up the medication will sign the medication sheet, which will be filed in the student record.
9. Please note that field trip permission slips now have a space for medication administration. The parent must take the time to complete it, contact the school nurse, and make the necessary arrangements with your pharmacy for an appropriately labeled bottle to accompany your child on the field trip.
10. At the time the medication is prescribed by the physician, please inquire as to whether hours of administration of the medicine may be planned for before or after school hours.

**TOWN OF AGAWAM
HEALTH DEPARTMENT / SCHOOL NURSE DIVISION**

DATE _____

Dear Parent/Guardian:

We would like to inform you of the policies that have been put in place to ensure the health and safety of children needing medicines during the school day.

Our school district requires that the following forms must be on file in your child's health record before we begin to give any medicine at school:

1. Signed consent by the parent or guardian to give the medicine. Please complete the enclosed consent form and give it to your school nurse.
2. Signed medication order. The written medication order form should be taken to your child's licensed prescriber (your child's physician, nurse practitioner, etc.) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.

Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by you or a responsible adult whom you designate. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty day supply of the medicine should be delivered to the school.

When your child needs a medicine to be given during the school day, please act quickly to follow these policies so we may begin to give the medicine as soon as possible. ANY UNUSED MEDICATION MUST BE PICKED UP BY PARENT OR GUARDIAN, OR IT WILL BE DISCARDED.

Thank you for your cooperation.

Sincerely yours,

School Nurse

Telephone

PLEASE NOTE – PHYSICIAN ORDERS AND PARENT CONSENT ARE RENEWABLE YEARLY. See Form P

ADMINISTERING MEDICINES TO STUDENTS

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

Exceptions:

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

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

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

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

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

PROCEDURES FOR RESOLVING QUESTIONS BETWEEN SCHOOL AND PARENTS/GUARDIANS REGARDING ADMINISTRATION OF MEDICATIONS

If a question or dispute involving the administration of medication arises between the parent/guardian or a student and the nurse, every effort should be made by both parties to resolve the disagreement. If this is not possible, the following procedures will be followed:

LEVEL 2: A conference involving the parent/guardian, the student (if appropriate), and the head nurse, the school nurse and the school physician will take place. If at this point the dispute remains unresolved, the parent/guardian may proceed to the next level.

LEVEL 3: A conference involving the parent/guardian, the student (if appropriate), and the head nurse, and the Assistant Superintendent will occur. At the end of this conference, after a careful consideration of all the factual information presented, the Assistant Superintendent will be responsible for the final determination of the dispute.

MEDICATION EMERGENCY PLAN

A medication emergency shall be defined as any severe or untoward response or reaction to either self-administered or personnel-administered drug or any other medication, whether prescribed or not. When such an immediate situation is discovered, the student should be brought to the health room (if possible) and the health professional for that school should be notified. C.P.R. and First Aid should be performed if appropriate. If the individual seems to be having a severe reaction manifested by the sudden appearance of a general body rash, breathing difficulties, severe pallor, or unresponsiveness, indicating a state of shock, then the ambulance should be called and the student transported to Baystate Medical Center Emergency Ward.

If the substance or drug is identifiable, personnel attending the student should make every effort to bring that substance to the emergency ward with the student. Nursing personnel in each school will be responsible in determining the use of oxygen, and/or other emergency drugs in treating the acutely ill student.

Notification of emergency will include parent/guardian, physician of record or school physician if necessary. A Medication Error report form will be completed and attached to the student's health record. A copy will be sent to Miss Cavanaugh, Director of Finance/Human Resources and to the Food and Drug Administration if appropriate.

EMERGENCY CARDS

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

SCHOOL DISTRICT WELLNESS PROGRAM

Federal Law (PL 108.265, Section 204) requires all schools to develop a local wellness policy and establish a plan for measuring the implementation of the policy. Children need access to healthful foods and educational content and experiences that promote wellness. Good health fosters student attendance and educational success. Obesity rates and chronic diseases continue to increase and challenge maximum academic performance. Participation in vigorous physical activity, quality physical education, nutrition education, and balanced food choices foster life long health habits leading to long healthy lives.

The purpose of this policy is to insure that each student is provided ongoing opportunities designed to maximize the prospect that the student will make positive decisions throughout life. Health education provides critical content for students to develop and demonstrate health-related knowledge, attitudes, and practices. Physical education and regular physical activity is an integral part of the total education of students, which contributes to the physical development of the individual through promotion and appreciation of physical fitness. School food services will provide students with a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of the students.

I. Nutrition Education, Physical Activity, Physical Education, and Wellness Promotion

A. Nutrition Education

- Nutrition instruction will be taught as a standards-based program designed to provide students with the knowledge and skills necessary to promote and protect health. (MGL Chapter 71, Section 1)
- Nutrition instruction will be developmentally appropriate and culturally relevant
- Nutrition instruction will contain Food Pyramid Guidelines, caloric balance, and media literacy.
- Health educators will collaborate with the food service staff to strengthen and expand instruction.

B. Physical Activity

- Opportunities for physical activity will be incorporated at the elementary and middle school levels, weather permitting.
- Physical activities programs, such as intramurals (K-8), before and after school programs, extra-curricular activities, and interscholastic sports are available before and after school hours for all levels, as funding permits.
- Physical activity during the school day will not be used as punishment (e.g., running laps, pushups).
- Physical activity shall not be restricted for disciplinary reasons unless related to a violation that occurred during the time that the physical activity took place and/or that said violation involves the safety of the student and or other students and staff.
- Middle School will strive to provide time for physical activity at the end of each lunch period.

C. Physical Education

- Physical education shall be taught as a required subject in grades K-12 for all students (MGL Chapter 71, Section 3).
- Physical education will be taught by a certified physical education teacher.
- Student involvement in other activities involving physical activity will not be substituted for physical education class.
- Physical education should be taught to students during the school year to provide the maximum activity exposure and instructional continuity.
- Physical education instruction will incorporate *NASPE's Quality Physical Education Guidelines* including opportunity to learn, meaningful content, and appropriate instruction.
- The physical education program should match the Massachusetts Department of Education's Health Curriculum Framework and the National Standards for Physical Education (NASPE).

D. Wellness Promotion

- Instruction in health education shall be taught as a standards-based program and incorporate the Massachusetts Department of Education's Health Curriculum Framework standards (MGL Chapter 71, Section 1).
- The health education program should match the Massachusetts Department of Education's Health Curriculum Framework and the National Health Education Standards.
- The Wellness Policy will be available on the district's website & in school newsletters

II. All Foods Available on School Campus (during the day)

A. Beverages

"The Healthy Hunger Free Children's Act of 2010," signed into law on July 30, 2010, requires the Massachusetts Department of Public Health to establish standards for competitive foods and beverages sold or provided in public schools during the school day. The goal of the standards is to ensure that public schools offer students food and beverage choices that will enhance learning, contribute to their healthy growth and development, and cultivate life-long, healthy eating behaviors.

- All milk served will be pasteurized fluid milk, which will meet state and local standards for such milk. All milk will have vitamins A and D at levels specified by the Food and Drug Administration and is consistent with state and local standards for such milk.

The following standards will apply to all Elementary, Middle, Junior, and Senior High School students in the Agawam Public Schools:

- 100% fruit and vegetable juice: with no added sugar
- Milk: Low-fat (1% or less)
- Water: with no added sugars, sweeteners, or artificial sweeteners

B. Other Foods

- Nutritious and appealing foods such as fruits, vegetables, low and non-fat dairy products, and whole grain products will be available whenever food is sold or offered on the school campus during the school day in approved size packages.
- “A LA CARTE SNACKS” offered for sale to students during the school day will comply with the USDA regulations and will meet the *Massachusetts Action for Healthy Kids Guidelines and the Stalker Institutes A-List*.
- At all schools, the school lunch department will provide a variety of choices to students.

NOTE: The emphasis will be to increase the availability of appealing, nutritious foods.

Snacks may be brought from home for children’s own consumption. However, some classrooms may need to restrict some types of recess snacks due to specific allergies that classmates or staff may have such as peanut/tree nut allergies. Parents are encouraged to send healthy snacks that will provide the “fuel” for effective learning. Foods of high nutritional value will naturally have a significant amount of at least one of the following: calcium, vitamin C, Vitamin A, iron, or fiber.

- For any school-wide celebrations, only wrapped, store-bought foods, with ingredients listed on the labels may be sent in.
- High sugared items are not encouraged as a snack or reward.
- Staff members are expected to follow the same procedures for any food they bring in to share with their classes or allow other students to bring in and share.
- No fundraising involving the sale of food or drinks shall take place during the lunch period. Fundraisers that take place during the day involving food must comply with the Stalker Institute’s A-List and must be pre-wrapped and labeled.
- School stores may not sell food or drinks.

