

Newton School



FAMILY HANDBOOK

2026-2027

Greenfield Public Schools

**70 Shelburne Road
Greenfield, Massachusetts 01301
413-772-1370
Fax: 413-772-1332**

The Greenfield School District does not discriminate on the basis of age, sex, gender identity, race, religion, color, national origin, sexual orientation, or disability in accordance with applicable laws and regulations.

TABLE OF CONTENTS

PREFACE

Translation Information
School District Phone Numbers
Welcome Letter
Greenfield Public Schools Vision, Mission and Core Values

GENERAL INFORMATION/PROCEDURES

Hours of Operations
Schedule
Arrival and Dismissal Procedures
School Cancellations
Attendance
Building Security and Safety Plan
Care of School Property and Textbooks
Meal Program
School Council
Special Education Advisory Counsel
Volunteers
Lost and Found
Toy Guidelines
Technology Use and Digital Learning
Allergies and Sensitivities

ACADEMIC INFORMATION

Academic Honesty and Integrity
Progress Reports/Report Cards
Referrals of Students Regarding Suspected Disabilities
Observation of Special Education Programs

STUDENT HEALTH

Illness and Injury
Medications
Immunizations
Medical Testing
Physical Education Excused Absences
Home and Hospital Instruction

CODE OF CONDUCT/DISCIPLINE

Administrative Discretion
Options and Procedures
Student Conduct in School Vehicles
Due Process
Emergency Removals
Discipline for Students with Disabilities
Electronic Devices

Searches
Weapons
Dress Code

LAWS PERTAINING TO SCHOOL POLICIES AND PROCEDURES

Student Records
Publication of Names Policy
Rehabilitation Act of 1973
Title IX
Chapter 622
Section 504
Notice of Non-Discrimination
Working Permits
Parental Opt-Out Rights
Parental Notification Relative to Sex Education
Bullying Protocol
Harassment Policy
Sexual Harassment
Hazing
Policy on Physical Restraint
Rights of Homeless Students

School Committee Policies are located on Greenfield Public Schools' Website:
<https://www.gpsk12.org/gps-district-wide/school-committee/policy-manual>

RELEVANT FORMS

Student Records Opt-Out Form
Digital Use Policy
Religious Opt-Out Form

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

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.

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Haitian Creole

Si w bezwen èd pou li dokiman sa a oswa lòt piblikasyon lekòl la, tanpri kontakte direktè a pou w jwenn sèvis tradiksyon.

Italian

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German

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Russian

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District Phone Numbers

Central Office

Superintendent
Carol M. Kruser
413-772-1326

Assistant Superintendent
Stephen Sullivan
413-772-1315

Pupil Services
David Messing, Director
413-772-1324

Asst. Director of Pupil Services
Robyn Nelson
413-772-1329

Asst. Director of Pupil Services
Katherine Sasser
413-772-1324

Technology Services
Ian Edwards, Director
413-772-132

Facilities & Grounds
Tom Devine, Director
413-772-1406

Food Service Department
Kristen Osborn, Director
413-772-1334

Business Office
Vera Ayrapetyan, Asst. Business Manager
413-772-1312

Schools

Academy of Early Learning
Jill Taglia, Principal
413-772-1390

Federal Street School
Kelly Halpin, Principal
413-772-1380

Four Corners
David Potter, Principal
413-772-1375

Newton School
Kristen Heath, Principal
413-772-1370

Greenfield Middle School
Michelle Fenimore, Principal
413-772-1360

Greenfield High School
Michael Browning, Principal
413-772-1350

Dear Newton School Families,

Welcome to Newton School! It is my pleasure to welcome both new and returning families to another exciting school year. As one of three elementary schools in the Greenfield Public School System, Newton proudly serves students in Kindergarten through Grade 4. I am honored to serve as your principal and look forward to getting to know each of our students and families as we learn and grow together.

At Newton School, we are committed to creating a safe, inclusive, and engaging learning environment where every child feels valued, supported, and challenged to reach their full potential. Our dedicated educators work each day to foster academic growth while also helping students develop confidence, resilience, kindness, and a lifelong love of learning. We believe that every child can succeed when they are encouraged to take risks, embrace challenges, and learn from their experiences.

A strong partnership between school and home is at the heart of everything we do. We know that students thrive when families and educators work together, and we value open, honest, and ongoing communication. Throughout the year, families have many opportunities to connect with Newton School. Attending conferences and various evening events for families, volunteering in classrooms, participating in the Parent-Teacher Organization (PTO), and serving on the School Council, are some examples of ways that families can stay connected with the school. Your involvement makes a meaningful difference in not only your child's educational experience, but in the school community as a whole.

Our school is guided by *The Newton Way: Be Safe, Be Kind, Be Respectful*. These expectations help create a positive school culture where every student is empowered to make responsible choices, show compassion for others, and contribute to a welcoming and respectful environment. Together, we are building a community where everyone belongs and every voice matter.

This handbook is designed to provide important information about our school, our expectations, and the many opportunities available to our students and families. I encourage you to review it together and refer to it throughout the school year.

On behalf of the entire Newton School staff, thank you for entrusting us with your child's/ children's education. We are excited to partner with you and look forward to celebrating the many accomplishments, milestones, and joyful moments that lie ahead. Together, we will make this a wonderful and successful school year for every Newton student.

In partnership,

Kristen Heath

Principal

GENERAL INFORMATION

Hours of Operations

The Academy of Early Learning, Four Corners School, Federal Street School and Newton School

Arrival: 8:15 am
School Day Begins: 8:30 am
Dismissal 2:55 pm

Greenfield Middle School and Greenfield High School

Arrival: 7:30 am
School Day Begins: 7:45
Dismissal: 2:10

Arrival and Dismissal Procedures

Bus Arrival: Buses will drop students off in the circle in front of the school. Students will then walk up the walkway to the playground, weather permitting, where they will be supervised until the start of school at 8:30. During inclement weather, students will be directed to enter through the front of the school where they will be supervised in the gymnasium until the start of school at 8:30.

Car Line Drop-off: Parents/ adults will pull into the circle *as far forward as possible* in the front of the school. For everyone's safety, students will exit the vehicle on the side that is closest to the building and proceed to the playground. *Parents/ adults should not exit their vehicle* when dropping off students in the car line. If parents/ adults need to exit the vehicle during drop-off, they should park in a parking space in the parking lot and walk their child/ children to the walkway heading to the playground. For the safety of our students, *cars should not pass each other when in the car line* unless directed to do so by a school staff member. If drop-off occurs after 8:30, students will enter through the front of the building.

Bus Dismissal: Buses will park in the bus zone along Shelburne Road. School staff will monitor students as they walk down the sidewalk to meet and load the buses. *

Student Pick-Up: Parents/ adults will pull into the circle in front of the school *as far forward as possible*. Students will be called by the adult present to come out to their vehicle. Students will enter the car on the side closest to the building and not walk in between vehicles. *Parents/ adults should not get out of their vehicle* in the car line. If parents/ adults need to exit the vehicle during pick-up, they should park in a parking space in the parking lot and walk their child/ children to their vehicle. For the safety of our students, *cars should not pass each other when in the car line* unless directed to do so by a school staff member.

*Please note that the buses will have their stop signs out when loading and unloading students. Cars **must** stop in both directions and not pass any bus when the stop signs are out. PLEASE USE MINER STREET. TO ENTER THE PARKING LOT ON SHELburne ROAD TO AVOID TRAFFIC BACKING UP INTO THE INTERSECTION.

School Cancellations

In the event of inclement weather or other unforeseen circumstances, the Greenfield Public Schools may cancel school, delay the start of school or determine the need to dismiss early. In those instances, families in Greenfield Public Schools will receive an automated phone message, email and text message through ParentSquare. Information about the status of school can also be found on WWLP, Western Mass News and NECN and available on 98.3 WHAI. The information will also be posted on the homepage of the district website.

Attendance Requirements and Punctuality Expectations

Regular attendance is essential to student learning and for them to experience educational success. Students are expected to be in attendance every day of the school year and parents/guardians have a legal responsibility to ensure students are in attendance every day. Students who are absent for 10% of the days they are enrolled (18 days for a student enrolled for the full, 180-day school year) are considered chronically absent. Chronic absenteeism has been shown to negatively impact the academic and social skills needed to succeed in school.

