

HAWLEMONT REGIONAL SCHOOL DISTRICT

2022-2023 HANDBOOK



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The following pages contain critical information regarding the Hawlemont Regional School and Hawlemont and Mohawk Trail Regional School Districts policies and procedures. Please familiarize yourself and your child(ren) with them. If you have any questions about anything in the handbook, please don't hesitate to contact us.

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SCHOOL STAFF

Classroom Teachers:

Preschool: Olivia Baron
Kindergarten: Sue Mead/Daphne Clark
1st grade: Renee Spizz
2nd grade: Alecia Briggs
3rd grade: Sarah Ricko
4th grade: Abby Clark
5th grade: Jennifer Sinistore
6th grade: Stephen Bechtel

Support Staff:

Administrative Assistant: Shannon Lovett
Cafeteria Manager: Rachel Gammell
Cafeteria Assistant: Heather Lengieza
Custodian: Duane Graves
After School Director:

Principal: Amber Tulloch

Paraprofessionals:

Tracey Kelleher
Tracy Atkins
Cindy Donahue
Emrys Keevanthal
Kate Brodsky
Tim Shearer
Judy Williams
Sarah Thayer

Specialists:

Special Education Teacher: Emily Eller
Adjustment Counselor: Devon Kelleher
Speech Language Pathologist: Kai Pretto
Reading Interventionist: Michelle Gajda
Occupational Therapist: Leanne Kieras
Physical Therapist: Becca Bouccala
Early Childhood Coordinator: Amy Socquet
School Nurse: Sherry Hager
Art Teacher: Kylee Bunker
Physical Education Teacher: Kylee Bunker
Librarian: Kylee Bunker
Music Teacher: Rick Page
HAY Teacher: Sienna Valente-Blough
BRYT Academic Coordinator: Margaret Miller

Central Office:

Director of Pupil Services: Leann Loomis
Director of Curriculum and Assessment: Sarah Jetzon
Superintendent: Sheryl Stanton

WHO WE ARE

HAWLEMONT'S VISION STATEMENT

- Hawlemont Regional School is a community of learners where everyone will flourish. To flourish, we will work together to foster positive emotions; demonstrate active engagement and develop strong relationships; engage in meaningful work; and acknowledge these accomplishments.

HAWLEMONT'S MISSION STATEMENT

- Hawlemont Regional School provides students with high quality education through authentic learning and in partnership with families and community.

H.A.Y. (Hawlemont, Agricultural, & You) MISSION STATEMENT

- Our goal is to provide an innovative elementary education through hands-on, experiential learning that combines agriculture and community involvement with traditional curriculum.

HAWLEMONT CORE VALUES

Here at Hawlemont, we expect all of our community members to live with GRIT. We are resolved to learn and grow as individuals and as a school community using Goodwill, Responsibility, Integrity, and Teamwork as our core values. We use these values to guide us in all aspects of our day and to celebrate each other in our academic and social successes. You can continue the learning by discussing what Goodwill, Responsibility, Integrity, and Teamwork look like at home.

WAYS TO GET INVOLVED

SCHOOL COMMITTEE

The Hawlemont Regional School Committee meets the first Monday of each month, beginning at 4:30 PM virtually. All meetings are open to the public. Agendas are posted before each meeting with the meeting link.

LOCAL EDUCATION COUNCIL (LEC)

The Hawlemont Local Education Council (LEC) is a committee of parents, staff, and community members who serve as an advisory board for the principal under the state's mandate for local control of schools. The council meets on a monthly basis and works with the principal to determine the needs of the school, to review the yearly budget, and to develop and implement a yearly School Improvement Plan to meet the assessed needs of the school. LEC meetings are posted and open to the public and everyone is invited to attend. If needed, elections are held each September to fill seats vacated by parents and staff members. Community members are invited by the principal to serve on the council. Please contact the front office if you are interested in serving on this council.

PARENT TEACHER ORGANIZATION (PTO)

Hawlemont's PTO plays an important role in our school. This group sponsors and/or participates in many annual social activities and events. In addition, the PTO raises money each year for equipment and supplies for the school, for scholarships, and for other such endowments. There are many ways to support the work of the PTO. There are monthly meetings that are open to all. There is always a need for volunteers organizing and running events. We hope that all parents and staff will take an active role in this important organization.

HAY COMMITTEE

Hawlemont's HAY program enhances our students' school experience in many important ways. The HAY Committee organizes and sponsors a number of events, including Apple Squeeze, Holiday Pie Sale, Plant Sale, and HAY Conference. Funds raised through the HAY program directly benefit our students through the purchase of supplemental curriculum materials, payment for local experts, and payment for field trips. The HAY committee usually meets once a month. There is always a need for members and volunteers in HAY.

VOLUNTEERING

All volunteers must have an up to date CORI/SORI and sign our volunteering paperwork. Whether you are volunteering in the HAY program, attending PTO or LEC or helping out in the front office or the library we gladly accept your help. Please be sure to read the volunteer guidelines and expectations document that you receive when you sign up in the office.

DAILY ROUTINES

DAILY SCHEDULE

The school day begins at 8:30 AM. Students may enter the building at 8:15 if they are having breakfast in the cafeteria. Class starts promptly at 8:45am. Please help your child start their school day successfully with a good night's sleep, packed school bag, and on-time arrival.

Dismissal is at 3:15, at which time are released for family pick-up, buses, or extracurricular activities. All students are expected to be in school for the entire day, except for illness, appointment, or religious exemption.

There are early release days throughout the school year for staff development, parent/teacher conferences, and before holiday breaks. Please check the calendar online at the Hawlemont Regional School website: <https://hawlemont.mohawktrailschools.org/Calendar> for early release days and dismissal times. Please also note that dismissal times for elementary schools and Mohawk Trail Middle and High School are different.

BUS TRANSPORTATION (Travel Kuz: 413-489-3194 x 110)

All children riding the bus must observe the required safety rules and maintain appropriate behavior. Please help us to provide for the safety of all our students by reinforcing the behavior expected on the school bus. And please be aware that inappropriate behavior can result in a loss of bus privileges. Please see more detailed information in the common chapters of this handbook.

We would like to remind parents and guardians to please send a note to school if they wish for their child to get off the bus at a different stop or to take a different bus on any given day. Bus drivers cannot allow changes without such written permission from the school.

CAFETERIA

We encourage our students to practice GRIT in the cafeteria by taking only what they will eat and cleaning up their space and trays after finishing their meals. We believe that by giving students this task we promote independence and responsibility.