III. School Meals

A. Reimbursable School Meals

The following standards will apply to all Elementary, Middle, Junior, and Senior High School students in the Agawam Public Schools:

- Nutritious and appealing foods such as fruits, vegetables, low and non-fat dairy products and whole grain products will be available whenever food is sold or offered on the school campus during the school day.
- A LA CARTE snacks offered for sale to students during the school day will comply with the USDA regulations and will meet the *Massachusetts Action for Healthy Kids Guidelines* and will be on the John C. Stalker Institute’s A-List.

NOTE: The emphasis will be to increase the availability of appealing, nutritious foods while minimizing the availability of high-caloric/low-nutrient counterparts.

- B. Menus will be prepared and foods will be served to incorporate variety, appeal, taste, and safety to ensure high-quality meals.
- C. Nutritional meal data shall be available on the district website.
- D. Meal times and scheduling
 - Lunch periods shall be scheduled as near the middle of the school day as possible.
- E. Environment
 - Facility design should be given priority in dining facility renovations and new construction. Creative, innovative construction should be applied to minimize noise level within the eating area. The eating environment should be located such that there is convenient access to hand-washing facilities before meals and potable water. The food service area design should minimize the time students are waiting in line.

IV. Measuring and Implementation

- Goal: On a rotating basis, each school will provide evidence of compliance regarding one of the five designated areas below beginning with Nutrition Education.
 1. Nutrition Education
 2. Physical Activity
 3. Physical Education
 4. Wellness Promotion
 5. School Meals
- The Wellness Policy Committee will provide a written report to the School Committee in June of each year.
 1. The report will contain evidence of each school’s compliance regarding designated area for that year.
 2. Each school will include progress made toward meeting their yearly area goal of the Local Wellness Policy
 3. A comparison of their yearly area goal to the model Local Wellness Policy

V. Local Designation

- The Superintendent or his/her designee will be charged with the operational responsibility for ensuring that the schools meet the local Wellness Policy.
- Each school's principal will be responsible for overseeing the implementation of the Wellness Policy.
- On a yearly basis, each school principal will appoint a staff member and/or students who will be responsible for collecting evidence of that year's area of compliance.
- The Wellness Committee will meet yearly to review the policy, make revisions and recommendations to the Policy Subcommittee of the School Committee.
- The Health Education Department and Family Consumer Science Department may administer the Youth Risk Behavior Survey yearly to students at the secondary level. This data will be used to modify and improve instructional content to meet the changing needs of the student body.

VI. Public Notification

- Any changes will be addressed at a Policy Subcommittee meeting and then sent to the School Committee for approval.

VII. Local Wellness Committee – Stakeholder Involvement

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

The following individuals participated in the development of this Local Wellness Policy:

Assistant Superintendent for Curriculum, Instruction, HR; Business Manager; Food Service Director; Physical Education teacher; School Committee member; School Nurse, Elementary Principal; Junior High School Assistant Principal; Health Education teacher; Family & Consumer Science teacher; AHS student; Parent; and Community Member.

File: ADF

STUDENTS WITH LIFE-THREATENING ALLERGIES

The Agawam Public Schools recognizes that an increasing number of its students have life-threatening allergies (L.T.A.s). However, the Agawam Public Schools cannot guarantee to provide an allergen-free environment for all students with life-threatening allergies, nor prevent any harm to students in emergencies. The district's goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs.

This protocol will address how the Agawam Public Schools will identify students with LTAs, train faculty and staff, and prepare for emergencies. To the best of its ability, the Agawam Public Schools will provide annual training for faculty and staff in the areas of:

- Common allergens that cause life-threatening allergies such as foods, medications, latex, and stinging insects
- Signs and symptoms of an allergic reaction
- Steps to take in the event of an allergic reaction emergency
- Correct use of an Epi-Pen

Note: Agawam Public Schools will endeavor to avoid any foods with peanut/tree-nut contents being served in the elementary, middle, junior, or senior high schools. It is important to note that the ingredients in many food products may be changed by the manufacturer without specific notice or indication of such change. While food service personnel should routinely recheck products for known food allergens, not all such situations may be detected. Food served may contain peanut/tree-nut by-products or may have been made in a plant that produces peanut/tree-nut products.

Agawam Public Schools will not be responsible for monitoring food from homes. However, Agawam Public Schools will endeavor to control packaged food products made available to children.

File: JLCCB

RESPONSIBILITIES OF THE AGAWAM SCHOOL DEPARTMENT, SCHOOL PERSONNEL, PARENTS, & STUDENTS

I. Responsibilities of the Agawam School Department:

- _____ Create a system wide emergency plan for addressing life-threatening allergies

- Provide annual training to staff in the areas of common allergens that cause life-threatening allergies
- Identify signs and symptoms of an allergic reaction
- Outline steps to take in the event of an allergic reaction emergency
- Create a system wide “No food trading/ utensil sharing policy”
- Maintain a system wide “No eating food or drinking beverages on the school bus”
- Purchase Epi-Pens for nurses’ office, main school, cafeteria, and physical education emergency kit at each school.

II. Responsibility of the School Nurse:

- Prior to the first day of school, send a letter to all PreK – 12 parents/guardians encouraging them to notify the school if their child/children have any life-threatening allergies. In the letter, be sure to state that a signed letter from the child’s physician/allergist is needed to verify that the student has life-threatening allergies.
- The letter must also list the allergens that the child is allergic to and the course of treatment that is required in case of allergic reaction.
- Arrange to meet with parent/guardian of student with LTA to develop an Allergy Action Plan/Individual Health Care Action Plan for the student. During meeting, encourage the use of MEDIC-ALERT bracelets and other methods of identification for the student.
- Maintain updated AAP/HCPs in the nurse’s office.
- Discuss with parents about providing the nurse’s office with Epi-Pens and/or other medications as prescribed.
- Encourage parent/guardian to stress the importance of having their child/children (age appropriate) carry an Epi-Pen with them at all times.
- Inform your school’s Administrative staff about student with life-threatening allergies.
- Send a “Student Allergy Identification List” of students who have life-threatening allergies to teachers, coaches, and the cafeteria manager.
- Send updated list of students with LTAs to teachers/coaches/cafeteria manager throughout the school year.
- Nurses will wear NON LATEX GLOVES.
- Provide list of students with LTAs to the Athletic Director and Athletic Trainer.

III. Responsibility of Teacher:

- The “Student Allergy Identification List” should be kept in a prominent and accessible place for substitute teachers such as the Teacher’s Plan Book.
- Participate in annual training.
- In the event of an emergency with a LTA, contact principal and school nurse immediately.
- In the event of an allergic reaction (where there is no known allergic history), the school nurse should be called and the school’s Emergency Response Plan activated. The emergency medical services should be called immediately.
- Healthy snacks to be encouraged at all times. All snacks for celebrations must be pre-packaged with ingredient label and checked for allergens prior to consumption (ingredient lists frequently change, so every product needs to be checked). Pencils, sticker, etc. are fun treats that can be shared or distributed.
- Any product, including candy, that does come in must be pre-packaged and labeled with ingredients Peanut/Tree Nut Free. However, candy is not encouraged as a snack or reward.
- If a product is noted to contain peanut/tree nuts, the item is to be sent to the nurse who will make parent contact.

IV. Responsibility of Parent/Guardian:

- Inform the school nurse of your child’s allergies prior to the opening of school or immediately after a diagnosis.
- Arrange for a meeting with the school nurse to develop an Allergy Action Plan/Health Care Plan for the student and provide for the nurse a signed letter from the child’s physician/allergist verifying that the child has life-threatening allergies. Provide letter from child’s physician listing the allergens that the child is allergic to and the course of treatment that is required in case of an allergic reaction. Medical orders from physician must be included.
- Provide school nurse with enough up-to-date medications including Epi-Pens, if required.
- Complete all required medication forms along with current emergency contact names and telephone numbers.
- Provide a MEDIC-ALERT identification bracelet for your child.
- Encourage your child to wash his/her hands before eating.
- Teach your child to read ingredient labels (age appropriate).
- Require your child to carry an Epi-Pen on his/her person (age appropriate).
- Communicate immediately any symptoms of an allergic reaction.
- Encourage your child NOT TO SHARE snacks, lunches, drinks, or utensils.
- Notify school if child no longer has allergies. Again, a signed letter from the child’s physician/allergist is required.
- Provide your child with a bag lunch.
- Provide your child with a safe snack for their consumption during classroom celebrations.
- Support the Wellness Policy by promoting healthy food and snack choices brought to school.

V. Responsibility of Student as Communicated by Parent:

- Take responsibility for avoiding known allergens.
- Do not share snacks, lunches, beverages, or utensils.
- Wash hands before eating.
- Learn to recognize symptoms of an allergic reaction.
- Communicate immediately when symptoms appear.
- Carry an Epi-Pen at all times (age appropriate).