For Absences:	For Tardiness:	For Early Dismissals:	For Messages:
If your child is going to be absent, a parent/guardian must call the school's absence line at least 15 minutes before the start of the school day. Please provide the student's name, your name and the date for the absence. Schools will dispatch automated calls to absent students' homes approximately 15 mins. after the start of school After 3 days of unexcused absences a staff member will contact the students' homes. Attendance letters will be generated after the 5th, 10th, and 15th absences and will be sent to parents/guardians. After the 7th and 15th day of	If your child will arrive after the school day begins a parent/guardian should provide a note to the Main Office with the explanation of the tardiness. Please enter the building at the Main Entrance for all arrivals after the start of school. The issue of tardies will be addressed following progressive discipline. If a student is tardy to a particular class more than 3 times, the student will receive an office detention for the fourth and subsequent tardies	If your child needs to be dismissed from school before the end of the school day, they should bring a note to the Main Office before school begins. The note should include the time of dismissal, the reason for leaving early and how the student will be leaving (i.e.; student drivers) If your child did not bring a note and needs to leave early, please call the Main Office to inform the school. All students must be signed out in the Main Office and will only be released to people on their Student Contact Information. If other arrangements are needed, please speak to one of our administrative assistants.	If you need to get a message to your child or drop off a forgotten item, please call/visit the Main Office to ensure that your child receives the message/item. We will not disrupt classes for non-emergency situations.

unexcused absences, school administration will schedule a meeting with the student and family. Additionally, a home visit may be scheduled no later than the 15th unexcused absence.			
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Attendance Communication Responsibilities

- Parents/Guardians: Parents/guardians are asked to inform the school of a planned absence (surgery, medical appointment etc.) as soon as they are able. However, they are asked to inform the school no later than 15 minutes before the start of school. Please call the school main office number and follow the prompts for the absentee call in line. If the school does not receive a message from the parent/guardian by the designated time, then the school will send an automated message to all numbers associated with the parents/guardians informing them of their child's absence from school.
- School: The school is required to notify a parent/guardian of a child's absence if the school has not received notification by the parent/guardian within 3 days of the absence. We are further required to notify parents/guardians if a student has missed 2 or more classes as unexcused in a 5-day period of time or if the student has missed 5 or more unexcused days in the school year. The Principal and/or designee will arrange a meeting with families of students who have 5 or more unexcused absences for the purpose of developing action steps to improve student attendance at school.

Students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in the family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.
5. A child may also be excused for other exceptional reasons with approval of the school administrator.

Family vacations are not considered to be excused absences. Families are encouraged to plan vacations during scheduled school vacation weeks to avoid students missing valuable instructional time.

Students must meet the school's attendance requirements in order to earn credit for courses or to be promoted to the next grade. Students who exceed the allowable number of excused or unexcused absences shall not be granted credit for their courses.

School representatives may file a Children Requiring Assistance (CRA) for a student who is habitually absent and misses more than 8 days in a quarter without a proper excuse or is a habitual school offender who doesn't obey the lawful and reasonable commands of the school. A CRA may be considered after multiple attempts to engage parents/guardians which have been unsuccessful in improving attendance. Community agencies, such as the Franklin County Family Resource Center, will also be offered to support families prior to a CRA being filed by the school.

Pursuant to M.G.L. Ch. 76, Section 18, students 16 years of age or older who have 10 consecutive absences shall receive written notice of their right to be invited to an exit interview before the student may be administratively unenrolled from school.

If a Special Education student is chronically absent, the IEP team should convene and rewrite the student's IEP to reflect this issue.

Missing Assignments

It is the responsibility of the student to make up all missed assignments, tests or quizzes. Unless arrangements are made, the student may have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work. A minimum 24-hour notice is required to prepare materials should the parent/guardian wish to make a request for student assignments prior to an absence.

Punctuality Expectations and Tardiness

Being on time for all classes and required school functions is expected of all students. At the start of each class, teachers will take classroom attendance. Records of missed classes due to absences, late arrivals, early dismissals or disciplinary referrals will be referenced for course failure deliberations and/or disciplinary consequences. If a student needs to arrive late to a class, they should obtain and provide a pass indicating the reason for their tardiness to be excused.

For families of students with excessive tardies, a meeting with school administration and other applicable staff will be scheduled. A plan to improve student punctuality to school will be developed. If a student's punctuality does not improve, school administrators may utilize progressive discipline up to and including internal suspension.

Absences and School Events

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

Building Security and Safety Plan

In order to support facility safety and security within the Greenfield School District for all school personnel, students and visitors, the following district-wide and school-site procedures shall be followed during regular school hours:

Exterior doors to all school buildings are kept locked. Visitors wishing to enter a school building

are asked to ring the doorbell to request entry. All visitors are required to proceed to the main office immediately upon entry. During arrival and dismissal, school administrators shall assign available school personnel to areas of the facilities requiring special supervision.

Visitors will be required to sign in, wear a visitor badge and be escorted to their destination. Prior to leaving the building, individuals must report back to the main office, return the badges, and sign out.

All students arriving late, leaving early, or being taken out and brought back during the school day (e.g. for medical or dental appointments) must report to the main office in the company of parent, guardian or designated person, in order to be signed out/in by the office secretary or other designated individuals. Parents/guardians or other individuals entering the building in order to dismiss or return a student must report to the main office.

Individuals are encouraged to report information which could help keep our schools safe and prevent potential violence. Information should be reported directly to a school administrator.

Safety and Security Procedures

Emergency evacuation routes are posted within each classroom. Safety and security drills will be conducted to review procedures with students and staff. The function of these drills is to create a rapid, safe and organized method of responding to situations. All visitors in the building at the time safety and security protocols are utilized are required to follow the protocols.

Care of School Property and Textbooks

Students are responsible for all school property loaned to them, including library books, textbooks, technology, laboratory equipment, athletic uniforms, band uniforms, musical instruments, and other school property.

Any student who damages, destroys or does not return school issued equipment shall be liable for the cost of repair or replacement.

Meal Program

The Greenfield Public Schools participates in the USDA National School Lunch and Breakfast programs and is required to follow all USDA policies related to these programs. The USDA is an equal opportunity provider.

The Greenfield Public Schools Food Service Department recognizes the importance of student nutrition and the role proper nutrition plays in successful learning. Students are offered nutritionally-balanced meals each day, which include a wide variety of fresh fruits and vegetables, along with scratch-cooked and locally-sourced options. The latest menus for each grade level can be found [here](#), and will also be posted to the GPS Food Services Instagram and Facebook pages @GreenfieldSchoolFood. In the 2026-2027 school year all Greenfield Public Schools will operate under the Community Eligibility Provision (CEP) and are therefore able to provide FREE breakfast and lunch to all students who attend. Charges will still apply to second meals, separately purchased milk, and a la carte items at Greenfield High School.

For online payment and additional payment information, please visit the Food Services Payment Portal under the Food Services Department on the Greenfield Public Schools district website at www.gpsk12.org. The *My School Bucks* link can be found there. From this link, you may pay or prepay your child's account. Please note that there is a \$2.49 transaction fee. It is recommended that you make larger payments at one time to avoid more fees, when using the online payment method. You will need the child's name, student ID number and the zip code 01301, or see our instructions under the dropdown bar on the website.

- 2026-2027 School Lunch Prices: FREE for all students through the Community Eligibility Provision. If students wish to purchase *additional meals* beyond the first free meal, prices are as follows:
 - Elementary - \$3.25
 - Middle - \$3.50
 - High - \$3.75
- Separately Purchased Milk - \$0.60 (Milk is free with school provided meals)
- At Greenfield High School only: additional a la carte items are sold at Greenfield High School. These additional a la carte items include A-list approved snacks and beverages sold individually. Money must be added to accounts in order to purchase any a la carte items at any school location as these are not part of the FREE lunch program offered through the Community Eligibility Provision.

School Council

The School Council is composed of parents/guardians, staff, and community members and serves as a sounding board that can provide perspective for the principal on a variety of school-related topics. Please contact the Principal if you are interested in being a part of this year's School Council. The School Council meets monthly and meetings are open to all.

Special Education Parent Advisory Council

The Special Education Parent Advisory Council (SEPAC) is a volunteer council of parents, guardians, and other members of the community concerned with the delivery of appropriate special education services in Greenfield Public Schools. The SEPAC holds regular meetings that are open to the public, and notices of meetings are posted within the schools and on the website. Special education parent advisory councils are a requirement of the current Massachusetts Special Education Regulations. The Regulations specify two of the responsibilities, and others can be added. The two include advising the School Committee on matters pertaining to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development, and evaluation of the School Committee's special education programs. The Greenfield SEPAC typically works with the Pupil Services Office to plan workshops for parents including an annual workshop about parents' rights in special education.