BREAKFAST PROGRAM

Hawlemont students are able to receive breakfast for free. The cafeteria is open each morning at 8:30. Students arriving after 8:45 can bagged breakfast to take to class.

LUNCH PROGRAM

Hawlemont students are able to receive lunch for free. Lunch is served between 11:00-12:30. Students bringing home lunch can use the microwave located in the cafeteria to heat up their food.

REGISTRATION OF NEW STUDENTS

Parents or guardians of students new to Hawlemont Regional School should register their child(ren) at least one day before the child is to begin school. The school must have a copy of each student's medical records, immunization records, birth certificate, and a copy of any Individual Education Plan (when applicable) prior to the student's entry into school. Please feel free to call the office to arrange a meeting with the principal and/or classroom teacher and for a tour of the building.

SCHOOL CLOSINGS

In the event of school closing due to unsafe weather conditions, school announcements will be broadcast, starting at 5:30 a.m. on WHAI, WHMP, WRSI, WHYN, WTTC, WAQY radio stations. School cancellations are also broadcast on TV40, TV3, and TV22, posted at <http://mohawktrailschools.org/>, our Facebook page and are announced via the district's automated phone system, School Reach.

Two-hour delays or early dismissals are possible in inclement weather; access the stations above for current information. When there is a two-hour delay the school day is scheduled to start at 10:45.

HEALTH OFFICE

Please feel free to contact the health office with any health related questions. If your child has a doctor's appointment it is an excused absence with a doctor's note. Please make sure you turn those into the school nurse.

ABSENCES

Absences result in disrupted academic learning as well as missed routines, team-building activities, and social opportunities. It is important that students attend school regularly. We at Hawlemont Regional School understand that many life factors may impact student attendance during the school year. Please communicate any disruptions to attendance so we can work together to minimize their impact.

Health officials estimate that a normal rate of absences should be no more than seven to nine days for any student during the school year. State law allows for consequences when absences amount to more than seven full days or fourteen half days in a six month period. To assure proper attendance the School Committee has established the following guidelines and consequences for numbers of days of student absences:

1. After **seven absences**, a letter of notification of accumulating absences of the child will be sent home to the parent or guardian in charge.
2. After **ten absences**, a second letter will be sent home that may require parents to meet with the Principal, or to produce a doctor's note for absences.
3. After **fifteen absences**, a third letter will be sent home and a copy may be sent to our school's Truant Officer and Superintendent.
4. After **twenty absences**, the Massachusetts Department of Social Services may be notified for investigation, and a copy forwarded to the Superintendent.

UNEXCUSED Absences from school include:

- Truancy
- Vacations taken while school is in session

EXCUSED absences from school include:

- Religious observance
- Illness; serious, long-term with a doctor's note
- Death of a family member
- Child's Medical appointment with doctor – physician's note
- Court appointment

Please note that the school will ask for documentation for any excused absences.

CLOTHING EXPECTATIONS

Staff and students have a right and responsibility to monitor their dress attire. We recognize that dress and attire are forms of personal expression that bring a rich and creative component to our school culture. However, we expect that staff and student dress will reflect the seriousness to which we and our entire school community takes education. We ask that students and staff think about the context of school when choosing what to wear and strive for their dress to bring a positive impact on student learning, student behavior, and the overall educational environment.

The staff at Hawlemont Regional School strongly believe that students should come to school dressed appropriately for learning and for academic pursuits. They should also have clothing and footwear suitable for Physical Education classes, HAY class, and for recess. Remember, students are outside frequently in all reasonable weather conditions. Students should come to school prepared for the day's weather. We recommend that, if able, students bring barn boots for chores. The staff understands that reasonable differences in expectations will occur based upon the grade level of students. What is appropriate and reasonable attire for a primary student may not be appropriate and reasonable for an intermediate student and vice versa. The Hawlemont staff realize that trends and styles change over time. If issues arise, they will be addressed at that time and may include directions to change or contact home.

SCHOOL-WIDE EXPECTATIONS:

The Hawlemont staff believes that children need to be taught and practice social skills. We believe that every person has the right to a safe, respectful, and supportive learning environment. We recognize that we all make mistakes and deserve the opportunity to learn from our mistakes and be given the support to develop skills to improve behavior.

Among others, the social skills of cooperation, assertion, responsibility, empathy, and self-regulation are vital to the social, emotional, and academic growth of children. Students actively participate in creating expectations that give everyone the space and support to safely and appropriately learn and grow.

Students will participate in the creation of classroom expectations to build ownership and develop a strong sense of classroom community, respect, and responsibility. These expectations will guide students in supporting themselves and others through their school year. There are safety and GRIT expectations that are shared school-wide. These expectations ensure a safe, inclusive, and supportive school environment and include:

Calm Body, Quiet Voice: Students are expected to practice self-regulation appropriate for the space and activity. For example, students use 'walking feet' on the right side of the hallway with quiet voices to limit disruption and injury.

Clean up: Building independence is important for our children. We expect all students to reasonably clean up after themselves in all spaces and activities including recess, lunch, library, bathroom, desk, and locker areas. Students are encouraged to help each other keep our school clean and can always ask an adult for help.

Be respectful: We believe it is crucial that everyone in the Hawlemont community exhibit respect towards themselves, others, and the things around them. We hold ourselves and our students

to maintaining respectful behavior, like appropriate volume in conversation, proper use of materials, and avoiding hurtful language. We recognize that children are learning and may react disrespectfully. We are committed to supporting our students in self-regulation that allows them to express themselves without hurting others.

Make safe decisions: Appropriate risk-taking is a skill that we value and work on with each grade. Students develop healthy risk-assessment with guidance and support from the adults around them, thereby building confidence, agency, and independence. Our safety expectations are boundaries to ensure that all students are safe and include:

- Staying within play area boundaries
- Climbing only marked trees
- Use the slides and swings as designed (no climbing up the twirly slide)
- Appropriate play (no rough-housing, wrestling, hand to hand combat games)
- Use of recess supplies and barn and garden tools as designed
- Walk calmly with tools held down at side

Children are taught that they will have respectful, relevant, and realistic logical consequences when a rule is broken. Behavior that grossly violates acceptable standards of behavior may require suspension or expulsion. More information about suspension and expulsion can be found in the Common Chapters beginning on page 12 of this handbook.