VI. Responsibility of School Principal:

To the extent possible, the principal of each school shall be responsible for the following:

- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures, and emergency procedures including demonstration on how to use the Epi-pen.
- The protocol that explains Life Threatening Allergies and the application of the protocol at the school concerning Life Threatening Allergies will be discussed at Kindergarten orientation.
- Post the school's emergency protocol on LTAs in appropriate locations.
- Notify staff about the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in her/his office or in the building. Call 911.
- Communicate policy to all students/families annually through student handbooks, school websites, and newsletters.
- Assure that the Wellness Policy & Students with Life-Threatening Allergies Policy are considered in the planning of school activities.
- Monitor overall compliance of teachers, staff, and student groups with the Wellness Policy.
- Work with individual School Councils and PTO's to establish specifics with regard to classroom & school-wide celebrations that meet the expectations of the Wellness & Life Threatening Allergy Policies.

VII. Responsibility of Food Service Personnel:

- All food service staff will participate in annual training in August for students with life-threatening allergies. Annual training will include following sound food handling practices to prevent allergic reactions and will ensure staff is prepared to take appropriate emergency action if necessary.
- All kitchen staff and food handlers will wear non-latex gloves.
- The Director of Food Services and all cafeteria managers will routinely read and recheck food labels for potential food allergens.
- The Director of Food Services will provide monthly copies of the lunch menu to staff and parents.
- All cafeteria tables in schools will be cleaned and sanitized before and after lunch periods.
- A peanut-free table will be established in all school cafeterias and will be designated by a universal symbol.
- The Director of Food Services and all cafeteria managers will continue to work with students, parents, school nurses, and other school personnel to ensure that they understand what the food contains and to promote allergy safety.

VIII. Responsibilities of Staff in Charge of Conducting Before/After School Programs:

- The Allergy Action Plan/Individual Health Care Plan will be available for parents to copy to give to those who assume responsibility for their child/children in the school-sponsored before and after school daycare program.

X. Responsibilities of School Transportation Services:

- Provide functioning emergency communication devices (e.g. cell phones, two-way radios, etc.) on each school bus.
- Maintain a policy of no food eating on the school bus.
- Communicate the policy to all drivers at the start of each school year.

XI. Responsibilities of Athletic Director:

- Communicate the policy to all coaches at the start of each year.
- Communicate the policy to all athletic-affiliated organizations.

File: JLCCB-R

PHYSICAL RESTRAINT**PHYSICAL RESTRAINT TEAM**

There is established at each school site, within the Agawam Public Schools, a building-based Restraint Team consisting of trained school personnel. The purpose of said restraint team is to formulate safety and security plans within each school in order to ensure and promote a safe and secure school environment.

The Commonwealth of Massachusetts Department of Education has issued specific regulations concerning the use of physical restraint on students at publicly-funded elementary and secondary education programs, found at 603 CMR 46.00 et seq. These regulations apply to all students, including regular education students, collaborative students, and students with disabilities. The Agawam School Committee, the Superintendent of Schools, and all Agawam Public School administrators are committed to ensuring that the use of physical restraint on Agawam students strictly adheres to these regulations.

Pursuant to the regulations, school personnel will use physical restraint with two goals in mind, and only after other less intrusive methods have been attempted or considered:

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

In accordance with state and federal law, nothing in the regulations precludes school personnel from implementing physical restraint contained in an agreed-upon Behavioral Intervention Plan. A Behavioral Intervention Plan is the result of a Functional Behavioral Assessment and may be found in an Individual Educational Program, Section 504 / Accommodation Plan, or on its own. A Behavioral Intervention Plan requires informed written consent by the student's parent/legal guardian.

It should also be noted that nothing in the regulations precludes a teacher or other staff member from using reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

Definitions:

1. **Physical restraint** may be defined as “the use of bodily force to limit a student’s freedom of movement.”
2. **Extended restraint** may be defined as a physical restraint which lasts for more than twenty (20) minutes.
3. **Physical escort** may be defined as “touching or holding a students without the use of force for the purpose of directing the student.” Physical escort is not physical restraint.
4. **Types of restraints** can include, but are not limited to, the use of a mechanical device to restrict movement of the entire body or portions thereof; placing a student in seclusion without access to school staff; or the administration of medication. The use of seclusion restraint is prohibited in the Agawam Public Schools. The use of “time-outs” where a staff member is present or assessable by the student does not constitute seclusion restraint. The type of physical restraint used is dependent upon the special training of staff members in specific kinds of such restraints. Chemical restraint may not be used without the explicit authorization of a physician including a signed release form from the parent/guardian approving its use.

When Physical Restraint Is Used

1. Physical restraint may be used when non-physical interventions have been attempted without success or when it is apparent that they would not be effective. It may only be used when a student’s behavior poses a threat of imminent, serious physical harm to self and/or others or when otherwise outlined in a Behavioral Intervention Plan.
2. Physical restraint is limited to the use of such reasonable force as may be necessary to protect a student or other persons from assault or imminent, serious physical harm.
3. Unless specifically indicated in an agreed-upon Behavioral Intervention Plan, physical restraint may not be used as a response to property destruction, disruption of school order, a refusal to comply with a school rule or staff directive, or verbal threats which do not constitute a threat of imminent, serious physical harm. Physical restraint may never be used as a means of punishment.
4. A school staff member who uses a physical restraint on a student must use the safest method available which is most appropriate to the situation at hand, and the method for which that staff member has been trained. Staff shall review and consider any known medical or psychological limitations and/or behavior intervention plans regarding the use of physical restraint upon an individual student.
5. No physical restraint may be used which prevents a student from speaking or breathing, and must be used in such a way as to prevent or minimize physical harm. If, at any time during the restraint, the student demonstrates significant physical distress, the restraint shall be removed immediately.
6. A physical restraint must be discontinued as soon as possible when it has been determined that a student not longer poses a risk of harm to self or others.
7. Following the use of a physical restraint, the building principal or a designated program staff member will meet with the student to address the behavior which prompted the restraint, and will also review the incident with the staff members who were involved and determine whether follow-up is needed for students who may have witnessed the incident.
8. Physical restraint regulations do not prohibit any individual from reporting a crime committed by a student to local law enforcement or other state agencies. Law enforcement officers, school security staff, or judicial authorities are not prohibited by this regulation from the exercise of their responsibilities, which may include the physical detainment of a student or other person alleged to

have committed a crime or who poses a security risk. In addition, an individual who is a mandated reporter under M.G.L. c. 119, § 51A is not prohibited by this policy from complying with their responsibility to report neglect or abuse to the appropriate state agency.

9. Parent(s)/guardian(s) are encouraged to voluntarily notify their child's IEP Team, Section 504 team, or building principal of all medications their child takes on an ongoing basis. Failure to do so will likely hamper the ability of school personnel to de-escalate problem behaviors.

Students with Disabilities:

Restraints which are administered to students pursuant to their Individualized Education Programs, Section 504 Accommodation Plans, or other plans developed in accordance with state and federal law, and which has been agreed upon by both the school and the parent/guardian, shall be deemed to meet the requirements of 603 CMR 46.00. The limitations on chemical, mechanical, and seclusion restraints as specified above continues to apply to students with disabilities, as do the above reporting requirements.

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher, employee, or agent of the school district, the district may use such reasonable force needed to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to, making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

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

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

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

File: JKAA

GRIEVANCE PROCEDURE

The Agawam Public Schools has established an internal procedure in order to provide for prompt and equitable resolutions of complaints regarding the administration of physical restraints.

Definitions:

A “Grievance” is a complaint made pursuant to, and arising out of, the Agawam Public Schools obligations to comply with state regulations regarding the use of physical restraints.

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

Purpose:

The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances which may, from time to time, arise pursuant to 603 CMR 46.00.

General:

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

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

Forms for filing grievances will be provided upon request by building principals or the Assistant Superintendent, Agawam Public Schools, 1305 Springfield Street, Feeding Hills, MA 01030.

Procedure:

1. The aggrieved party should complete the Grievance Form and return it to the building principal or his/her designee at the school building in which the alleged grievance occurred. The complaint should be filed within fifteen (15) days after the complainant becomes aware of the alleged violation. Assistance will be provided, upon request, to enable an individual to complete the Grievance Form and pursue the grievance process.

2. Within (10) school days after receiving the grievance, the building principal or his/her designee shall meet with the aggrieved party in an effort to resolve the grievance. This investigation into the complaint is contemplated to be thorough, but informal, in nature. All interested persons and their representatives, if any, shall be afforded an opportunity to be heard and to submit evidence relevant to the complaint. If the grievance is not resolved, it will be forwarded to the Assistant Superintendent.

3. Within thirty (30) school days of receipt of an unresolved grievance, the Assistant Superintendent will conduct a hearing to determine what, if any, action shall be taken in response to the grievance. The hearing shall be held at a time and place mutually convenient to all parties. The hearing procedure will follow appropriate due process procedures, including:

- a. The opportunity for the aggrieved party to present the grievance in any suitable manner;
- b. The right of the aggrieved party to an impartial hearing officer;
- c. The right of the aggrieved party to be represented by counsel or an advocate at the aggrieved party's expense;
- d. The right of the aggrieved party to a prompt decision.