Volunteers

We encourage parents/guardians and community members to volunteer in our school. However, please be reminded that all volunteers who are working in any capacity in the school setting are bound by the laws of confidentiality and will be required to comply with CORI and/or fingerprint requirements. Information obtained through observation or

participation in classrooms is completely confidential. Anyone interested in volunteering should visit the website at www.gpsk12.org under Families and Community.

Lost and Found

Lost and found articles are stored in a designated area at each school. If your child has a missing item, please send in a note with a description of the lost item to your child's teacher, or feel free to come to school yourself and ask for the "Lost & Found" area. Unclaimed articles are distributed and donated appropriately periodically. It is strongly recommended that all clothing, especially boots, snow pants, jackets, etc. be marked with your child's name on an inside area.

Toy Guidelines

Please do not send students to school with toys that may be lost, stolen, and/or broken. Many children are upset when their toys are lost or when trading of toys occurs. The best way to avoid this is to keep all toys at home. Schools are not responsible for items that are lost or stolen.

Technology Use and Digital Learning

Greenfield Public Schools are committed to preparing students for a world that is increasingly digital while also balancing the use of technology during the school day. Over the past several years, the district has invested in high-quality instructional materials—many of which include digital components. These tools support differentiated instruction and help personalize learning to meet individual student needs.

At the same time, we recognize concerns about excessive screen time. Educators are encouraged to use discretion and to limit screen time that is not directly connected to the curriculum, including as a reward or incentive. If you have concerns about your student's use of technology in school, please begin by speaking with your child's teacher. If the issue is not resolved, you are encouraged to contact the school principal.

The district supports the right of students and staff to access a variety of information formats and expects all users to act responsibly and appropriately. We apply the same standards of educational value to digital media as we do to other instructional resources.

Technology use is integrated throughout our curriculum in age-appropriate ways and aligned with the Massachusetts Curriculum Frameworks. Students are provided with ongoing instruction in digital citizenship, including how to use technology to seek knowledge, think critically, communicate effectively, and participate in a global society.

Sensitivities and Allergies

Please be aware that many of our students and staff have allergies or sensitivities to certain foods and scents. We kindly ask families and students to:

- Avoid sending snacks or meals that contain high-risk allergens, such as peanuts.
- Refrain from using heavily scented perfumes, lotions, or other fragrance products.

Your cooperation helps us maintain a safe and comfortable environment for everyone. Thank you for your understanding and support.

ACADEMIC INFORMATION

Academic Honesty and Integrity

Students are expected to do their own work. Plagiarism (copying) of material from any source, for any and all academic works including: papers, presentations or reports, submitting someone else's work as one's own, using google translate, copy and pasting electronic material, the unauthorized removal of test/exam documents/materials from a classroom, photographing test/exam documents, are all considered forms of academic dishonesty.

Progress Reports/Report Cards

Report cards will be issued quarterly (semester at elementary) throughout the year; please see the school calendar for the specific dates. Progress reports will be issued at the midpoint of each quarter or later if needed.

We encourage students and their families to monitor student attendance by accessing the PowerSchool portal. Parents/guardians and students are issued codes to access their PowerSchool account. We mail information about PowerSchool access at the beginning of the school year but if you have questions or need assistance, please contact the Main Office staff.

Referrals of Students Regarding Suspected Disabilities

The parent/guardian of a Greenfield resident who is between the ages of 2.5 years and 22 years old may contact the Pupil Services Office with concerns or to request special education evaluations related to a known or suspected disability. Some examples of areas of concern are academic skills, social/emotional and/or behavioral difficulties, fine motor skills, gross motor skills, and speech and/or language skills. The Pupil Services Office may be reached at 413-772-1320 ext. 3327. In addition, parents/guardians can share concerns with their child's school principal, who can forward the information to the Pupil Services Office.

Observations of Special Education Programs

1. Parents'/guardian's request to observe their child(ren), current program, or a potential placement must be made at least five days in advance with the Director of Pupil Services or designee and/or Principal.
2. The Director of Pupil Services or designee shall contact the parent(s)/guardian for initial scheduling conversation within five (5) days of receipt of the parents'/guardian's request.
3. When a parent/guardian requests an observation of a student receiving special education services or programs, the Director of Pupil Services or designee will seek approval from the Superintendent or designee and the Principal before it is processed. Such approval may only be withheld for those reasons outlined within law and Department of Elementary and Secondary Education (DESE) regulation.
4. The Director of Pupil Services or designee and/or 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/guardian, the parent/guardian 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 they are not to interfere with the educational environment of the classroom. If their presence presents a problem, they will be asked to leave. This notice is particularly important, since the presence of parents/guardians can influence both the performance of their child(ren) and that of others.
9. If applicable, the observer will be asked to submit their report of the observation in advance of any follow-up TEAM meeting.
10. The observer will be informed that they are not there to evaluate a teacher's ability to perform their contractual job duties.
11. The observer will be instructed regarding the prohibition of 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. In the event that removal is not possible, the observer may be asked to sign a non-disclosure agreement.
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)/guardian prior to any follow-up TEAM meeting.

STUDENT HEALTH

Illness & Injury

If determined by the School Nurse, the student is unable to remain in school, parent(s)/guardian(s) will be contacted to make arrangements for dismissal.

Medications

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.

Immunizations

As required by the Massachusetts General Laws, Chapter 76, Section 15, every school child must be "successfully immunized". The Department of Public Health has established the following schedules as legal requirements for children to attend school. Please be aware that these requirements may change annually.

Preschool:

1. IPV (polio), 3 or more doses

2. MMR (measles, mumps, rubella), 1 or more doses
3. DTaP/DTP (diphtheria, tetanus, pertussis), four or more doses
4. Hepatitis B, 3 doses
5. Varicella, 1 or more doses
6. Hib (haemophilus influenza), 1-4 doses. The number of doses is determined by vaccine product and age the series begins.

Grades K-12:

1. IPV (polio), four or more doses
2. MMR (measles, mumps, rubella) , 2 doses
3. DTaP/DTP (diphtheria, tetanus, pertussis), five doses
4. Hepatitis B, 3 doses
5. Varicella – two doses
6. Hib (haemophilus influenza), 1-4 doses. The number of doses is determined by vaccine product and age the series begins.
7. Tdap, 1 dose is required for all students entering grade 7- 11
8. Meningococcal Grade 7-9 1 dose, 1 dose MenACWY (formerly MCV4) required. Grade 11-12 2 doses; second dose MenACWY (formerly MCV4) required.

*Varicella vaccination is required unless the student has a diagnosis of chickenpox disease by the HCP or laboratory proof of immunity.

*Physical exam must show the date of at least 1 lead screen for all children born in Massachusetts.

Physical Education Excused Absences

All students are expected to participate in Physical Education classes. If there is a medical reason that your child cannot participate in Physical Education classes, please send a note to your child's teacher. A note written and signed by the parent/guardian, stating the reason, will allow an excused absence once per term.

If there is a medical reason that your child cannot participate in Physical Education class on an ongoing basis, please provide a note from your child's physician for review by the school nurse. The school nurse may excuse students from Physical Education classes for medical reasons without a doctor's note once per term.

Home or Hospital Instruction

Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the student is eligible to receive educational services in that setting, temporarily, from the school district. The students' parents must submit the form called Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons to the Director of Pupil Services, and the Director of Pupil Services shall arrange for provision of educational services in the hospital or a home for students who meet the criteria. Such services shall be provided with sufficient frequency to allow the

student to continue their educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Student Services.

CODE OF CONDUCT and DISCIPLINE

Administrative Discretion

Greenfield Public Schools believe in the use of a restorative approach to address the whole student and needs that have led to their actions. In doing so, administrative flexibility is required in any disciplinary action to account for individual cases, unusual problems not anticipated nor written in school regulation, and maintenance of effective control of behavior in a public school. The administration reserves the right to adjust actions based upon the severities of the offense or mitigating circumstances. Action taken must also meet the reasonableness and protection of the rights of students.

Greenfield Public Schools expect all students to conduct themselves in a responsible manner. Disciplinary measures are used to maintain a safe and stable school environment. We incorporate all provisions of the Mass. General Laws, Chapter 71, Section 37H, 37H½, and 37H¾ in our Code of Conduct.