Consequences

Effective consequences must be logical, related, reasonable, and respectful. Choice of consequences issued depends on the severity of the behavior and previously attempted interventions. They may include:

- Loss of up to 10 minutes of recess
- Alternate work space
- Separate supervised recess
- Telephone call home
- Community or school service
- Conference with family, principal, student, and teacher
- Apology of action plan developed by the student and staff member(s) appropriate to behavior
- Behavior contract
- After-school Hour of Accountability
- Temporary suspension from before/after school programs
- Loss of bus privileges

A staff member may immediately remove a student or students from the classroom or playground if there's a serious rule violation that:

- constitutes an immediate threat to the health and safety of any person or persons.
- gravely violates acceptable standards of behavior.

SUSPENSION PROCEDURES

IN SCHOOL SUSPENSION

In-school suspension will be served in a supervised room designated by the principal. All in-school suspensions will begin the day of the offense and will continue for the length of the suspension as determined by the Principal. School work will be assigned and completed by the end of the day. Parents/guardians will be notified of the infraction and the suspension date(s). A re-entry meeting will be arranged with the principal, the student, parents/guardians, and any other staff member(s) involved, prior to the student's return to the classroom. The purpose of the meeting is to resolve issues around the suspension and discuss a behavior plan and conditions for the successful return of the student to the classroom.

Working together, we will make our school a positive, supportive, and safe community in which to learn and grow.

OUT OF SCHOOL SUSPENSION

In very rare circumstances where the severity of the infraction warrants a more serious consequence, students may be suspended from school. Out of school suspension is a very serious issue. By law, students may only be excluded from school after other interventions have proved unsuccessful or one of the following infractions occur:

- possession of a dangerous weapon
- possession of a controlled substance
- assault on a member of the educational staff
- a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such 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, as provided in G.L. c. 71, §§37H or 37H½;

By law, students who are suspended from school are guaranteed the following rights:

- an oral or written notice of the charge(s) against him/her
- an explanation of the evidence against him/her
- the opportunity to present his/her side of the story to an impartial decision maker (who may be a school administrator)

The principal will notify the child's parents/guardians immediately by phone (or other agreed upon method of communication) and by letter explaining the reason for the suspension. Notice of the suspension and the hearing as outlined above, must occur before the student is asked to leave

school, except when the student presents an immediate threat to self, staff, or other students or is disruptive to the school environment. Students who serve an out of school suspension will be required to complete all classwork and homework assigned during the suspension.

A meeting will be arranged with the principal, the student, parents/guardians, and any other staff member(s) involved, prior to the student's return to school. The purpose of this meeting is to resolve issues around the suspension and discuss a behavior plan and conditions for the successful return of the student to school.

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*Individual Education Plan Discipline/Suspension of Special Education students
Please refer to the common chapters for the elementary schools of Hawlemont Mohawk Trail
Regional School District later in this handbook for policy on these topics.*

ANIMALS IN SCHOOL

Animals in and out of classrooms have always been an accepted tradition at Hawlemont Regional School. Having animals in the building has allowed students to safely observe nature and life cycles. Classroom animals have been used as a means of teaching children empathy and the importance and responsibility of caring for living creatures. In order for animals in the classroom to be a viable part of the total curriculum at Hawlemont, it is necessary that well-defined rules be established and observed. Therefore, the following guidelines need to be followed if animals are to be allowed in the school:

1. Before any animal is allowed in a classroom or for an outdoor visit, even for a brief visit, the teacher must make sure that the animal poses no danger to anyone, has appropriate shots, and that there are no children in the room that are allergic to the animal.
2. If animals are to be kept in a classroom for a prolonged period of time, the teacher must assume responsibility for feeding, caring for, and cleaning up after the animal. If students are involved in this care, they must be properly trained on how to do this and supervised carefully by the teacher at all times.
3. All animals need to be kept in secure living quarters at all times. No animals should be allowed to run freely within the building.
4. If an animal should die while under the care of the classroom, the teacher must take time to meet with students to discuss the death in a realistic yet caring manner, allowing students the opportunity to grieve in their own way.
5. The teacher is the final decision-maker on whether or not to have animals in the classroom. No animal should be brought into any classroom without the consent of the teacher.

TELEPHONE POLICY

In order to keep our telephone lines open for school business, the Hawlemont Regional School maintains a policy whereby students are encouraged not to make or receive calls at school unless there is an emergency. All after-school plans should be made before children leave for school in the morning, and appropriate parental notes concerning changes from the standard routine must be brought into school in the morning. We will always deliver messages from a parent to children during the school day. However, unless there is an emergency, we try not to interrupt a student's academic program by having him/her come to the telephone. If a staff member receiving a call is in class, unless there is an emergency, a message will be taken and given to the staff member at an appropriate time. The staff member will return the call as soon as possible.

We recognize that many of our students may now have their own cell phones. These can be valuable tools to keep them connected and teach them responsibility and independence. Here at Hawlemont we prioritize student learning and aim to keep the learning environment free from distractions. Students are responsible for keeping their cell phone off and in their backpack during school hours. Teachers may use their discretion to collect student phones if they are being used during the school day.

TECHNOLOGY

Hawlemont has one to one ipads/chromebooks for students in grades PreK to 6th. It is our expectation that students use the technology with respect and follow the directions from the teachers. Technology enables our students to explore the entire world, providing endless opportunities for applicable and engaging learning. The appropriate use of technology requires integrity and responsibility. Students may lose technology privileges temporarily if they do not follow teacher or school expectations. Parents/guardians will be asked to replace any technology devices and materials which are lost or destroyed by their children during the school year.

Personal devices must stay in their backpack or may be brought to the office until dismissal.

RECORDING DEVICES

Recording devices (both audio and video) are not permitted in classrooms without prior consent of the teacher and the administration. Unauthorized use of digital images, both still and video, will be considered a violation of the code of conduct.

SALE OF GOODS IN SCHOOL

Students are not permitted to purchase or sell items from other students in school, including, but not limited to, electronic items, food or drink.

LIBRARY AND SCHOOL MATERIALS

All children are scheduled for a regular library period each week. At this time, students are encouraged to check out a book or other learning materials for their own pleasure. We request that parents/guardians cooperate to ensure all library books and other school materials taken home are returned in proper condition at the specified time. Parents/guardians will be asked to replace any books or materials which are lost or destroyed by their children during the school year.

REPORTING OF PUPIL PROGRESS

The staff at Hawlemont Regional School know it is crucial for the school and home to maintain close contact during the school year. Therefore, we urge all parents/guardians to either call the school or make an appointment to discuss any questions or concerns that they may have about their child's program, progress, or school activities.