Parents/legal guardians should provide advance notice to the Assistant Superintendent that they will be represented by counsel or an advocate at the grievance hearing. Failure to provide such notice will likely result in a postponement of the hearing.

4. A written determination of the validity of the complaint and a description of the resolution, if any, shall be issued by the Assistant Superintendent and forwarded to the complainant no later than fifteen (15) working days after the hearing. The determination of the validity of the complaint and the description of the resolution will be provided in an alternate format, upon request, if needed for effective communication.
5. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within fifteen (15) working days following receipt of the written determination to the Superintendent of Agawam Public Schools.
6. The right of a person to a prompt and equitable resolution for the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA, Section 504 or other complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
7. These rules shall be construed to protect the substantive rights of the interested persons to meet appropriate due process standards and to assure that the Agawam Public Schools comply with 603 CMR 46.00.
8. Copies of all resolutions and findings made under this procedure shall be filed with the Superintendent's office of the Agawam Public Schools.

PRINCIPAL'S REPORTING RESPONSIBILITIES WITH REGARD TO PHYSICAL RESTRAINTS

Report only when a restraint lasts longer than five minutes or results in injury to a student or staff member.

1. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint (such records shall be made available for review by the DOE).

When a restraint meets reporting criteria.

1. **ALL RESTRAINTS:** The staff member who administered the restraint shall verbally inform the principal ASAP, and by written report no later than the next school working day. The written report (APS Physical Restraint Policy – Physical Restraint Report) shall be provided to the principal or his/her designee (if the principal administered the restraint, the principal shall prepare the report).
2. **INJURY AND/OR FIVE MINUTE OR MORE RESTRAINT:** The principal or his/her designee shall verbally inform the student's parent(s)/guardian(s) ASAP, and by written report (APS Physical Restraint Policy – Physical Restraint Report) no later than three school working days following the use of such restraint (if the school provides school related information in another language other than English, the report shall be provided in that language).
3. **SERIOUS INJURY AND/OR TWENTY MINUTE OR MORE RESTRAINT:** The school, within five school working days of the reported restraint, provide to the DOE a copy of the written report (APS Physical Restraint Policy – Physical Restraint Report) and a copy of the record of physical restraints maintained by the program administrator for the thirty day period prior to the date of the report restraint.
4. A parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or staff and do not constitute extended restraint.

File: JKB

DISCIPLINE

GOALS/PHILOSOPHY OF THE CODE OF CONDUCT AND DISCIPLINE POLICY

The purpose of the Agawam Public Schools is to enable students to become educated to their potential and to prepare them to become contributing and responsible members of their community. Therefore, reasonable disciplinary measures which limit a student's participation in public education should only be used when a student does not respect the rights of classmates, staff or other persons in the educational system or demonstrates an inability or unwillingness to abide by school regulations and policies.

In applying reasonable disciplinary measures, administrators and staff are encouraged to use their expertise and knowledge of individual students in light of the facts and circumstances accompanying the acts or incidents in question.

In an effort to improve a student's behavior, administrators may, at their discretion, assign additional requirements beyond an exclusion from school, including, but not limited to, oral or written apologies, community service in the school the student attends, meetings with specific personnel, specific assessment, tests and evaluations by school or private agency, and attendance and cooperation with outside treatment programs.

Two major goals of this Code of Conduct and Discipline Policy are to encourage accountability for one's behavior and to assist students in recognizing the important decisions that must be made in learning to become independent and productive members of a democratic society.

CIVIL RIGHTS AND SAFETY POLICY

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

DISCIPLINE POLICIES

- A. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun, knife, laser pointer, BB gun, or airgun, may be suspended and may be subject to expulsion from the school or school district by the principal.
- B. Any student who is found on school premises or at school-sponsored events, including athletic games:
 - 1. Under the influence of or in possession of a controlled substance as defined in General Laws, Chapter 94C, including but not limited to marijuana, cocaine and heroin, or
 - 2. Engaging in the sale, distribution, or exchange of a controlled substance as defined in General Laws, Chapter 94C, including but not limited to marijuana, cocaine, or heroin, or
 - 3. Under the influence of, in possession of, or having consumed any alcoholic beverage,
 - 4. Engaging in the sale, distribution, or exchange of any alcoholic beverage will be suspended and may be subject to expulsion from the school or school district by the principal.
- C. Any student who assaults or threatens a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be suspended and may be subject to expulsion from the school or school district by the principal.
- D. Any student who is involved in arson, the assault and battery of another student, dangerous threats to another student, bomb threats, false fire alarms or other dangerous behavior on school premises or at school-sponsored or school-related events, including athletic games, may be suspended or may be subject to expulsion from the school or school district by the principal with the approval of the school committee.
- E. Any student who is charged with a violation of any of the above shall be notified of an opportunity for a hearing. In cases of expulsion, the student may also have representation and the opportunity to present evidence and witnesses at said hearing before the principal.
- F. Police will be notified in all cases.

Statutory Protections – Gun Free School Act 20 U.S.C. § 8921(B)(1)

A mandatory minimum of a one year expulsion when a student has brought a firearm onto school property will be enforced.

STUDENT DISCIPLINE

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

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents. Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

In every case of student misconduct for which suspension may be imposed, except for offenses referenced in the note at the end of this policy, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a

consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

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

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

Principal's Hearing – Short Term Suspension of up to 10 Days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

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

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

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

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

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, S. 37H or 37H ½. The principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress, and the requirement that

all school districts, regardless of the type of offense, shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

File: JIC

FIREARMS

Massachusetts General Laws, Chapter 269, Section 10, states in part the following:

“Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him/her, carries on his/her person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, without the written authorization of the board or officer in charge of such elementary or secondary school, shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph “firearm” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.” M.G.L. c.269, § 10(j).

Any officer in charge of an elementary or secondary school, or any faculty member or administrative officer of an elementary or secondary school, failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars.

COMMONWEALTH OF MASSACHUSETTS DRUG FREE SCHOOL ZONES

Pursuant to Massachusetts General Laws, Chapter 94C, Section 325, any person who violates the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two or more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein.

Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

CHEMICAL HEALTH POLICY

The Agawam School Committee recognizes that the use of drugs/alcohol illegally and/or inappropriately constitutes a hazard to the positive development of students, and that the welfare of certain students is being compromised by drugs/alcohol-related problems. Accordingly, the School Committee shall attempt to clarify through this policy and the accompanying administrative rules the rights and responsibilities of the principals, teachers, students, and parents in dealing with the complex legal, social, educational, and emotional conditions associated with drug/alcohol use and abuse.

At the same time, the School Committee shall attempt to make clear the different forms of actions, which depending upon the severity of a drug/alcohol-related incident, must be taken and those which shall be left to the discretion of the principal, teachers, and students.

While the School Committee cannot and shall not allow the sale, use, or possession of illegal drugs/alcohol on school property, the School Committee strongly desires to demonstrate its abiding concern for the welfare of an individual student and the general welfare of the school population by offering expert, continued, and supportive advice and counsel to its students.

In cases where a student violates this policy by the use of drugs/alcohol illegally or is involved in the sale, possession, or exchange of drugs/alcohol within the school or within the school boundaries and/or at school-sponsored events/activities, the student will be disciplined in accordance with the School Committee approved policy governing student drug/alcohol abuse.

In order to ensure safety, a search of a student’s person may include the use of a breathalyzer when there is reasonable suspicion to believe that the student is under the influence of and/or in possession of alcohol or a controlled substance. The refusal of a student to participate in the breathalyzer may lead to disciplinary penalty equal to the offense of which the student is suspected.

If the student tests positive, the student will be disciplined according to the discipline policies outlined in the Agawam Public Schools *Code of Conduct Handbook* for students. **If the student is found to be in possession** of alcohol or a controlled substance, the student will be disciplined according to the discipline policies outlined in the Agawam Public Schools *Code of Conduct Handbook* for students.

In addition, under M.G.L. c.71, sect.37H, any student found in possession of illegal controlled substances is subject to possible long-term suspension or expulsion, and in the discretion of the principal, a hearing pursuant to M.G.L. c.71, sect. 37H will be conducted. Consequences could include expulsion from school, suspension, community service to the school, meeting with an outside agency, and/or an assessment done by an outside agency with a plan of action (such as an in-patient or out-patient treatment program) submitted to the school.

Because supportive action by the parents/guardians is crucial to the success of any counseling, the parents/guardians will be encouraged to contact the principal if they are concerned about their child's possible drug/alcohol related behavior, and the principal will encourage the parents/guardians to become involved in any aspect of drug/alcohol counseling deemed desirable.