Disciplinary action affecting a student with a disability must comply with the prescribed procedures under state and federal law. Greenfield incorporates all of the provisions of 20 U.S.C. 1415(k) (disciplining students with disabilities), as well as 603 CMR 28.08 (dispute resolution before the Bureau of Special Education Appeals), in the Student/Parent Handbook.

Disciplinary Procedures

Each discipline case will carry its own merit and will be decided according to the facts accompanying the case. The principal or designee shall not suspend or expel a student until alternative remedies have been employed. The only exception is in emergency circumstances, where a student's continued presence in school would pose a specific concern about the infliction of serious bodily injury or other serious harm upon another person while in school. In such cases, specific reasons why such alternative remedies are unsuitable or counter-productive are documented. Documentation is entered into the district's student information management system (PowerSchool), at the building level, by building principals or designees. Building principals are responsible for maintaining documentation of the use, and results of alternative remedies. Alternative remedies employed include but are not limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. Parents are encouraged to become actively involved in the disciplinary process. In many cases, however, the following discipline options may be utilized:

1. Students may be given detention or one of several other disciplinary options, including a warning. If after school detention is given, parents must make arrangements for safe student transport home. (Scheduling arrangements for detention can be requested for a parent to provide transportation).
2. Bus privileges may be revoked for acts of misbehavior.
3. Students may have school-driving privileges revoked.

4. Students may be excluded from extra-curricular activities.
5. Students may be internally suspended from their regular classes.
6. Students may be externally suspended from school when they are a danger to themselves or others, or when they demonstrate a chronic inability or unwillingness to abide by school regulations. The Principal will decide the length of each suspension.
7. Students may be required to perform school-based community service.
8. Students may be required to pay restitution, write letters of apology, or be assigned special projects.
9. Students may be referred for counseling, risk assessments or psycho-educational evaluations.
10. Greenfield may order a change in placement to an interim alternative educational setting for up to forty-five (45) school days.
11. A student may be excluded from school.

Students who do not abide by the rules of the In-House Alternative Program or who do not modify their behavior will be referred to the administration for external suspension.

During the period of suspension, a student may not appear on school property or at school-related activities or events either as a spectator or participant. A violation of this policy will be considered a trespass resulting in immediate notification of the Greenfield Police Department.

Depending upon the reason for suspension, a student may be prohibited from attending extra-curricular activities beyond the suspension period. Suspensions that carry over a weekend or vacation period will also eliminate a student's participation from any extra-curricular events that take place on those weekends or vacation periods.

Grounds for Short-Term Suspensions include but are not limited to:

1. Leaving school during school hours without permission.
2. Unauthorized absence(s) from school (truancy) or from class.
3. Repeated unexcused tardiness to school, class and homeroom.
4. Unexcused absence from detention assignments.
5. Gambling on school grounds in any form.
6. Use of or possession of contraband items such as matches, lighters, non-prescribed hypodermic needles, pipes, roach clips, rolling papers, fireworks, stink bombs, laser pens or pointers.
7. Use of or possession of beepers.
8. Smoking on school property, in a school bus, or at school functions.
9. Exhibitionism, lewd, wanton and lascivious behavior, sexual contact, disorderly conduct including, but not limited to excessive, distracting and/or inappropriate public displays of affection between students. (M.G.L.A. Ch.272, s.16 & s.53.)
10. The possession, dissemination, or use of obscenity in any form, especially, speech writing or explicit sexual pictures or drawings. (M.G.L.A. Ch. 272, s. 29 & 31.)
11. Intentional acts threatening the health and safety of self and/or others on school property, at school sponsored or related events, and to and from school. If warranted, a determination as to referral to law enforcement may be recommended.

12. Lack of respect for faculty, staff, and visitors, including, but not limited to, insubordination, disobedience, use of insulting and/or profane language or gestures, the willful disregard of express or implied directions from a teacher, administrator, or staff member, including but not limited to, the refusal to follow the directions of mandated tests, assessments, or exams, academic dishonesty/cheating, and/or the refusal to follow a mandated program.
13. Theft or vandalism to school property or the property of others in the school setting, whether during or after school hours or at any school activity. Reasonable proof of the offender is necessary. Restitution by the offender is required. If warranted, a determination as to referral to law enforcement may be recommended. (M.G.L.A. Ch. 266, s. 30, 98, 100, 127A, etc.)
14. Chronic school offender: The student who repeatedly disturbs or interrupts the educational process, refuses to work, who falsifies signatures on reports, who refuses to return signed papers to teachers or administrators, who refuses to report to appropriate school personnel, who exhibits offensive behavior on an ongoing basis, and/or who repeatedly violates the code of conduct.
15. Organizing or participating in hazing or bullying behavior.
16. Violation of Civil Rights: Students have the right to be free from discrimination based upon race, color, religious creed, national origin, ancestry, gender, sexual orientation, disability, or handicap. Such discrimination includes, but is not limited to, verbal and physical attacks on students directed at their racial, ethnic, or religious background, or their disability, and at any form of sexual harassment.
17. Violation of federal or Massachusetts law.
18. Bullying in any form, including verbal abuse, harassment, taunting, name-calling, threats in any form, extortion, intimidation, slander, defamatory statements, whether verbal or written, pushing, shoving, and tripping. This includes asking anyone to verbally abuse, threaten, or intimidate another student on one's behalf.
19. Any school related act, on or off school property, which interferes with or restricts another student's ability to enjoy the educational benefits afforded or offered within, and outside of, the School setting. Such acts include, but are not limited to incidents that interfere with or threaten the well-being or order of the School or its staff, students, or the general public.

In assigning short-term suspensions, administrators are:

- 1) aiming to improve a student's behavior;
- 2) maintaining a safe and orderly school environment; and
- 3) providing for necessary communication between the parent/ guardian and the school personnel.

Students under suspension remain responsible for completion of all schoolwork and will receive credit accordingly. Suspended students will have the opportunity to take tests and exams given during the suspension period during after school hours or upon their return to school. Teachers are under no obligation to provide help to a student while he or she is under suspension other than to provide notice of assignments.

Grounds for Long-Term Suspension/Expulsion Under Sections 37H and 37H½:

- A. Possession of a firearm on school premises, at school-sponsored or school related events, including field trips, and athletic games, and to and from school (United States Code, Section 921 of Title 18);
- B. Possession of a dangerous weapon, other than a firearm, on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (M.G.L.A. Ch.269, Section 10);
- C. Assault/ assault and battery upon an administrator, teacher, teacher aide, or other school staff member on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school. (M.G.L.A. Ch. 265, sections 13A and 13D);
- D. Possession, use and/or distribution of an illegal drug or controlled substance as defined in M.G.L.A. Ch. 94C, including, but not limited to, marijuana, cocaine, crack and heroin on school premises, at school- sponsored or school-related events, including field trips and athletic games, and to and from school;
- E. Use or possession of a bomb or any other explosive or incendiary device;
- F. Pursuant to M.G.L. Chapter 71, Section 37H ½, a student charged with a felony or the subject of a felony delinquency complaint may be suspended, or a student convicted, adjudicated, or admitting guilt with respect to a felony or felony delinquency may be expelled, provided that the Superintendent determines, after hearing, that the student's continued presence poses a substantial detrimental effect on the general welfare of the School.

Grounds for Long-Term Suspension Under Section 37H¾ include but are not limited to:

- A. Possession of a paint gun, BB gun, air rifle, pellet gun, or imitation weapon of any kind;
- B. Assault/assault and battery by means of a dangerous weapon on school premises, at school- sponsored or school-related events, including field trips and athletic games, and to and from school. (M.G.L.A. Ch. 265, Section 15A & 15B);
- C. Possession or misuse of inhalants, glue, synthetic drugs, or any other substance, on school premises, at school-sponsored or school-related events, including field trips and athletic events, and to and from school;
- D. Academic dishonesty/cheating;
- E. Making a bomb threat by any means, including, but not limited to, verbally, electronically, or in writing;
- F. Possession, use and/or distribution of alcohol on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school;
- G. Serious offenses as defined in Grounds for Suspension
- H. Bullying, harassment, or hate crimes; and
- I. Use or possession of an object that appears to be a firearm, bomb, or dangerous weapon.

Student Conduct on School Vehicles

Students are under the jurisdiction of the school authorities from the time they board the bus to school until they leave the bus which returns them home. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal. In any emergency situation, the bus driver shall be the Principal's designee while the bus is in transit.