Report cards are issued twice per year. In addition, we schedule beginning of year intake meetings and two parent/teacher conferences, one in the fall and one in the spring. We sincerely hope, however, that you do not wait for these regular reporting times to have a question or concern addressed. Please contact your child's teacher if you have any concerns about your child's progress.

ASSESSMENT

A variety of assessments are administered each year to children in all grades. This testing includes the state mandated Massachusetts Comprehensive Assessment System (MCAS) tests for students in grades 3-6, which cover the areas of reading, writing, language, mathematics, science, and social studies. In addition, students in all grades may be required each year to take a variety of district assessments. These assessments may change from year to year, but the data collected helps to inform our instruction. The results from such testing are shared with parents/guardians. In addition, book tests or screening tests, as well as regular ongoing assessments will be administered to students in any grade as a regular part of the grade level curriculum.

PUPIL SERVICES

Hawlemont offers the following special support services to students who have needs which cannot be met exclusively in the regular classroom. Please contact the office with any questions or concerns related to these services.

1. Title I: Title I is a federally funded regular education program. A School wide Program is one in which districts have elected to use Title I funds in combination with other federal, State, and local funds to upgrade a school's entire educational program. The eligibility criteria are based on the percentage of children living in the area from low-income families or the percentage of students enrolled in the school from low-income families.

2. Special Education Services: Outlined in Common Chapters portion of this handbook.

3. Child Study Team: Hawlemont has established a child study team to assist with individual students who are showing signs of difficulty at school. The team collects data and implements intervention to support individual students in specific areas of concern. Parents are welcome to access this team if they find their child is showing signs of difficulty with any aspect of his/her school experience.

4. BRYT Program: The BRYT program maximizes staffing, space, and services with a consistent vision, to promote healing, wellness, and academic success for students in need while customizing the specifics for each school population and for each student.

SCHOOL IMPROVEMENT PLAN GOALS

The staff at Hawlemont Regional School believe in continuous improvement for the benefit of our students. We strive to provide the best education possible for our students by working together as a staff and in conjunction with Mohawk Trail District and in partnership with our families and community. Like our students, we set goals we are committed to as guides on our plan to grow. A complete copy of the School Improvement Plan is available at the school office and on the website.

The four areas addressed in the School Improvement Plan are:

- **Effective instruction:** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include the use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
- **Aligned curriculum:** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
- **Student assessment:** The school uses a balanced system of formative and benchmark assessments.
- **Family-school engagement:** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional wellbeing.

MOHAWK TRAIL REGIONAL SCHOOL DISTRICT

HAWLEMONT REGIONAL SCHOOL DISTRICT

STUDENT HANDBOOKS – COMMON POLICIES AND PROCEDURES

There are certain laws and policies applicable to all schools in the Mohawk Trail Regional School District and the Hawlemont Regional School District. This section of the student handbook contains the resulting policies and procedures common to all of the schools in the 2-Districts.

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I. SAFE SCHOOL POLICY

A. Statement Of Purpose and Compliance

- 1. The Mohawk Trail Regional School District and the Hawlemont Regional School District are committed to assuring a safe school environment for all Students, Parents, Staff and community members. The Mohawk Trail Regional School District, the Hawlemont Regional School District, and the Rowe School District have safety standards and procedures that conform with the standards of classroom safety adopted by the Massachusetts Board of Education pursuant to the M.G.L. c. 69, 1B and meet the requirements set forth by M.G.L. c. 71, 37H. These standards and procedures address such events as building emergencies, intruders, bomb threats and natural disasters.

B. Standard Of Safety

- 1. The School Committees, Administration and Staff of the Mohawk Trail Regional School District and the Hawlemont Regional School District, shall encourage the creation of and maintenance of a safe, secure learning environment in every school building and at school sponsored events. The creation of a safe learning environment will be enhanced by the provision of sufficient resources, expert consultation, adequate staff training, established policies and procedures, and ongoing support for the procurement and maintenance of appropriate safety devices.
- 2. Administration, Staff and Students in each building shall strive to create an educational environment that is safe and secure in order to facilitate learning and teaching. The school plan will include strategies for the prevention of injuries and violence.

C. Procedures To Meet Standards

- 1. Administrative Action
 - a. The Superintendent will assess current safety standards and procedures not less than once every three years.
 - b. The assessment of current standards and procedures will be accomplished by the Superintendent, building Principals and other District personnel who shall review and update current practices with representatives of the police and fire departments in each town, the Districts' insurance carrier, and the Districts' counsel, in addition to other parties whom the Superintendent and Principals determine to be critical to the process.
 - c. The Superintendent or his/her designee shall collect, review and disseminate the assessment report to the District Safety Committee, building-based safety committees and the School Committee.
 - d. Those groups and individuals receiving the assessment report will promptly review it. The District Safety Committee and each building-based safety committee will subsequently meet and make recommendations to the Superintendent and the School Committees for the purpose of making the necessary improvements to the existing safety and security practices.

- e. The Superintendent and each building Principal shall annually, as part of the budget process, identify safety and security needs and request appropriations for security personnel, devices, equipment and updated training for all Staff.
 - f. Building Principals in consultation with the Superintendent will provide pertinent safety information to Parents based upon a careful review of each circumstance.
2. School Committees Action
- a. The School Committees shall review the Superintendent's final report and discuss its contents with the Superintendent and other district Administration prior to making any changes to existing policies or procedures.
 - b. Prior to adopting recommendations for changes to the existing policies, the Committees shall receive from the Superintendent estimated costs associated with the implementation of any recommendations.
 - c. Upon adoption of amended or new safety policies, the School Committees shall forward a copy of the policies and standards to the Massachusetts Board of Education and local law enforcement and safety officials.

II. STUDENT RIGHTS AND RESPONSIBILITIES/DUE PROCESS

A. How are Students protected from discrimination?

- 1. State law guarantees that no Student may be excluded from or discriminated against in any school program because of their race, gender, gender identity, color, sex, religion, national origin, sexual orientation pregnancy, or pregnancy related condition.

B. What means are available to Students for expressing their opinion?

- 1. There are several ways in which Students may express their opinions. They may express their views through speech and symbols (arm bands, buttons, etc.) as long as such expression does not cause disruption in the school and there is no clear and present danger to the well being of Students and Staff. Students may petition the Administration at any time. Students may assemble peaceably on school property in order to express their views, although the Administration may restrict the time and place of assemblies and the distribution of written opinions during regularly scheduled school hours.

C. What are a Student's rights in suspension or expulsion?

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.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Principal Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

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

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

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

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

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

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

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

APPEAL OF LONG-TERM SUSPENSION

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

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

Students suspended for more than ten (10) days shall be afforded an opportunity to receive educational services and make academic progress.