File: JICH

BREATH ALCOHOL TESTING

Alcohol use by a student is illegal and poses a serious threat not only to his/her own well-being, but also to the well-being of the entire school community. Alcohol use will not be tolerated during school hours, on school property, or at any school-sponsored activity or event during or after school hours. Students who violate the school policy on use, possession, sales, or distribution will be subject to disciplinary action as set forth in the student handbook.

When determining possible alcohol use or intoxication by a student during the school day or at a school-related function, the safety of the student is the primary concern. Therefore, in order to promote a safe environment for our students and their guests at school sponsored and/or school committee authorized activities and events, the school administration is authorized to employ the use of both "passive" and/or "active" alcohol detection devices.

Procedures During the Normal School Day or at School-Sponsored Events:

1. School staff and/or school resource officer may determine possible student alcohol use without the aid of a breath alcohol testing device by observing one or more of the following indicators:
 - Slurred speech
 - Unsteady gait
 - Impaired motor control
 - Flushed face
 - Smell of intoxicating liquor on breath, clothing, or person
 - Vomiting
2. If the staff and/or school resource officer determines that a student is intoxicated or has used alcohol based on one or more of the above indicators:
 - Parent/Guardian will be notified and requested to take the student home.
 - Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
 - The police may be called to take the student into protective custody.
 - Disciplinary action will be taken as indicated in the Code of Conduct Student Handbook and may result in suspension.
3. If a student is suspected of being under the influence of alcohol or is suspected of having consumed alcohol, the school administrator or school safety officer may administer a Breathalyzer or Passive Alcohol Screener (PAS) test. The test will be administered in privacy in the presence of two (2) staff members.
4. The administrator and/or school resource officer will check the calibration of the breath alcohol testing devices according to their instructions for use.
 - If test is **positive** (.01BAC), the student may request a maximum of two additional tests taken **at least** 2 minutes apart. If these additional tests are positive, the following will occur:
 - a. Parent/Guardian will be notified and requested to take student home.
 - b. Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
 - c. Disciplinary action will be taken as indicated in the Code of Conduct Student Handbook.
 - If the test is **negative**:
 - a. The student will be allowed to resume activity if the staff member does not suspect the use of other drugs.
 - b. His/her parents/guardians will be notified that the Breathalyzer or PAS was administered.
5. If a student who is suspected of being under the influence of alcohol or who is suspected of having consumed alcohol refuses to take a Breathalyzer or PAS Test the school resource officer will be notified and:

- The administrator or school resource officer will notify parents/guardians to pick up the student and will detain the student until the parent's/guardian's arrival.
 - The administrator may consider the refusal and all other evidence to determine whether or not the student is intoxicated or has consumed alcohol and may discipline the student in accordance with the Code of Conduct Student Handbook.
6. If any student suspected of intoxication leaves the scene against the school official's request:
- The police department will be contacted immediately.
 - The parent/guardian will be notified.
 - Disciplinary action for insubordination will be taken as indicated in the Code of Conduct Student Handbook.
7. Student athletes:

Students representing Agawam High School athletic teams are held to a high standard of conduct. The conduct of these student athletes is governed not only by rules established by the MIAA, but also those established in the Agawam High School Code of Conduct Student Handbook. Therefore, if a student athlete tests positive on a Breathalyzer or PAS test during the screening at a dance, prom, and/or celebration, the student's name will be given to the Athletic Director who will consider this as evidence that the student has consumed. The Athletic Director may then remove the student from the team.

File: JICHA-R

ILLEGAL DRUGS AND ALCOHOLIC BEVERAGES

Drug-Free Schools and Communities Act

In March 1989 the federal government passed the Drug-Free Workplace Act which requires all federal grant recipients to certify that they have established a drug-free workplace environment. Failure to comply with certification requirements may result in loss of contract, suspension, or debarment from grant programs for up to five years.

Certification requires that the Public Schools:

1. Publish and distribute a statement notifying employees that alcohol/drug abuse in the workplace is prohibited and violation is subject to disciplinary action.
2. Establish a drug-free awareness program for employees regarding:
 - a. dangers of drugs in the workplace
 - b. policy of maintaining a drug-free workplace
 - c. approved drug counseling/treatment/rehabilitation programs
 - d. notice of potential disciplinary action.
3. Notify employees that employment is conditioned upon:
 - a. abiding by the terms of the drug-free workplace policy
 - b. notifying employer of any drug conviction resulting from workplace conduct within five days of the conviction. A conviction report form is included with and made a part of this policy.

Inform the contracting agency within ten days of receipt of notice of conviction.

Impose sanctions, up to and including termination, or require participation in a rehabilitation program within thirty days of learning of a conviction for workplace-based drug abuse.

Maintain a drug-free workplace by conducting a biennial review of the drug-free workplace program to determine its effectiveness, to ensure that disciplinary sanctions are consistently enforced, and to implement changes as needed.

Illegal drugs and alcohol abuse in the workplace are a danger to us all. They impair safety and health, promote crime, lower productivity and quality, and undermine public confidence in the work we do.

In compliance with the federal Drug Free Workplace Act of 1989, the Public Schools are committed to maintaining a drug and alcohol free workplace.

Employees have the right to know the dangers of drug and alcohol abuse in the workplace, the school's policy about them and the assistance available to combat drug and alcohol problems. The public schools shall guarantee privacy and confidentiality to those employees seeking and/or accepting services. Employees shall not engage in unlawful manufacture, possession, use or distribution of

illegal drugs on school premises or during a school- sponsored activity at any location or possess, use or distribute alcoholic beverages on school premises or during a school-sponsored activity at any location.

Any employee who is convicted of any violation of the Massachusetts criminal laws concerning workplace conduct regarding illegal drugs shall report such conviction in writing to the Superintendent of Schools in or within five (5) days of the conviction.

Any employee violating the above policy is subject to appropriate disciplinary action, up to and including termination, for the first offense. However, the recommended course of action is to have employees obtain rehabilitative help through a referral assistance program, up to and including those benefits under their health coverage. Employees may self- refer, may be referred by their immediate supervisor and/or bargaining unit representative, or may be referred by their families.

As a condition of employment, all employees of the public schools are required to comply with the prohibition against drugs and alcohol in the workplace, and to notify the Superintendent of Schools, within five days, of any criminal drug statute conviction for a violation occurring within the workplace.

Under federal law, the Superintendent must notify the contracting federal agency within ten days of receipt of notice of a criminal drug statute conviction for a violation occurring within the workplace. Within thirty days of receiving notice, the School Committee must take appropriate personnel action against the employee, up to and including termination, and/or require the employee to participate in an approved substance abuse assistance or rehabilitation program. Such programs may, or may not be fully covered by health insurance benefits.

ALL EMPLOYEES ARE ASKED TO ACKNOWLEDGE THAT THEY HAVE READ THE ABOVE POLICY AND AGREE TO ABIDE BY IT IN ALL RESPECTS. BY LAW, THIS ACKNOWLEDGMENT AND AGREEMENT ARE REQUIRED OF YOU AS A CONDITION OF CONTINUED EMPLOYMENT.

I have read the public schools' Drug Free Workplace Policy and agree to abide by it in all respect. I understand that this acknowledgment and agreement are required as a condition of continued employment.

Date _____ Signature _____

File: GBEC

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

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

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

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

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

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

File: IHAMB

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

File: JICH-1

SEXUAL HARASSMENT, BULLYING, & HAZING POLICY

I. Policy:

A. It is the policy of the Agawam Public Schools to provide a learning and working atmosphere for students, employees, and visitors free from sexual harassment, bullying, hazing, and intimidation. These terms are referenced herein as "harassment." Such action may occur on the basis of race, color, religion, national origin, age, gender, sexual orientation, disability, or for any other reason.

B. It is a violation of this policy for any administrator, teacher, or other employee, or any student to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

C. This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such harassment occurs out of school but has a nexus to school, or is disruptive to an employee's or student's work or participation in school-related activities.

Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber harassment will be invited to attend a meeting at which the activity, words, or images subject to the complaint will be reviewed.

D. It is the responsibility of every employee, student, and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.

E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

F. The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Procedures:

A. Definitions – Sexual Harassment Prohibited:

"Sexual Harassment" means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature including, but not limited to, unwelcome comments, touching, written notes, pictures/cartoons, or other inappropriate conduct such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts, or other activity referred to by the Model MCAD policy prohibiting such behavior. Harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment that takes place under any of the following circumstances:

1. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in school activities or programs;
2. When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personal or academic decisions affecting the individual subjected to sexual advances;
3. When such conduct has the effect of unreasonably interfering with the individual's work, attendance at school, or participation in academic or curricular activities, or;

4. When such conduct has the effect of creating an intimidating, hostile, or offensive work environment.

B. Definitions – Bullying Prohibited:

Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyber bullying in any public educational institute:

1. “Bullying and cyber bullying,” means unwelcome written, electronic, verbal or physical acts, or gestures where a student or employee feels coerced, intimidated, harassed, or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student’s or employee’s property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee’s ability to perform his or her duties or with a student’s academic performance or ability to learn, or interfere with a student’s ability to participate in or benefit from services, activities, or privileges:
 - a. that are being offered through the school district; or
 - b. during any education program or activity; or
 - c. while in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events; or
2. Through the use of data, telephone, or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
3. As used in this section, “electronic communication” means any communication through an electronic device including a telephone, cellular phone, computer, or pager.