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

Required Conduct Aboard the Bus

1. Riders must remain in seats when the bus is in motion.
2. Loud noises and shouting are not permitted.
3. Profanity and obscene language are forbidden.
4. Smoking is prohibited.
5. The following disturbances are prohibited:
 - Pushing or wrestling
 - Annoying other passengers or disturbing their possessions
 - Talking to the driver
 - Throwing objects within the bus or out of windows
 - Climbing over or under seats
 - Opening or closing windows
 - Leaning out of windows
 - Littering the bus

DUE PROCESS FOR SUSPENSIONS

Notice of Proposed Suspension

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

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

The Principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the Principal sent written notice and documented at least two

attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

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

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

A student may not be suspended under M.G.L. Chapter 71, §37H^{3/4}, unless one or more of the following apply:

- A. Alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents.
- B. There are documented specific reasons why alternative remedies are unsuitable or counterproductive.
- C. The situation is such that the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

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 their 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 their determination to the Superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect.

All written communications regarding the hearing and Principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the 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 Suspension: 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.

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, 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 their 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 their 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 their 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 and to send written notice to the parent of the date, time, and location of 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 superintendent shall inform all parties before the hearing that an audio copy is required to be made of the hearing and a copy shall be provided to the student and the parent upon request.

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 their 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. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. 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 their 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 their 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 their request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

Student Suspension and Expulsion Data Collection and Reporting

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

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 reviewing the data, the Principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The Principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

Educational Services and Academic Progress Under Section 37H, 37H½, AND 37H¾

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the classroom or school. The Superintendent or Principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion

is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days or ten (10) cumulative 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 Superintendent 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 or ten (10) cumulative 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.

The Superintendent or 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.

Procedures for the Suspension of Students with Disabilities

The district is committed to ensuring that students with disabilities receive appropriate educational support and due process in disciplinary matters. When a student with a disability faces disciplinary action exceeding ten (10) consecutive school days or when a pattern of suspensions totaling more than ten (10) cumulative school days emerges, discipline will be addressed consistent with this Section.

Manifestation Determination

Before any disciplinary action that constitutes a change in placement for a student with a disability or a suspected disability occurs, the district will convene a Manifestation Determination Review (MDR) meeting.

A student will be considered as having a suspected disability if, before the behavior that led to the disciplinary action, the parent or guardian expressed concern in writing to the district that their child may require special education, the parent or guardian requested an evaluation for special education eligibility, or teacher or other school personnel expressed specific concerns about a pattern of behavior directly to the special education director or a supervisory staff member. A student will not be considered to have a suspected disability if the parent has refused an evaluation, the parent has refused special education services, or the student was evaluated and determined ineligible for special education. If the parent requests an evaluation while the student is subject to disciplinary action, the district will conduct an expedited evaluation consistent with federal and state requirements. The student will remain in the disciplinary placement until the evaluation is complete unless otherwise determined.

The MDR will include district personnel, the parents or guardians, and relevant members of the student's IEP Team. The team will review all relevant information, including the student's IEP, teacher observations, and any relevant medical or psychological evaluations, to determine whether the conduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct was the direct result of the district's failure to implement the IEP.

If the behavior is determined to be a manifestation of the student's disability, the IEP Team will conduct a Functional Behavioral Assessment (FBA) and implement or modify a Behavioral Intervention Plan (BIP) to address the behavior and prevent recurrence. In such cases, the student will return to their original placement unless the parent and district agree to a change in placement.

If the behavior is determined not to be a manifestation of the disability, the student may be disciplined in the same manner as non-disabled peers, including suspension or expulsion. Even in these circumstances, the district will continue to provide educational services in an appropriate setting to ensure the student has access to the general curriculum and the special education services identified in their IEP.

Interim Alternative Educational Settings (IAES)

A student may be placed in an Interim Alternative Educational Setting (IAES) for up to forty-five school days if they carry or possess a weapon at school or a school function, knowingly possess, use, sell, or solicit illegal drugs or controlled substances at school or a school function, or inflict serious bodily injury on another person while at school or a school function. The IAES will allow the student to continue participating in the general curriculum, receive IEP services to enable progress toward goals, and receive behavioral intervention services to address the conduct.

Authority of a Hearing Officer

If the district determines that returning the student to their current placement poses a substantial likelihood of injury to themselves or others, the district may request a hearing before an independent hearing officer. The hearing officer has the authority to place the student in an IAES for up to forty-five days, even if the behavior was a manifestation of their disability.

Parental Notification and Procedural Safeguards

No later than the date of any disciplinary action, the district will notify parents or guardians of the decision and provide written notice of procedural safeguards, including their right to appeal the decision.

Students Identified as Having a Disability and on a Section 504 Plan

Students are expected to meet the expectations for behavior identified in this handbook. A student on a Section 504 plan may be disciplined like any other student who is not eligible for special education. However, if the student is going to be suspended for ten (10) or more

cumulative days, expelled or suspended for more than fifteen (15) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The students' 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the result of failure to implement the students' 504 plan?
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

Procedural Requirements for Students Not Yet Determined to be Eligible for Special Education

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates the Student Code of Conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The school district may be considered to have prior knowledge if, before the behavior that resulted in the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the student's school or to a teacher of the student that the student is in need of special education and related services; or
2. The parent requested an evaluation of the student; or
3. District staff expressed, directly to the special education director or other supervisory personnel, specific concerns about a pattern of behavior demonstrated by the student.

The district may not be deemed to have had knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student was completed and resulted in a determination of ineligibility. If the district had no knowledge that the student is a student with a disability prior to taking disciplinary action, the student may be subjected to disciplinary measures applied to students without disabilities. However, if an evaluation is requested during the time period in which the student is subjected to these disciplinary measures, the district must conduct the evaluation in an expedited manner.

Referral to and Action by Law Enforcement and Judicial Authorities

- (A) RULE OF CONSTRUCTION- Nothing in this part shall be construed to prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
- (B) TRANSMITTAL OF RECORDS- An agency reporting a crime committed by a child

with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

Electronic Devices

Cell phone use by students is not permitted during the instructional day. All phones and “smart” watches are to be turned off and secured until after dismissal.

Searches

The right of inspection of students' school lockers is inherent in the authority granted School Committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

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

The legality of a search of a student, their 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, that “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.”

Firearms and Dangerous Weapons

Any individual, not being a law enforcement officer, and notwithstanding any license obtained by them under the provisions of M.G.L. Chapter 140, carrying on their person a firearm, loaded or unloaded or other dangerous weapon in any school building, or at any school related event without the written authorization of the board or officer in charge of such 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. Firearm shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife; or a controlled substance as defined in M.G.L. Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal. See individual school-site’s sanctions for such violations.

Any student, who assaults a Principal, Associate Principal, teacher, instructional assistant or other educational staff on school premises or at school-sponsored or school-related events, including

athletic games, may be subject to expulsion from the school or school district by the Principal.

Dress Code

In the Greenfield Public Schools, we encourage self-expression and individuality in all of our students. In order to maintain a safe and welcoming school environment, students must refrain from wearing clothing that may be deemed discriminatory on the basis of ethnicity, gender, or religion; or depicts alcohol, drugs, weapons or acts of violence. Building administrators will have the final say on questionable articles of clothing and may request that the student change or cover up.

Hats, caps and hoods are not to be worn in school during the school day. Clothing, attire, and accessories found to be disruptive or distracting to the educational process, or which has affected the safety of students, will be determined a violation of the dress code by the school administration.

LAWS PERTAINING TO SCHOOL POLICIES AND PROCEDURES

STUDENT RECORDS

The Regulations Pertaining to Student Records were developed by the Massachusetts State Board of Education to ensure parents, students and former students of their rights of confidentiality, inspection, amendment and destruction of student records. The regulations have the force of law and apply to all elementary and secondary schools. Below is a summary of the major provisions of the regulations. A copy of the regulations is available for inspection in the main office or guidance office.

Release of Records:

A parent or any student who is at least 14 years old has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student not later than two days after the request, unless the student or parent consents to a delay. Copies of the record must be given to the student or parent upon request for a fee of no more than the actual cost of copying.

The student record consists of the transcript and the temporary record. The transcript contains your name, address, and your birth date; the name and address of your parents or guardians; course titles; grades (or the equivalent when grades are not applicable); grade level completed and the grade completed.

The temporary record consists of all the information in the student record which is not contained in the transcript. This information may include your standardized test scores, extra-curricular activities in which you took part and evaluations by your teachers, counselors, or other school staff. A school health record, which gives a general profile of your health, is included. The temporary record shall not contain any anonymous information and will be destroyed after graduation.