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the

school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal. 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.

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. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

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 on school premises or at school-sponsored or school-related events, including

athletic games, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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

Felony complaint or issuance of felony delinquency complaint

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

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

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

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

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

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

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

D. What are the Students' rights regarding the privacy and security of student records?

1. Definitions:

- a. **Transcript.** The transcript shall contain administrative records that constitute the minimum data necessary to reflect the Student's educational progress and to operate the educational system.
- b. **Temporary record.** The temporary record shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process.

- c. **Student record.** The student record shall consist of the transcript, the temporary record, and any other material concerning a Student that is organized on the basis of the Student's name or in a way that such Student may be individually identified.
2. The school Principal or his/her designee shall be responsible for the privacy and security of all student records maintained in the school. The eligible Student and his/her Parents or Guardians shall have access to the student record. In no event, shall such access be delayed more than two consecutive school days after the request for a review has been made, unless the requesting party consents to a delay.
3. Students 18 years of age or over may limit the right of access of their Parents or Guardians by making such request in writing to the school Principal, who shall honor such request and retain a copy of it in the student record.
4. The student transcript will be kept for 60 years following the Student's graduation, transfer or withdrawal from the school system. The temporary record will be kept no more than five years after the Student transfers, graduates or withdraws from the school system.
5. A copy of the Student Records Regulation is on file in the Principal's office and is accessible to any Student, Parent, or Guardian upon request.
6. Except for the Student, Parent and/or Guardian as specified above, authorized school personnel, and certain exceptions detailed in the governing state regulation, no third party shall have access to information in or from the student record without the specific, informed written consent of the eligible Student or Parent or Guardian. When granting consent, the eligible Student or Parent or Guardian shall have the right to designate which parts of the student record shall be released to a third party.

E. What should a Student do if he or she feels rights are being denied?

1. First, the Student should try to talk the problem out with the individual administrator, teacher, coach or club advisor. If the problem cannot be solved in this way, the Student's Parents or Guardian should set up a conference with the individual staff member. If the Student and his/her Parents or Guardian are still not satisfied, they should set up a second conference with the individual staff member and his or her coordinator (or, in the case of a club advisor, with an administrator). This process of conferences should be continued through the Administration to the Superintendent and School Committee.
2. There are many avenues to express student opinions and many individuals or groups within the school to help a Student resolve problems; the basic student right is to a good education. All of our efforts are directed toward that goal. Students who sit down in good faith and work towards harmonious solutions to problems will find the entire Staff willing and ready to work with them to reach those solutions.

III. STUDENT CONDUCT

- A. Good citizenship is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of the law that apply to their conduct.

B. The Principal may expel a Student under M.G.L. 71:37H for the following actions:

1. Assaulting a Principal, assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-related events including athletic games.

2. Being found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.

IV. BULLYING PREVENTION POLICY

The Mohawk Trail Regional School District is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

While the Mohawk Trail Regional School District strongly believes that bullying is completely unacceptable, it is important to note that not all behavior issues between students fall under the term “bullying”. The District is committed to helping students learn interpersonal skills, appropriate language, and self-regulation skills that allow students to get their needs met in a positive way. Social Emotional Learning through programs like Second Step, Responsive Classroom, PBIS (Positive Behavioral Interventions and Supports), Restorative Practices, and more, is an essential part of the curriculum that helps to reduce incidences of bullying.

“Bullying” is the repeated use by any member of the MTRSD community of a written, visual (including images), verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property. • places the target in reasonable fear of harm to themselves or of damage to their property. • creates a hostile environment at school for the target.
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying using technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature.

Cyber-bullying shall also include the creation of an electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds.
- On property immediately adjacent to school grounds.
- At school-sponsored or school-related activities.
- At functions or programs whether on or off school grounds.

- At school bus stops.
- On school buses or other vehicles owned, leased, or used by the school district; or,
- Using technology or an electronic device owned, leased, or used by the Mohawk Trail Regional School District.

Bullying and cyber-bullying are prohibited at a location, activity, function, or program that is not school-related or using technology or an electronic device that is not owned, leased, or used by the Mohawk Trail Regional School District if the act or acts in question:

- create a hostile environment at school for the target.
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, consistent with the requirements of this policy, as well as state and federal laws. All district stakeholders, which may include teachers, school staff, professional support personnel, coaches, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians, shall be invited to comment. The bullying prevention and intervention plan shall be reviewed and updated at least annually.

The Principals are responsible for the implementation and oversight of the bullying prevention and implementation plan within their schools.

Reporting

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

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely based on an anonymous report.

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

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

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

Investigation Procedures

The Principals or their designee, upon receipt of a viable report, shall contact support staff to assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

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

The Principals or their designee shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

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

If the school Principals or a designee determine that bullying has occurred, they shall take appropriate disciplinary action; and if it is believed that criminal charges might be pursued against the perpetrator, the Principals shall consult with the appropriate members of the school's administrative team including the Superintendent to determine if the police should be involved. If it is warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report when possible. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principals or their designee shall contact, as appropriate, the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for persons who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principals or designee. A monthly report shall be provided to the Superintendent.

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

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. Safety plans for those who report shall be provided as necessary.

Target Assistance

The Mohawk Trail Regional School District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, including targets, witnesses, and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

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

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

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

The bullying prevention and intervention plan shall be posted on the Mohawk Trail Regional School District's website.

HAZING LEGAL REF: MGL, CHAPTER 269: SECTIONS 17 – 19

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

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

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

Whoever knows that another person is the victim of hazing as defined in section seventeen 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 one thousand dollars.

1. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution

or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

2. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.
3. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.
4. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its Students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

MOHAWK TRAIL REGIONAL SCHOOL DISTRICT

Incident Report for Bullying, Cyber Bullying, or Harassment

Date of Report: _____ Reporter: Student Staff Parent/Community

Student/s being targeted: _____

Student/s participating in the bullying, cyberbullying, or harassment: *(Please provide as much descriptive information as possible.)*

Provide a detailed summary of your concerns: *(Please consider these questions: What happened? When did it happen? Where? How often? Who else knows? Has it happened before?)*

**Confidential Reports can also be submitted via e-mail to: concerns@mohawkschools.org*

VI. HEALTH SERVICES

The Health Office is staffed daily by a Registered Nurse. The school nurse is available to do the following:

- 1. Provide first aid and illness assessment.*
 - 2. Provide initial emergency care.*
 - 3. Administer medications.*
 - 4. Perform treatments and procedures.*
 - 5. Administer the fluoride mouth-rinse program.*
 - 6. Perform mandated screenings.*
 - 7. Provide immunizations.*
 - 8. Act as a health resource for Students, Parents, and Staff.*
 - 9. Maintain the health records, which include at a minimum medical history, immunizations, physical examinations, screening results, and emergency information.*
 - 10. Develop Individual Health Care Plans (IHCP) for students diagnosed with life-threatening allergic conditions.*
- A. The school nurse also helps to identify health care and social needs, makes appropriate referrals, attends IEP and 504 meetings if a health issue is involved, and serves on committees.*

B. When Should Your Child Stay Home From School?

- 1. If your child has a fever of 100 degrees or higher, please keep your child home for 24 hours after the fever is down.*

2. *If your child is experiencing vomiting and/or diarrhea he/she should be kept at home until symptoms have resolved for at least 24 hours and he/she is able to keep down food and liquid.*
3. *If the white part of your child's eye appears red and you notice a green or yellow discharge from the eye, call your health care provider. Your child may have conjunctivitis ("pink eye"), a common but contagious eye infection. Your child may need antibiotic eye ointment which will need to be used for 24 hours before he/she can return to school.*
4. *If your child has an unusual rash or a rash associated with a fever, have your child evaluated by your health care provider. A rash may be a sign of a bacterial or viral illness, an allergic reaction to a medication, food, or something in the environment (plants, chemicals, detergents).*
5. *If your child has a contagious illness such as strep throat, flu, or chicken pox.*
6. *If your child has a persistent cough, which is not improving, we recommend that he/she be evaluated by your health care provider.*

C. Immunization Requirements:

MASSACHUSETTS SCHOOL IMMUNIZATION REQUIREMENTS 2018-2019

	Pre-school	Kindergarten - 6	Grades 7-12
DtaP/DTP/DT/Td	4 doses of DTaP	5 doses of DTaP or 4 doses are acceptable if the 4th dose is given on or after the 4th birthday. DT is only acceptable with a letter stating a medical contraindication to DTaP.	1 dose of Tdap and history of DTaP primary series or age appropriate catch-up vaccination.
Hepatitis B	3 doses; laboratory evidence of immunity acceptable	3 doses; laboratory evidence of immunity acceptable	3 doses; laboratory evidence of immunity acceptable
Hib	1-4 doses	N/A	N/A
MMR	1 dose	2 doses	2 doses
Polio	3 doses	4 doses	4 doses
Varicella	1 dose	2 doses	2 doses

D. Immunization Requirements

1. *Immunization exemptions are granted if documentation is provided that states that immunizations conflict with religious beliefs or that there is a medical contraindication. The school nurse can provide you with the appropriate forms to complete. Such exemptions must be renewed annually at the start of the school year.*

E. Parent/Guardian Responsibilities:

1. *If your child is sick or has an accident of sufficient seriousness to warrant it, the school will get in touch with the Parent/Guardian to take the child home and arrange for needed medical attention.*
2. *If your child will be absent, it is your responsibility to call and inform the school.*
3. *Please notify the school nurse if there are any changes in your child's health, if your child will be out of school for an extended period of time, or if your child has a contagious disease (we may need to take precautions to protect the health of others).*
4. *Please complete and return the Annual Medical Update/Emergency form that is sent home at the beginning of each school year. It is extremely important that this form be completed fully and returned to the school nurse. This information is essential to the nurse so that she has an accurate and current picture of your child's health status and so that she can also contact you or your designee in the event that your child is ill or injured.*

F. Medication Policy

1. *Prescription medications can be given during school hours if the school nurse has a health care provider's order and a signed parental permission form. Please ask the school nurse for the appropriate forms.*
2. *Medication must be delivered to the school in a pharmacy- or manufacturer-labeled container by a Parent, Guardian, or a responsible adult. Students are not allowed to bring medication to school.*
3. *All medications are to be kept in the nurse's office unless a Student is authorized by the school to "self-administer" and carry medication on his/her person.*

4. *In order for a Student to “self-administer” medication at school the following conditions must be met:*
 - a. *The health care provider provides written permission.*
 - b. *The Parent/Guardian signs a consent form.*
 - c. *The nurse agrees that it is safe for the Student to self-administer. The final decision rests with the nurse.*

G. State Mandated Screenings

1. **Hearing/Vision:** *Students are screened yearly. In addition, Students may be screened at anytime during the school year upon request. Vision and hearing screenings are provided by school nurses and are not as comprehensive as exams by health care providers. Therefore, they should not be considered a replacement. The purpose of the screening is to identify Students who need additional testing and then inform the Parents/Guardians through a referral.*
2. **Height/Weight:** *All Students are screened yearly.*
3. **Postural Screening:** *Students are screened in Grades 5 and 6.*

H. Physical Examination Requirements

1. Physical exams are required in Pre-school (annually), and entrance into Kindergarten, and Grade 4. Physical exams are also required for new students entering into the MTRSD. An exam is considered “valid” if it was completed one year prior to the start of the school year to the last day before entry into the next grade. Example: If a student is entering Grade 4, a physical exam is valid if it was done during the timeframe of September of third grade year to the last day before entry into Grade 5.

Physical exam forms are available from the school nurse.

2. Students without complete documentation of the required immunizations and physical exam will be excluded from the start of school unless there is a legal exemption.

I. School Health Insurance

1. *Lefebvere Insurance, Inc. provides school insurance. Information is sent home at the beginning of the school year.*

VII. SAFE STUDENT TRANSPORTATION POLICY AND PROCEDURES

- A. *The School Committees of these three districts will send representatives to a Joint Transportation Committee, which will be responsible for contracting transportation services, and examining and making recommendations relative to transportation. Management of transportation services will be handled through the office of the Superintendent by the Director of Transportation. The above listed school districts have the responsibility to provide eligible K-12 Students with safe and efficient transportation. Parents have the responsibility to help Students get to bus stops.*

B. Routing and Location of Bus Stops

1. *Bus routes will be established with consideration given to the concentration of Students, the road conditions, location of schools, safety and economy of operation, and so that Students are transported in the most efficient manner. Elementary Students will ride the bus no longer than one hour. High School Students will ride no longer than 1-1/4 hours. All bus routes will follow public roads.*
2. *The Districts will comply with all applicable state laws for minimal standards of service. Students living more than one and one-half miles from a schoolhouse, as measured by commonly traveled roads, will be provided service. The Districts have the right to establish bus stops up to 1 mile from a Student's residence.*
3. *In some cases, Parents may be contracted with to provide transportation.*
4. *Students will ride their assigned bus unless they provide parental/guardian permission slips to the school office to ride a different bus. They may only ride another bus when seats are available. Students may not stand on the bus.*