C. Definitions – Hazing Prohibited:

The term “hazing” shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

1. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug, or other substance or any brutal treatment or forced physical activity, which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.
2. Whoever knows that another person is the victim of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.

D. Guidelines for Investigating Harassment Claims:

In school systems, harassment may take many forms and cross many lines. The situation may be an instance of staff member-to-staff member, staff member-to-student, student-to-staff member, or student-to-student. Guidelines for dealing with any charge of harassment are as follows:

1. By law, harassment is defined by the victim’s perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
2. In all charges of harassment, the victim should describe, in writing, the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.
3. Any school employee who has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, bullying, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all incidents of discrimination, harassment, intimidation, bullying, or cyber bullying and the resulting consequences, including discipline and referrals to the Superintendent’s office as they occur.
4. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member’s employment for purposes of M.G.L. c. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of harassment or the district’s subsequent actions or inaction in connection thereto.
5. If an instance of student-to-student harassment is reported to a staff member other than an administrator, the staff member must inform the Assistant Principal or the Building Principal.

6. If a situation involving a charge of staff member-to-student harassment is brought to the attention of any staff member, the staff member should notify the Building Principal or Assistant Superintendent immediately.
7. In a situation involving a charge of student-to-staff member sexual harassment, the staff member should notify the Building Principal or Assistant Principal.
8. In a situation involving a charge of staff member-to-staff member harassment, the staff member should notify the Building Principal or the Assistant Superintendent.
9. Once a charge of harassment has been made, including charges of mental, emotional, or physical harassment, as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken:
 - a. The Building Principal should investigate the charge through discussions with the individuals involved. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion. In situations involving students, the Principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
 - b. If the harasser and the victim are willing to discuss the matter at a resolution meeting in the presence of the Principal/designee or Assistant Superintendent, a supportive faculty member and/or parent should be included in the discussion. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face-to-face meeting, the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.
10. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following could occur:
 - a. In instances involving student-to-student or student-to-staff member harassment, the student may be subject to discipline including, but not limited to, counseling, suspension, and, in appropriate cases, expulsion.
 - b. In instances involving staff member-to-student and staff member-to staff member harassment, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
 - c. In all cases, a referral to law enforcement will be considered by the Principal or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.

11. Retaliation:

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

12. Confidentiality:

Reports of harassment should be kept completely confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult:

Harassment Coordinator, Agawam Public Schools

If the alleged harasser is responsible for conducting an investigation, the Superintendent or Committee shall designate an alternative Harassment Coordinator, who is:

File: JBA

File: ACAB

**ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY
AND GRIEVANCE PROCEDURE**

The Agawam Public Schools District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy

related condition, or disability (hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

Harassing conduct based on a person’s protected status may include, but is not limited to:

Degrading, demeaning, insulting, or abusive verbal or written statements;

Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;

Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property; Telling degrading or offensive jokes;

Unwanted physical contact of any kind;

Physical violence, threats of bodily harm, physical intimidation, or stalking;

Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;

Defacing, damaging, or destroying school or another’s property.

C. Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:

i. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or

ii. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or

iii. Sexual assault (as defined in the Clery Act as: any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person’s individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment

II. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible for ensuring that his/her conduct does not in any way harass or discriminate against any other person that he/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment they witness and to immediately report to the appropriate party instances of discrimination, including harassment that are reported to them or of which they otherwise learn.

III. Designated Officials for Addressing Discrimination and Harassment Complaints

The Civil Rights Coordinator(s) and Title IX Coordinators are responsible for receiving reports and complaints of violations of this Policy. Individuals may file a report or complaint of discrimination, including harassment, with the Civil Rights Coordinator(s) and/or Title IX Coordinators. If the complaint involves allegations of discrimination based on disability, the person filing the complainant also has the option to file his/her complaint with the building level 504 coordinator. A report or complaint of a violation involving the Civil Rights Coordinator(s) and/or Title IX Coordinators should be filed with the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

Cheryl Salomao, Assistant Superintendent for Curriculum, Instruction & Human Resources
1305 Springfield Street, Feeding Hills, MA 413-821-0568 csalomao@agawamed.org

Title IX Coordinators:

Cheryl Salomao, Assistant Superintendent for Curriculum, Instruction & Human Resources
1305 Springfield Street, Feeding Hills, MA 413-821-0568 csalomao@agawamed.org

Robert Clickstein, School Business Administrator
1305 Springfield Street, Feeding Hills, MA 413-821-0550 rclickstein@agawamed.org

The school will have both a male and female Title IX Coordinators. The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

Section 504/Title II Coordinator:
Erin Walsh, Director of Special Services
760 Cooper Street Agawam, MA 413-821-0556 ewalsh@agawamed.org

IV. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of discrimination, including harassment.

A person who believes that he or she had been discriminated against, including being harassed may, to the extent that they feel comfortable, immediately:

1. confront the harasser(s) or person believed to be discriminating against him/her;
2. state the conduct that he/she objects to;
3. indicate that he/she finds such conduct offensive, intimidating and/or embarrassing;
4. insist that the person(s) engaging in the conduct stop the conduct immediately; and/or
5. report the conduct immediately to the Civil Rights Coordinator(s);

If the individual with the concern is not comfortable with such a confrontation, or feels that such a confrontation is unsafe and/or otherwise inappropriate, he/she should instead report the situation to the Civil Rights Coordinator(s). Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or within the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) Reports/complaints filed after ninety (90) days will still be accepted, however, it is important to know that the investigation may be impeded due to the passage of time after the conduct or occurrence. The report can be written or oral and should consist of the following:

1. the location(s) where the conduct occurred,
2. the name(s) of any witness(es),
3. action sought to remedy the situation, and
4. the specific conduct objected to,
5. the date(s) and time(s) such conduct took place,
6. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,
7. any other details or information requested by the designated official.

The individual can contact the Civil Rights Coordinator(s) to file a report/complaint as well as to seek assistance in the filing of a report/complaint. If a report/complaint is filed, the person should provide the Civil Rights Coordinator(s) with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination, including harassment.

V. Investigation of Complaints

Upon receipt of a report or complaint, the Civil Rights Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration and resolution of the complaint. The Civil Rights Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Civil Rights Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days.

The District will take interim steps, as necessary, to ensure the safety and well-being of the complainant and the alleged harasser while the investigation is being conducted. Interim measures are available even if the complainant does not file or continue to pursue a complaint. The Civil Rights Coordinator(s) shall notify the complainant and the alleged harasser of specific types of interim measures available, which may include measures to avoid contact with the other party, allowing employees to change work situations as appropriate, or prohibiting contact between the parties pending the results of the District's investigation. At any time, a complainant or the alleged harasser may request either orally or in writing to the Civil Rights Coordinator that specific interim measures be taken pending the outcome of the investigation.

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

The complainant or the alleged harasser may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Civil Rights Coordinator. The Superintendent or his/her designee will respond to such request with notice to both parties within (30) thirty school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent recurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action, counseling, development of a safety plan and other remedies, as appropriate.

VI. Consequences of Violating Policy - Discipline & Discharge

Any employee who violates this policy will be subject to disciplinary action consistent with the contractual provisions governing his/her employment. In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Any student who violates this policy will be subject to disciplinary action which may range from detention, suspension from schools, or expulsion from school. (Note: students with disabilities will be subject to the applicable disciplinary procedures set forth in the Students' Rights and Responsibilities District handbook, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The District shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with the U.S. Department of Education Office for Civil Rights, Massachusetts Commission Against Discrimination, Massachusetts Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination, including harassment based on membership in a protected class.

U.S. Department of Education Office for
Civil Rights
5 Post Office Square 8th Floor,
Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111 <http://www.ed.gov>

Massachusetts Commission Against Discrimination 436 Dwight
St., 2nd Floor, Rm. 220
Springfield, MA 01103
Telephone: (413) 739-2145

Massachusetts Department of Elementary and
Secondary Education 75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3000

IX. Procedure for Reporting and Investigating Harassment on the Basis of Sex

Notice: The school is considered to have actual knowledge of a sexual harassment complaint if notice of sexual harassment or an allegation of sexual harassment is provided to a Title IX Coordinator, any school official, or any school employee. The School will investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's code of conduct and can still provide supportive measures. The school is required to investigate the allegations in a complaint, send written notice of the allegations to both

parties upon receipt of a formal complaint, and investigate under specified procedures. Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

Reporting: Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Investigations: The School will investigate and adjudicate formal complaints of sexual harassment using a grievance process that incorporates due process principles, treats all parties fairly, and reaches reliable responsibility determinations. The school's grievance process will:

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history ("rape shield")
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school's website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

Record Keeping for Sexual Harassment Complaints

Schools must create and maintain records documenting every Title IX sexual harassment complaint. Records relating to complaints of sexual harassment must be kept in accordance with the records retention schedule. Such records include: records of a school's investigation (including complaints (formal and informal), notices, the determination, investigative report, disciplinary measures or remedies, etc.); records of any appeals and materials associated with the appeal; records of any supportive measures taken in response to a complaint of sexual harassment (even if the complainant does not file a formal complaint); records of any informal resolution process; all materials used to train Title IX Coordinators, Investigators, decision makers, and those facilitating an informal resolution. The training materials must be kept on the School's website.