As of 1998, Massachusetts Law (General Laws Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal.

At any time that the school receives a request for student records from a parent who does not have physical custody of the child and who has not yet provided the school with the information required by Section 34H, the school should inform the non-custodial parent of the requirements of the law. This may be done by providing the parent with a letter from the school that sets forth the procedures the parent must follow in order to get access to the records.

If we receive a records request from another school that the student seeks to transfer to, we will send the records over without gaining express parental consent in accordance with Massachusetts state law 603 CMR 23.07 (g).

Destruction of Records:

Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates or withdraws from the school system. Temporary records are defined as all information in a student record, which is not contained in the transcript. Such information may include standardized test results, extracurricular activities and evaluations by teachers, counselors, and other school staff. When the student transfers, graduates, or withdraws from school, and if the eligible student or the parent/guardian want the temporary record, they must request, in writing, prior to the last day of school, that the documents be provided to them. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

In addition, each year, the Principal and/or teachers and/or other service providers may destroy the following documents that are considered part of the student's temporary record: disciplinary records (other than documentation of suspensions or expulsions or exclusions), any notes from the parent/guardian or other documents concerning absences, early dismissals, late arrivals, as well as examples of student work. If the eligible student or the parent/guardian wants those records, they must request, in writing, prior to the last day of school that the documents be provided to them, rather than be destroyed. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

Release of Records:

If we receive a records request from another school that the student seeks to transfer to, we will send the records over without gaining express parental consent in accordance with Massachusetts state law 603 CMR 23.07(g).

PUBLICATION

Greenfield Public Schools may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent. It is also the practice of the Greenfield School District to give permission for school personnel and the media (e.g., cable television, newspapers, commercial

television, radio, and the world wide web) to develop and present in the classroom, in the school hallways, on websites, to the public, print, pictures, and voice related to school programs and students for the purposes of public relations and the dissemination of non-confidential information (i.e., news stories). The Greenfield School District gives such permission without the prior individual approval of parents and caregivers.

If you do not wish for your child's directory information to be released, or to be photographed, and/or videotaped on such occasions, or for any reason, please inform the Principal at the individual school your child is attending, in writing using the form provided at the end of this handbook, prior to September 15th of the school year. It is the parents'/caregivers' responsibility to notify the school in writing, prior to September 15th, if there are any concerns and or restrictions regarding the publicity of their child's picture, name, voice, or representation in the classroom, school building, local media outlets, such as newspaper, television, radio, or digital recording for teacher/student evaluation purposes. If we do not receive written documentation to the contrary, then we will assume that the school has your permission.

The Every Student Succeeds Act (ESSA) contains a provision regarding the disclosure of names, addresses, and telephone listings of secondary students to military recruiters and institutions of higher education. The District is obligated to provide, upon request, names, addresses and telephone numbers of students in grades 9-12 to military recruiters, charter schools as well as to institutions of higher education. Therefore, student names, addresses, and telephone numbers will be released to military recruiters, charter schools and institutions of higher learning UNLESS the parent/guardian or student notifies the Principal in writing indicating that they DO NOT want this information released.

REHABILITATION ACT OF 1973

Several important pieces of federal and state legislation are listed here for your benefit. These laws prohibit discrimination in public schools. The essence of these laws is presented in the following paragraphs:

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance. The Director of Pupil Services, David Messing, is the Title IX, Chapter 622 and Section 504 Coordinator.

Chapter 62

"No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin."

Section 504

MGL Chapter 76 specifically states, "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and

courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.”

The Director of Pupil Services is the Title IX, Chapter 622 and Section 504 Coordinator. They will coordinate the Greenfield Public Schools’ efforts to carry out the responsibilities of the regulations. Any inquiries concerning the application of the regulations to the practices and policies of the Greenfield Public Schools may be addressed to the Director of Pupil Services 195 Federal Street, Greenfield MA 01301 or at 413-772-1327 or the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20221.

NOTICE OF NON-DISCRIMINATION

The Greenfield Public Schools reaffirm that it does not discriminate on the basis of race, color, religion, sex, gender identity, national origin, age, disability, sexual orientation, pregnancy, or exercise of civil rights in admission to, access to, treatment in or employment in its programs or activities. The Greenfield Public Schools also reaffirm 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, gender identity, race, national origin, religion, age, disability, sexual orientation, pregnancy, or exercise of civil rights will not be tolerated.

If you should have a complaint or concern that there has been discrimination, you may also utilize the following procedure:

1. Report the violation to the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be commenced within a reasonable period of time. The building principal will issue their decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity/Title IX/Section 504/ADA Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be taken within one week after receipt of the principal's decision.
3. The Equal Opportunity/Title IX/Section 504/ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district’s policy after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U. S. Department of Education, J. W. McCormack POCH, Room 222, Boston, MA 02109-4557.

WORKING PERMITS

If you hold a full or part-time job, whether school related or not, you must provide your employer with a work permit. This form indicates to your employer that you are still in school and therefore may not be employed during school hours. Work permits may be obtained from

the guidance office or the Superintendent's office both during the school year and during the summer. This request is in accordance with the provisions of Section 8695 of Chapter 149 of the General Laws of the Commonwealth of Massachusetts.

PARENTAL OPT-OUT RIGHTS

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Greenfield Public Schools, through its curricula and instructional materials, promotes respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principal regarding curriculum content and may submit a written request to the building principal to opt out of specific portion(s) of the curriculum that conflict with their sincerely held religious beliefs.

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, at the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s).

Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy and will inform parents/guardians that they may:

1. exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue.

BULLYING PREVENTION PLAN

The district recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

Equal protection is provided to all students regardless of their legal status under the law.

The district administers a Department-developed survey at least once every four years to assess school climate and the prevalence, nature and severity of bullying in schools. Survey results are used to assess the effectiveness of bullying prevention curricula and instruction that is required under the bullying prevention and intervention statute.

The Bullying and Prevention and Intervention Plan is updated at least biennially.

I. Staff Training:

Annual professional development will be provided to all staff members, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals to build the skills to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to,

- Developmentally appropriate strategies to prevent bullying incidents;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target and witnesses to bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying; and Internet safety issues as they relate to cyberbullying.

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be given either verbally or in writing. 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 or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the principal or assistant principal is the alleged aggressor, 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 school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form (See Appendix A), a voicemail box, a dedicated mailing address, and an email address. The Incident Reporting Form can be obtained in the district's Central Office at 195 Federal Street, Suite 100, Greenfield, MA 01301 or on our website: <https://www.gpsk12.org/>.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will:

1. Include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians;
2. Make the form available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and
3. Post the form on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of students and parents or guardians.

At the beginning of each school year, Greenfield Public Schools will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, instructional assistants, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when the person witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee

when the principal or assistant principal is the alleged aggressor.

B. Responding to a Report of Bullying or Retaliation – Allegations of Bullying by a Student

1. Before fully investigating the allegation of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus, identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

- a. Notice to Parents or Guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approve a private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement

agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if there is a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

- C. Investigation. The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given the obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- D. Determinations. The principal or designee will decide based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulation. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process of accessing that system, regardless of the outcome of the bullying determination.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-Building

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, § 370 (d) (v). Skill building approaches that the principal or designee may consider are included in the following list, and they are in place in the district's schools.

- Offering individualized skill-building sessions based on the school's/district's anti bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the

principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

The bullying investigation process described above will be used to investigate reports of bullying by school staff. In addition, personnel policies and procedures from the School Committee, the City of Greenfield, and union contracts will be consulted and followed for investigations and any disciplinary action taken or training requirements that may need to be instituted.

G. Collaboration with Families

The Greenfield Public Schools work closely with students' families and community agency partners to meet the needs of its students and families.

A. Parent Education and Resources. The Greenfield Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be

offered in collaboration with PTOs, PTAs, School Councils, Special Education Parent Advisory Council, or other similar organizations.

- B. Notification Requirements. Each year the district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice each year about the student related sections of the Plan and the district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

H. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited;

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

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

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

I. District Reporting

Bullying allegations and data on bullying incidents are entered into the district's student information management system (PowerSchool), at the building level. Building principals are responsible for maintaining current allegations, incident reports, and findings. The district's data specialist maintains overall data quality for the district and is responsible for SIMS reporting to the Department of Elementary and Secondary Education.