C. Due Process

1. *Parents/Guardians/Students dissatisfied with transportation service may appeal to the Director of Transportation. If still dissatisfied, Parents/Guardians/Students may appeal to the Superintendent of Schools. Finally, if the concern stems from school district policy, further appeal may be made to the appropriate school district Transportation Subcommittee. Or, if the concern stems from the three-district policy, further appeal may be made to the Three-District Transportation Subcommittee.*

D. Student Conduct

1. *Parents and Students will sign an annual agreement regarding rules for bus riding, which will be kept on file in the schools.*

E. Special Needs Transportation

1. *Children with special needs will be transported in accordance with their Individualized Education Plan when special transportation requirements are specified in the IEP.*

F. Service on Major Highways

1. *When embarking or disembarking from a bus on a state highway or other heavily traveled road, elementary Students will be not required to cross the road.*

G. Time of Arrival

1. *Bus transportation will be arranged so that Students arrive in time for school. However, supervision is not provided for Students until fifteen minutes before the start of school. Elementary Students should not arrive earlier than fifteen minutes before the start of school unless enrolled in a before school program.*

H. Transportation of Students Off-Campus

1. *Students participating in off campus curricular and extracurricular activities under the direction and supervision of school personnel shall be transported to and from such activities by vehicles operating under contract with School Committees or by volunteers.*

I. Transportation of Choice Students

1. *Each School Committee will be responsible for formulating and administering its policy regarding access of transportation to choice Students. Transportation for choice students is at the discretion of the District and is not required by law. Consideration will be given with the following provisions:*
 - a. there must be sufficient room
 - b. it will not cause a bus to deviate from its existing route
 - c. it does not result in additional cost to the District.

J. School Bus Regulations

1. *Bus operators are in charge of the bus and the passengers. They are responsible for the safety of the pupils and for their conduct on the bus. Riding the bus is a privilege that can be denied temporarily or permanently, if a pupil's behavior warrants it. The operator reports to the bus company all violations of rules, and a pupil may become ineligible for transportation if his/her behavior creates a problem on the school bus. It is necessary for Students to observe the following rules:*
 - a. Be at the stopping places on time and ready to get into the bus with the least possible delay, in order to keep the bus on schedule.
 - b. Do not stand or play in the roadway while waiting for the bus.
 - c. Remain at least five feet from the bus when it stops to pick up, and move toward the bus only when the door opens.
 - d. Students having to cross the road when boarding or leaving are to cross in front of the bus, NOT IN THE REAR, upon the driver's signal. All Students are to use extreme caution by looking at traffic both ways before crossing the road.
 - e. After boarding the bus, take a seat as quickly as possible. The driver may assign you a special seat.
 - f. Students will not be allowed to board or leave the bus at any other place other than their regular stop without written consent from their Parent(s).
 - g. Students must provide the driver with written authorization in order to ride anywhere other than that to which regularly assigned.
 - h. Obey the bus driver at all times while under his/her supervision.
 - i. Do not bring animals, firearms, weapons, explosives, any objects prohibited from school grounds or any dangerous objects on the bus.
 - j. Maintain an acceptable manner of conduct at all times. Smoking, vulgarity, and loud, boisterous or other improper conduct will not be permitted.
 - k. Remain seated while the bus is in motion.

- l. Do not extend arms or head out of the bus windows at any time.
- m. Keep aisles clear of lunch boxes, musical instruments, books, etc.
- n. Assist the bus driver in keeping the bus clean by not eating or drinking while on the bus.
- o. Remain absolutely quiet when approaching a railroad crossing.
- p. Do not play a radio on the bus.
- q. Do not tamper with operating mechanisms on the emergency door.
- r. Do not operate the service (front) door; this is the responsibility of the driver.
- s. Do not damage or deface any part of the bus. Parents can be held responsible for repairs.

K. School Bus Safety Rules and Procedures

- 1. *Use crosswalks if they are available.*
- 2. *When walking on the road, walk on the left side of the road (so that you will face the oncoming traffic).*
- 3. *Remain seated if the bus is delayed on the road.*
- 4. *Use emergency door only if there is an emergency.*
- 5. *Be helpful and of assistance to children who are smaller than you.*
- 6. *When you leave the bus, do not stop in the roadway, and NEVER try to pick up anything that is under the bus.*
- 7. *Go home promptly after you leave the bus.*

L. Warning Ticket System (Note: This system is in addition to any other disciplinary consequences contained in the student handbook.)

1. *1st Ticket – Warning.*
2. *2nd Ticket – Riding privilege suspended for three school days.*
3. *3rd Ticket – Riding privilege suspended for five school days.*
4. *4th Ticket – Riding privilege suspended indefinitely.*
5. *If it is deemed necessary by the Superintendent of Schools, riding privileges may be suspended without using the above system.*
6. *If a ticket is issued, the Student must do the following in order to ride on the bus:*
 - a. Have the ticket signed by the Parent(s)
 - b. Give the signed ticket to the bus driver.
 - 1) If a warning, the next morning the student rides the bus
 - 2) If a suspension, on the morning riding privileges are reinstated (note date on the ticket)
 - c. If the ticket has not been signed, the Student's first attempt to ride the bus will be allowed, however, the Student will be brought to the Principal's office for Parent notification. If the Student does not return the signed ticket the following school day, the Student will not be allowed to ride the bus.
 - d. If a Student refuses a ticket(s) she/he must report to the Principal or the bus company for a new one before she/he will be allowed to ride the bus again.
 - e. If a Student rips up, loses, or in any way destroys a ticket issued to him/her, she/he must report to the Principal or the bus company for a new one before she/he will be allowed to ride the bus again.
 - f. A Parent or Student may appeal to the school Administration for a hearing if they have any questions.

VIII. SPECIAL EDUCATION: IDEA

A. ***The Individuals with Disabilities Education Act (IDEA).*** *The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. The school(s) in the Districts have programs for children ranging from those who need a minimum of support services to those who require the full-time service of a special needs teacher. For further information, please contact the school Principal or the school system's Director of Pupil Services at (413) 625-0192.*

B. Discipline for Students with an Individual Education Plan (IEP) or 504 Accommodation Plan

The District shall follow appropriate procedures with regard to the discipline of students with disabilities, which includes students on IEPs and Section 504 Accommodation Plans. All discipline of special education students shall be in accordance with the provisions of 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536.