Retaliation is Prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines,

modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents. Parts of the law (M.G.L. c. 71, § 37O) that are important for students and parents or guardians to know are described below.

The Agawam Public School's Bullying Prevention and Intervention Plan was revised in May of 2023 and is located in the 'documents' section of the Agawam Public Schools website as well as each school's website.

The Bullying Prevention and Intervention Plan identifies specific steps to create a safe, supportive environment for all students in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

It is important to remember that preschool and elementary students are developing social skills and the abilities to follow school related expectations. Students at the PreKindergarten to eighth grade levels are provided strategies and curriculum supports that aid in the development of these skills. The information below is provided across all grade levels in the district.

Definitions

Aggressor is a student who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

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

Target is a student against whom bullying, cyberbullying, or retaliation is directed.

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

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the Internet),
- at any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting Bullying

Reports of bullying or retaliation may be made by staff, students, parents, or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or guardians, or other individuals who are not school or district staff members, may be made anonymously. The principal or designee will promptly investigate all reported incidents using the Bullying Prevention & Intervention Incident Investigation Form and determine whether bullying actually occurred. Other related complaints, if any, will be reviewed in making this determination.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of an aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v).

GANG ACTIVITY / SECRET SOCIETIES

The goal of the Agawam School Committee is to keep district schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the principal or his/her designee as the need for it arises individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

Secret Societies

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

SCHOOL RELATED TEEN DATING VIOLENCE

The Agawam Public Schools is dedicated to providing an atmosphere free from actual or threatened psychological, physical, or sexual abuse, including teen dating violence. The District believes that education plays a critical role in establishing healthy relationships for its students. Agawam's comprehensive health curriculum for grades K – 12 includes instruction on establishing safe, non-violent relationships.

It is the policy of the Agawam Public School that teen dating violence related to school, including school-sponsored activities, shall not be tolerated.

FILING A COMPLAINT OF TEEN DATING VIOLENCE

Complaints of teen dating violence related to school, including school-sponsored activities, may be filed verbally or in writing by a victim, student, faculty/staff member or a parent. The complaint may relate to verbal, nonverbal, written, physical or sexual behaviors which are observed, reported, or experienced. The complaint should be filed with the Building Principal, but if the victim is more comfortable talking with another staff member, that staff member must report the incident to the Building Principal. It is important to note that, pursuant to Massachusetts General Laws chapter 209A, school staff are required by law to report to the Department of Social Services if they have reasonable cause to believe that a child under the age of 18 is suffering serious physical, emotional abuse or neglect, or sexual abuse, including rape and indecent assault and battery.

When a complaint related to school, including school-sponsored activities, is received, the Building Principal or his/her designee will initiate an immediate investigation of the allegations. It will be conducted in such a way as to maintain confidentiality, and will include private interviews with the victim and/or person filing the complaint. The person alleged to have committed the behavior will also be interviewed separately. Upon completion of the report, both parties will be informed of the results by the Building Principal.

DISCIPLINARY ACTION

When it is determined that inappropriate behaviors have occurred related to school or school-sponsored activities, disciplinary and corrective action will occur. The range of disciplinary and corrective action may include one or more of the following: apology to the victim; mandatory counseling; detention; short-term suspension; long-term suspension; or recommendation for expulsion.

RESTRAINING ORDERS

It is the responsibility of the student to inform the Building Principal if he or she has obtained a restraining order against an individual. Once the Building Principal is notified of the restraining order, he or she, or his/her designee, may meet with the student and his/her parents to review the order and its implications. An appropriate safety plan will be developed in collaboration with the school psychologist, counselor, and faculty. The Building Principal or his/her designee may also meet with the defendant to review the terms of the order, the expectations concerning appropriate behavior, and the consequences for violation of the order. Violation of a restraining order is a criminal offense, and must be reported to the police.

EXPULSION OF STUDENTS

Expulsion is the exclusion of a student from school either permanently or for the remainder of the school year. School principals are authorized to expel students in certain situations occurring within the jurisdiction of the school. These situations include but may not be limited to:

- Possession, use or distribution of illegal or controlled substances;
- Possession, use or distribution of alcohol;
- Use, possession of, or domain over, a dangerous weapon;
- Assault of a staff member
- When continued presence in school represents a danger to the physical safety of others;
- When conduct constitutes a continual, material and substantial disruption of the educational process and all other appropriate disciplinary alternatives have been tried and deemed unworkable.

Appeal to the Superintendent:

Upon receipt of written notice of a request for appeal within ten (10) days of notification of expulsion, the Superintendent shall schedule a hearing at which the student may be represented by counsel (at the student's expense) and present oral and written testimony or his/her behalf. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The superintendent may modify the expulsion of a student on a case-by-case basis. The

superintendent shall render a written decision in the dominant home language. Such ruling will be the final decision of the school district.

Other expulsion situation: (pending School Committee approval)

Based on the nature, extent and severity of any of the above offenses, the building principal and the superintendent may recommend that the School Committee act to expel the student under the provisions of Mass. General Laws Ch. 76 sec. 17. Prior to making a recommendation for expulsion, the principal shall assess whether a referral for Chapter 766 should be initiated.

Admission of expelled students:

When a student is expelled under the provisions of these sections, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If an expelled student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request, and shall receive, from the superintendent of the school from which the student was expelled, a written statement of the reasons for the student's expulsion.

**SUSPENSION AND EXPULSION BASED ON A FELONY
(Massachusetts General Laws, Chap. 380, Section 2; Amendment 1 to Section 37H)**

1. Upon the issuance of a criminal complaint charging a student with a felony, or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial effect on the general welfare of the school. The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion, provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide education services to such student.

When a student is expelled, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reason for said expulsion.

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

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

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

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

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

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

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

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
- B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.
- C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively 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, 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. 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 his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

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

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

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

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

APPEAL OF LONG-TERM SUSPENSION

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

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her written decision which meets the criteria required of the principal's

determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

EMERGENCY REMOVAL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Felony complaint or issuance of felony delinquency complaint

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

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

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

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

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

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

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

DUE PROCESS RIGHTS

In situations involving discipline or other consequential action, the Agawam Public School district acknowledges its responsibility to afford students due process and timely resolution to proceedings, as mandated by state and federal statute and the regulations of the Commonwealth of Massachusetts. For all actions students have the right to be informed of the charges or issues, be given an opportunity to respond, and be apprised of the outcome and any applicable appeal procedures. The specific responsibility of the district regarding due process is dependent upon the action under consideration by the district in any given situation. The district supports the efforts of students and parents/guardians in directing student specific programmatic or procedural concerns to appropriate staff throughout the system. (Goss vs. Lopez 419 U.S. 1975)

CLASSROOM

Classroom expectations are articulated as well as presented to all students in written form within the Agawam Public School System. At the elementary and middle school levels, parents may request a written copy of classroom expectations from their son/daughter's school. At the junior high school and high school levels, a written copy of classroom expectations will be sent home with the students. Students are to return such forms to their schools, signed by both the student and the parent/guardian, within ten days of the start of the school year.

HALLS

You are expected to pass in the hallways in an orderly fashion. There will be no running in the halls. Avoid loitering because it leads to tardiness. Excessive displays of affection in the halls or in the classrooms are considered inappropriate behavior.

VANDALISM

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

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

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

STUDENT DRESS CODE

Agawam Public Schools strives to provide an environment focused on instruction and learning. Appropriate student dress has a positive impact on student learning, student behavior, and the overall educational environment.

All students are required to be dressed in a manner that does not interfere with the health, safety, and welfare of themselves or other students. Students' dress should be appropriate for a working environment and conducive to learning as interpreted by the school building administration.