The district will annually report bullying incident data to the Department of Elementary and Secondary Education in the form and manner established by the Department. The data shall include, but not be limited to:

- the number of reported allegations of bullying or retaliation;
- the number and nature of substantiated incidents of bullying or retaliation;
- the number of students disciplined for engaging in bullying or retaliation; and
- any other information required by the Department.

J. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at:

<http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

K. DEFINITIONS

Aggressor: a student or a member of a school staff who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying: as defined in M.G.L. c.71, §370, is the repeated use by one or more students or a member of a school staff 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 themselves or of a damage to the target's 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.

Cyberbullying: bullying through the use of technology or 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. See M.G.L. c.71, §370 for the legal definition of cyberbullying.

Hostile Environment: as defined in M.G.L. c.71, §370, 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 a student's education.

Retaliation: 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.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or instructional assistants.

Target: a person against whom bullying, cyberbullying, or retaliation has been perpetrated.

L. RELATIONSHIP TO OTHER LAWS

All students are protected from bullying and harassment regardless of their legal status under the law. Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school in Greenfield or in obtaining the advantages, privileges, and courses of study of the Greenfield Public Schools on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, pregnancy or pregnancy-related condition, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from acting to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c.71, §§ 37 H or 37H½, M.G.L.C. 71 §§41 and 42, M.G.L.c.76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

HARASSMENT POLICY

If you feel that you are the victim of any type of harassment, including, but not limited to, cyber bullying, you should follow the policy listed below:

1. Report the matter to a school administrator, counselor, teacher and/or other staff member.
2. The assistant principal will then arrange for a prompt investigation. The assistant principal will meet with all of those involved who will have an opportunity to give a statement.
3. If the accusation of harassment has been substantiated by the assistant principal, the principal will be notified. Appropriate discipline will be administered depending on the nature of the offense.
 - a. Verbal first offenses will be handled by a warning to be followed by much stricter discipline if the offending behavior continues. Parents will be notified.
 - b. Physical offenses will be taken very seriously. Appropriate discipline will be administered. Parents will be notified.

The Committee recognizes that children learn best and teachers teach best when schools are safe. In safe schools, students and teachers feel physically secure, respected and supported. The Committee promotes Civil Rights and Protecting Students from Harassment, Bullying, and Hate Crimes. The Complaint Procedure in this handbook may also be followed in appropriate circumstances.

SEXUAL HARASSMENT

The school's support of equal educational opportunity includes the recognition that sexual harassment of students will not be tolerated. Any student who feels that he or she has been the victim of sexual harassment should report the matter immediately to a school administrator, counselor, teacher, and/or other staff member who will arrange for a prompt investigation and corrective action where appropriate.

Sexual Harassment Definition

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is either explicitly or implicitly made a term or condition of a student's education; or
2. Submission to or rejection of such conduct is used as a basis for education decisions affecting such student; or
3. Such conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an intimidating, hostile or offensive educational environment.

Sexual harassment may include, but is not limited to:

1. Assault, inappropriate touching, intentionally impeding movement, comments, gestures, or written communications of a suggestive or derogatory nature.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment)
3. Implying or actually withholding grades earned or deserved, or suggesting that a scholarship recommendation or college application will be denied.
4. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a student.
5. Offering or granting favors or educational benefits, such as grades or recommendations, in exchange for sexual favors.

Other sexual harassing behavior directed towards students, whether committed by management, staff, or students, is also prohibited. Such conduct includes but is not limited to:

1. Unwelcome sexual flirtations, advances or propositions;
2. Sexually explicit language or gestures;
3. Touching that an individual interprets as sexual in nature;
4. Any unwelcome physical contact;
5. The presence of sexually provocative photographs, pictures or other material, and the telling of sexual stories or jokes.

6. Verbal or non-verbal behavior about an individual's body that is interpreted as sexual in nature.

Reporting:

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

All persons shall promptly report actual knowledge of sexual harassment to the Title IX Coordinator David Messing, Director of Pupil Services.

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

Formal Complaint:

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

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

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

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

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

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

An informal resolution may be found if a formal complaint is not filed. The Title IX Coordinator can consider offering mediation. The parties must give written consent to

engage in this process. Informal resolution may not be used if the allegation is against an employee respondent.

Prior to Investigating:

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

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

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

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

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

Investigating

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

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

Complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. During the investigation, each party must be provided an equal opportunity to present both facts and expert witnesses. The parties will have the opportunity to provide relevant written questions to each other before the decision maker reaches a determination. In the event the decision maker decides not to allow a particular question, the decision maker must explain to the parties why the question is not relevant to the determination.

* Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the

complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

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

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

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

Decision Making and Disciplinary Action:

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

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred.

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

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the recipient's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
7. The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).
8. The decision-maker shall further recommend what action, if any, is required.

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

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

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

Appeals

Any party may appeal the decision in writing to the Superintendent within five (5) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time of the investigation that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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

Records

Records must be kept for seven years.

Reprisal:

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

Frivolous Complaints:

When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and corrective actions consistent with the Code of Conduct.

Reports to Police:

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

HAZING

Massachusetts General Law, Chapter 269, Sections 17-19 strictly prohibits any type of hazing or initiation into any student organization which will endanger, either physical or mental, a student's person.

The law specifically states:

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

The term hazing as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization whether public or private property, which willfully or recklessly may endanger the physical or mental health of any student or other person.

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

*Section 19: Each secondary school and each public and private college shall issue to every group or organization under its authority or operation on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections 17 and 18.

Full documentation and explanations are available from the building principal or his designee.

POLICY ON PHYSICAL RESTRAINT

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 of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring themselves, another student or school community member, a teacher or employee or agent of the school 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/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention in and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 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 as 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 contraindicated 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/guardians 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.

RIGHTS OF HOMELESS STUDENTS

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) ensures homeless children and youth have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youths.

Homeless children and youths are individuals who lack a fixed, regular, and adequate nighttime residence. It includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because they are living in circumstances described above.

Liaison

The Homeless Education liaison's role is to assist homeless students enroll in school to ensure that they receive the educational services for which they are eligible. Further information may be obtained by David Messing, Director of Pupil Services, 413-772-1327

School Placement, Transportation, and Enrollment

Homeless students have the right to remain enrolled in their school of origin and receive transportation or immediately enroll in the school district where they are temporarily residing.

School placement determinations must be based on the best interest of the homeless student. In making decisions regarding best interests, school districts must:

- Presume keeping the student in the school of origin until the end of the year in which the student obtains permanent housing is in the student's best interest except when doing so is contrary to the request of the parent, guardian or unaccompanied youth;
- Consider student-centered factors related to the student's best interest including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, school placement of siblings, giving priority to the request of the parent, guardian, or unaccompanied youth

For homeless students who meet the relevant eligibility criteria, districts must remove barriers to accessing academic and extracurricular activities, including magnet schools, summer school, career and technical education, advanced placement, on-line learning, and charter school programs.

Transportation

School districts must adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. Furthermore:

- If the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation if needed;
- If the homeless student moves to an area served by another district, though continuing their education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

In addition, districts must provide transportation services to homeless students that meet Massachusetts state law and are comparable to those received by other students. Each school district's homeless education liaison must ensure that the parent or guardian of a homeless student, and any unaccompanied homeless youth, is fully informed, in the language of the home, of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.

Enrollment

School districts must immediately enroll homeless students in school to provide educational stability and avoid separation from school for days or weeks while documents are located.

Therefore, homeless education liaisons must ensure that:

- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
- If a homeless student arrives without records, the previously attended school district is contacted and the required records requested;
- That homeless students are attending school while the records are being requested;
- Districts remove barriers to homeless students receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and
- Information about a homeless student's living situation shall be treated as a student education record and not be deemed to be directory information and therefore cannot be shared with the public including landlords.

FORM A

DO NOT RELEASE FORM - STUDENT INFORMATION

*As a parent/guardian you may **NOT** want your child's information to be released.*

**Only return this form if you do not want your child's
information released**

Student Name: _____

Student School: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

STUDENT INFORMATION RELEASE

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

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

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

FORM B

IJNDB-R: EMPOWERED DIGITAL USE POLICY

Purpose

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

Availability

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

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

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

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

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

SOURCE: MASC, August 2015

Approved by Greenfield School Committee March 10, 2021

EMPOWERED DIGITAL USE POLICY: REGULATIONS

Purpose

The Greenfield Public Schools maintain a computer network and computer systems to provide students, faculty and staff with access to a host of resources both internally within the district and on the Internet. These resources include, but are not limited to, desktop, laptop, and tablet computers, personal digital assistants, network and Internet access, e-mail, telephones, voicemail and facsimile machines (collectively to be called “Electronic Resources”). The Greenfield Public Schools network is established to support the educational mission and administrative operations of the individual schools.

Responsibilities

As a student or employee at the Greenfield Public Schools you may have access to Electronic Resources, including the network and Internet. The network is viewed as an extension of the public schools’ community and all expectations regarding standards of behavior as outlined in the Student, Employee or Employee Handbook apply to your actions while utilizing or accessing the network or other Electronic Resources. You are expected to use the Electronic Resources in a mature, ethical, and responsible manner. Personal use is allowed but Greenfield Public Schools reserves the right to limit your access. If you believe a website is blocked in error, please contact the Greenfield Public Schools Office of Information Technology to initiate a review. Access to the Greenfield Public Schools network is a privilege and not a right. Unacceptable Uses and Behavior Activities that are considered violations of this electronic resources acceptable use policy and school rules include but are not limited to:

- Illegal Activities
- involvement in any activity prohibited by law
- intentional use of invasive software such as "viruses," "worms," “Trojan Horses” and other malicious software
- interfering with the normal and proper operation of this network, the Internet or any other network. This includes: “hacking,” "cracking,” probing, attempting to gain access to network servers and equipment, utilizing excessive amounts of bandwidth, and setting up servers on the network of any type without express permission.
- adversely affecting the ability of others to use equipment or services.
- Plagiarism and Copyright Infringement
- transferring, utilizing or storing materials in violation of copyright laws or license agreements. This includes software, music files, images and text.
- plagiarizing work found on the Internet - all sources of work must be cited and credited.
- tampering with computers, printers, network devices and other equipment belonging to Greenfield Public Schools or other people.
- using the network for financial and/or personal gain or for political lobbying except as expressly allowed during a school activity.
- attempting to log on to the network as the system administrator or gain access beyond your authorized access level.
- attempting to bypass security systems and software.
- sharing passwords or using someone else's password or attempting to discover another person’s

password.

- trespassing in another's folders, e-mail, work, or files or using another person's account.
- changing computer files that do not belong to you.
- conducting yourself in ways that are harmful to others.
- creating, transferring or otherwise using any text, image, movie, or sound recording that contains pornography, profanity, vulgarity, obscenity, or language that offends or tends to degrade others.
- sending or forwarding "chain" type letters, hate mail, anonymous or threatening messages.
- viewing, storing or transferring obscene, sexually explicit or pornographic material.
- posting or sending e-mail or voicemail messages that are personal attacks, including any prejudicial, discriminatory, racist or sexist content, could cause damage or disruption, contain false or defamatory information about a person or organization, or harass another person. If you are told by a person to stop sending them messages, you must stop.
- posting personal contact information about yourself or other people. This includes your address, telephone number, school address, etc.

Disciplinary actions Violation of this Acceptable Use Policy is considered a violation of district policy. Some behaviors are considered violations of a major school rule. Violations will result in one or more of the following disciplinary actions (Greenfield Public Schools will decide in its sole discretion which disciplinary action is warranted under the circumstances):

- verbal warning
- written warning
- restriction of access privileges
- removal from a class activity
- removal from a course
- confiscation of computer equipment
- student detention, restrictions or work hours
- suspension or expulsion
- payment for damages due to your actions
- referral to legal authorities

Privacy Users of the network or other Electronic Resources have no reasonable expectation of privacy concerning any materials transferred over or stored within the Greenfield Public Schools network or on other Electronic Resources (e.g., voicemail and email). Information such as emails transmitted over the network may be a public record. The network is subject to monitoring. Limited Liability Greenfield Public Schools makes no guarantee that the functions or the services provided by or through the network will be error-free or without defect. Greenfield Public Schools will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. Greenfield Public Schools are not responsible for the accuracy or quality of the information obtained through or stored on the system. Greenfield Public Schools will not be responsible for financial obligations arising through your use of the system. You are responsible for your activities.

By signing below, I acknowledge that I have completely read the Greenfield Public Schools Acceptable Use Policy included in the Parent/Guardian and Student Handbook available on the

district website. I understand and agree to abide by the Greenfield Public Schools Acceptable Use Policy.

Printed Name of Student or Staff Member

Signature

Date

Printed Name of Parent (if Required)

Signature

Date

Form C

**GREENFIELD PUBLIC SCHOOLS
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM**

1. Name of Reporter/Person Filing the Report:

This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a:

Student Staff member (specify role) _____

Parent Administrator Other (specify) _____

Your contact information/telephone number:

4. If student, state your school: _____ Grade:

5. If staff member, state your school or work site:

6. Information about the Incident:

Name of Target (of behavior):

Name of Aggressor (Person who engaged in the behavior):

Date(s) of Incident(s):

Time When Incident(s) Occurred:

Location of

Incident(s) (Be as specific as possible):

Greenfield Public Schools Bullying Prevention Plan 8

Appendix A

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ student Staff Other

Name: _____ student Staff Other

Name: _____ **Student** Staff Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____

Date: _____ (Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____

Position(s): _____ 2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

_____ ☐ Interviewed target Name: _____

Date: _____ ☐ Interviewed witnesses Name: _____

_____ Date: _____ Name: _____

_____ Date: _____

Greenfield Public Schools Bullying Prevention Plan 9

Appendix A

3. Any prior documented incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:

☐ YES ☐ NO

☐ Bullying ☐ Incident documented as _____ ☐ Retaliation ☐ Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian Date: _____

☐ District Equity Coordinator (DEC) Date: _____ ☐ Law Enforcement Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ STEP referral ☐ Suspension

☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning:

_____ Follow-up
with Target: scheduled for _____ Initial and date when completed: _____
Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____ Report forwarded to Superintendent: _____
Date _____ (If principal was not the investigator)

Signature and Title: _____ Date: _____

Request for Religious Opt-Out from Specific Curriculum Content

Parent/Guardian Name: _____

Student Name: _____

Grade: _____ Date of Request: _____

Basis for Request

In accordance with the U.S. Supreme Court's decision in *Mahmoud v. Taylor*, you may request that your child be excused from participation in specific portion(s) of the curriculum that you identify as creating a substantial burden on your sincerely held religious beliefs. Please note that such exclusions do not apply to general educational disagreements, pedagogical preferences, or philosophical objections.

Identification of Specific Content

In the space below, you must identify the title of the course that includes the content you believe imposes a substantial burden on your sincerely held religious beliefs. You must also provide a clear and detailed description of the specific lesson, unit, instructional material, or activity in question, including any relevant dates, titles, or other identifying information. Requests that are vague, overly broad, or lacking sufficient detail may be denied or returned for clarification.

Course Title: _____

Specific Lesson, Unit Portion, or Instructional Material: _____

Description of Religious Objection

Please describe how the content substantially burdens your sincerely held religious beliefs. You may attach a separate page if necessary:

Requested Accommodation

- ☐ My child will participate in an alternate assignment or activity as determined by the school. I understand that the school is not obligated to provide an equivalent substitute for the content from which my child is excused.
- ☐ I will provide alternate instructional materials to be reviewed and approved by the school.
- ☐ Other: _____

Grounds for Denial of Request

A request for religious opt-out may be denied or returned for clarification if it does not clearly identify the specific course, lesson, activity, or instructional material at issue, or if it lacks sufficient detail to allow for meaningful review. Requests that are based on general educational disagreements, pedagogical preferences, philosophical views, or personal opinions, rather than sincerely held religious beliefs, do not qualify for exclusion under the *Mahmoud v. Taylor* standard. Similarly, if the request does not demonstrate how the identified content imposes a substantial burden on the religious upbringing of the student, it may be denied. Requests that seek to opt-out of an entire course, subject area, or broad category of instruction without narrowly identifying a specific conflict will be rejected as overbroad.

Additionally, a request may be denied if granting it would prevent the school from fulfilling essential educational, legal, or safety obligations required by federal or state law. Parents or guardians will be notified if a request is denied or returned for clarification and may submit additional information as appropriate.

Acknowledgment

I acknowledge that this request is limited in scope and made in good faith based on sincerely held religious beliefs. I understand that my child will not be penalized for exercising this right and that the district will make reasonable efforts to provide an alternative, non-stigmatizing learning environment.

Parent/Guardian Signature: _____ Date: _____