Agawam High School strives to create a school environment focused on instruction and learning. Dress that distracts/disrupts the educational process and the mission of the school is prohibited. The following are examples of standards designed to prevent disruption and to ensure a safe and healthy learning environment:

1. Pants must be high enough on the hips so as not to expose underwear or skin.
2. Clothing shall not drag on the floor and should be safe for use on stairwells and appropriated for the activities in which the student is involved.
3. Sheer or see-through garments may not expose skin. They may only be worn over solid garments that meet the conditions of the dress code.
4. Attire must cover the navel.
5. Sunglasses may not be worn inside other than for medical reasons.
6. Wearing hats in public buildings is generally considered inappropriate, except when wearing for religious reasons or relating to a disability. Therefore, when they are worn to a class, a teacher may, in a non-discriminatory manner, require that they be removed. If wearing hats causes problems with departments throughout the school, they may be banned from school.
7. Footwear is required and must be safe for use on stairwells and appropriated for the activities in which the students are involved.
8. Excessively short garments are prohibited during the school day.
9. Strapless tops are prohibited.
10. No jewelry may be worn during Physical Education classes for safety reasons.
11. Students should not cover their heads with hoods at any time.

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

DISCIPLINE SYSTEM

The Agawam School District discipline system is based on many factors. It is reflective of the combined effort of the administration, faculty, student government, school council and others. It is also reflective of national and state reform movements that emphasize the importance of safe schools. The fundamental purpose of the discipline system is to insist that student behavior be based on respect and responsibility.

SUSPENDABLE BEHAVIORS INTERNAL/ EXTERNAL SUSPENSION GUIDELINES

Internal suspension may be assigned by an administrator as an alternative to out-of-school suspension. Parents/guardians are notified. Students assigned to internal suspension are isolated from their peers for the duration of their assignment. During internal suspension, students will work on school related assignments.

1. SMOKING/POSSESSION OF TOBACCO PRODUCTS

Massachusetts State Law Chapter 71, Section 2A prohibits the use of tobacco products in the public schools or on school grounds. **No minor may possess a tobacco product, including vape materials or products, on school property within the Town of Agawam.** The Agawam Board of Health, pursuant to the authority granted under Massachusetts General Laws Chapter 111, Section 31, adopted the above regulation to protect the public health of the community.)

2. Truancy
3. Use or possession of fireworks, stink bombs, animal scents, etc.
4. Use of matches, lighters, etc.
5. Theft/possession of personal or school property

6. Tampering with fire extinguishers
7. Initiation of a food fight
8. Participation in food throwing
9. Possession of drug paraphernalia
10. Possession of drugs/alcohol
11. Distribution of drugs/alcohol
12. Under the influence of drugs/alcohol/misuse of inhalants, glue, etc.
13. Vandalism/graffiti: defacing or damaging school property including computers and their record files and systems
14. Inappropriate use of school computer
15. Profanity or vulgarity directed at school staff
16. Gambling
17. Use of racial, religious, ethnic slurs or symbols that demean others / harassment such as repeated name calling/bullying
18. Unexcused absence from an internal suspension assignment
19. Defiance of the authority of school administrators and teachers
20. Wearing of hats/head coverings of any kind and the like
21. Refusal to identify oneself to a staff member
22. Failure to sign in upon arrival to school
23. Forgery of a pass/ID parking sticker
24. Negligent use of a laser pointer
25. Out of bounds
26. Inciting a disturbance/fight/riot
27. Verbal confrontation
28. Proven dishonesty
29. Littering on school property (i.e.; cafeteria, hallways, grounds)
30. Inappropriate dress and/or grooming
31. Physical confrontation with another student
32. Sexual harassment
33. Inappropriate classroom/lunchroom behavior
34. Inappropriate classroom behavior when supervised by a substitute teacher
35. Use of electronic devices in school (not limited to cell phones, CD players, headphones, & beepers)
36. Student refusal to participate in MCAS testing
37. Frivolous complaints
38. Selling, bartering, and/or trading things in school is strictly prohibited
39. Threats to commit a crime (bodily injury) through student drawings
40. Possession of a hoax device or hoax substance
41. Threats causing evacuation or disruption of school
42. False reports of a firearm, bomb, or any weapon or property capable of causing damage
43. Motor vehicle violations (AHS)
44. Verbal or written threats to kill or harm an individual or group of individuals

The Agawam Public Schools administration reserves the authority to suspend for other behavioral circumstances not listed.

NATURE OF OFFENSE AND REPEATED OFFENSES

Levels of discipline for specified offenses are provided as minimum guidelines to ensure that every student is aware of the potential consequences of actions which violate the discipline policies of the Agawam Public Schools. In determining the level of discipline in each case, the principal may in his/her sole discretion impose the minimum level of discipline provided for in these discipline policies, or he/she may impose greater discipline, including but not limited to, more detentions, a longer suspension, the imposition of a discipline contract and/or expulsion from the school or school district.

SUSPENSION EFFECTS

A conference with the student, a parent or guardian, and an administrator may be arranged after the student has been externally suspended. It may occur during the period of the suspension or when the student returns to school from the suspension. If the period of the student's suspension exceeds three school days, the administration will arrange for assignments to be sent home to the student. Students are responsible for making up all work missed during the suspension period within a week of their return to school.

During the period of suspension a student may not take part in any extra-curricular activities or school functions nor be in the building or on the grounds during the school day.

Parents/guardians will be notified of their child's internal or external suspension by mail and, in certain circumstances, by telephone.

ACADEMIC DISHONESTY

Instances of academic dishonesty such as copying homework, cheating on papers and exams, or plagiarism will result in student's receiving a zero grade on that school project.

ELECTRONIC DEVICES

Possession and use of electronic devices such as beepers, cell phones, and CD headphones, will be subject to confiscation and disciplinary action. The administration strongly discourages students from bringing these items to school since they are of no educational value.

MAKE-UP WORK

Students will have one day for each day of legitimate absence to arrange for make-up work with teachers. Make-up work will be made available to students while on suspension in accordance with Massachusetts State Law.

MAKE-UP WORK DUE TO NON-ILLNESS/VACATIONS

Parents and students are reminded that Massachusetts Law requires compulsory attendance for students. We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process of each course in ways that make-up work cannot reverse.

1. The parent(s) will contact the school in advance of the planned vacation.
2. The parent(s) and school will discuss the duration of the 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). (The principal will share this information with the teacher(s) involved. However, the teacher(s) will not be obligated to initiate arrangements with the student.)

The student will be held responsible for making specific arrangements with teacher(s) for assignments. Work will be made available to students upon their return from an absence from school. Teachers are not required to give out homework assignments prior to a family vacation. All work will be offered to the student for full value credit upon the return of the student to class. See Form Q

ATTENDANCE / TARDINESS / DISMISSALS

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

Long-term illness: A doctor's note is mandatory. A student will be provided with a home tutor. If the student qualifies for a tutor, he/she will not lose credit.

Tardiness to school/class: Students arriving after the tardy bell must report directly to their first period class. After first period a tardy student must sign in at the office. A student who fails to sign into school will be assigned one internal suspension. Students that report

to the office tardy must present upon arrival their picture identification card. If a student does not have his/her identification card, that student will receive a detention.

At Agawam Junior High School

When a student is tardy three times within four weeks of school, he/she will be assigned an office detention.

Class absence reports (slips): At the high school a student, upon receiving a copy of an Absence Report (slip), is notified of a questioned absence. It is the student's responsibility to clear the absence with the teacher in question within twenty-four hours of the absence. This must be accomplished on the student's own time, not class time. If the absence is not cleared, it will be assumed that the student skipped. Penalties will be imposed as indicated in the Student Guide.

Dismissals from school: At the high school, all dismissals must be written on the proper form available in the school offices. These forms must be properly filled out and signed by a parent or guardian. All dismissal requests must be presented to the appropriate administrator before the tardy bell and processed in the office prior to the beginning of school. A dismissed student must sign out in the office and sign in again if he/she returns the same day. Evidence must be presented verifying the need for the dismissal.

Such as:	Medical appointment	appointment card
	Driver's license or learner's permit	proper phone number to validate
	Court appointment	court appointment letter
	Bereavement	number to verify
	Scholarship or college interview	letter of verification

Those without a license must be picked up by a parent or guardian in the office. At the high school, appropriate dismissal forms are available.

At the elementary level, no student will be excused into the custody of any parents not properly identified.

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

Attendance and participation in extracurricular activities: A student must be present at least one half-day immediately preceding an extracurricular activity in order to participate in that activity. This includes evening events such as concerts, semi-formals, and social nights.

CONFIDENTIALITY

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

ATHLETICS, CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The Agawam School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Students are encouraged to become involved in at least one activity.

PARENTAL/STUDENT CONSENT, RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

Before any student can participate in voluntary extra-curricular activities including athletic programs, the student and his/her parent(s), guardian(s), or legal representative(s) must sign and date a copy of the Parental/Student Consent, Release from Liability and Indemnity Agreement, which is identified as School Committee Policy JJIR-F. Students who have attained the age of 18 years must sign and date a copy of this form without the signature(s) of parents(s), guardian(s), or legal representative(s). The completely signed and dated copy of the Release and Indemnity form shall be kept by the building principal or athletic director. File: JJIR See Form D