C. Suspension of Special Education Students

1. *Students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws requires that additional provisions be made for Students who have been found by an evaluation team to have special needs and those whose program described in an Individual Education Plan (IEP).*
2. *The following additional requirements apply to the discipline of special needs Students:*
 - a. *The IEP for every special needs Student will indicate whether the Student can be expected to meet the regular discipline code or if the Student's handicapping condition requires modification. Any modification will be described in the IEP.*
 - b. *The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs Student and a record will be kept of such notices.*
 - c. *When it is known that the suspension(s) of a special needs Student will accumulate to ten days in a school year, a review of the IEP will be held to determine the appropriateness of the Student's placement or program. The team will make a finding, Manifestation Determination, as to the relationship between the Student's misconduct and his/her handicapping condition. If the team finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the TEAM finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES. If an IAES is not possible, then the student will remain in his/her current placement, and the team will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan. The principal or designee*

will notify the Special Education Office of the suspension offense of a special needs student and a record will be kept of such notices.

3. *There are certain situations in which school personnel may order a change in placement of a special education student without regard to whether the student's behavior is determined to be a manifestation of the student's disability. These situations include when a special education student:*
 - a. *Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;*
 - b. *Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or*
 - c. *Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.*

In these situations, school personnel may remove the special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days without regard to whether the student's behavior is determined to be a manifestation of the student's disability. A student may also be placed in such a setting on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is substantially likely to injure him/herself or others.

If a special education student commits an offense, which causes the student to be expelled from school, the school district continues to be responsible for providing the student with a free appropriate public education in another educational setting.

IX. NON-DISCRIMINATION POLICY

A. *Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:*

1. *Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation and applicable judicial interpretations.*
2. *Encourage positive experiences in human values for children, youth and adults, of all whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.*
3. *Work toward a more integrated society, and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.*
4. *Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.*
5. *Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspect of all segments of society.*
6. *Initiate a process of reviewing policies and practices of the school systems in order to achieve to the greatest extent possible the objectives of this statement.*

B. The School Committee's policy of non-discrimination will extend to Students, Staff, the general public and individuals with whom it does business. 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, gender, gender identity, religion, national origin, disability, pregnancy, pregnancy related condition, or sexual orientation. If you have a complaint or feel that you have been discriminated against because of your race, color, sex, gender, gender identity, religion, national origin, disability, pregnancy, pregnancy related condition or sexual orientation, please register your complaint (using the attached form) with the Title IX compliance officer in the office of the Director of Pupil Personnel Services.

MOHAWK TRAIL REGIONAL SCHOOL DISTRICT

Discrimination Report Form

Discrimination Type: (check all that apply)

Race Color Sex Religion National origin
Disability Gender Identity Sexual orientation Pregnancy/Pregnancy related condition

Complainant _____

Person filing report (if other than complainant) _____

Date of report _____ Date of Incident _____

Location of incident _____

Time of incident _____

Home contact information of complainant _____

Description of Discrimination: (attach other pages as necessary)

Witness(es) _____

What was your response to the incident?

Who have you contacted regarding this case? Please list name, position, and date contacted.

This complaint is filed on my honest belief that an incident of discrimination occurred. I certify that the information I have provided in this complaint form is true, correct, and complete to the best of my knowledge.

Signature _____ Date _____

Received by _____ Date _____

X. POLICY ON SEXUAL HARASSMENT FOR STUDENTS

A. PURPOSE

To create for all Students of the Mohawk Trail Regional District and Hawlemont Regional District a study environment free of sexual harassment.

The Mohawk Trail Regional District and Hawlemont Regional District are committed to safeguarding the right of all persons associated with the Districts' schools, including Students, employees, School Committee members and volunteers to a work and educational environment that is free from all forms of sexual harassment. Therefore, the Mohawk Trail Regional District and Hawlemont Regional District condemn and prohibit all sexual harassment on its premises.

All individuals associated with the Districts, but not necessarily limited to the School Committees, the Administration, the Staff, Students and members of the public while on campus, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community or while on school property will be in violation of this policy.

Appropriate disciplinary action, up to and including dismissal, will be taken in any instance where an employee violates this policy. Sexual harassment by a Student will result in disciplinary action up to and including expulsion. Sexual harassment by others will result in their being excluded from School premises or if it is required that they enter the premises, they will be accompanied by a School District representative at all times.

Any Student who believes that he or she has been subjected to sexual harassment should make a complaint to any administrator, the Title IX Coordinator, or directly to the Superintendent, so that appropriate action may be taken at once. If the sexual harassment is criminal in nature, the offense shall be reported to the police department as well as the Title IX Coordinator. If the sexual harassment requires the intervention of State social service or protective agencies, the proper authorities will be contacted. In these circumstances, the School's attorney will be immediately contacted to give advice and guidance on how to process these actions with the appropriate authorities.

Management representatives are charged with the responsibility of discouraging any sexually harassing behaviors within or outside of their areas of supervision. This includes directly confronting the harasser when a management representative observes harassing behavior, and immediately reporting the activity to the Title IX Coordinator.

Sexual Harassment complaints will be investigated promptly, and corrective action will be taken where appropriate. No person will suffer retaliation or intimidation as a result of using the internal complaint procedure.

A copy of this policy and its accompanying regulations are posted in appropriate places, and made available to individuals upon request.

The Title IX Coordinator for the Mohawk Trail Regional and Hawlemont Regional School Districts is:

Leann Loomis
24 Ashfield Rd.
Shelburne Falls, MA 01370
(413) 625-0192 x1025

Legal References: Title VII, Section 703, Civil Rights Act 1964 as amended
45 Federal Regulations 746776 issued by Chapter 622/EEOC Title IX of
1972 Education Amendments

B. SEXUAL HARASSMENT DEFINITION

Title IX defines Sexual Harassment as: Conduct on the basis of sex that satisfies one or more of the following:

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

defined in the Violence Against Women Act as: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) Fear for the person's individual safety or the safety of others; or (2) Suffer substantial emotional distress.).

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. Coercive sexual behavior used to control, influence or affect the educational opportunities, grades and/or the learning environment of a Student such as implying or actually withholding grades earned or deserved, suggesting that a poor performance evaluation will be prepared, or suggesting that a scholarship recommendation or college application will be denied.
4. 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.

Other Important Terms:

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Title IX Coordinator – The person who oversees the grievance process and coordinates communication between the school and the parties.

Investigator – The person conducting the investigation into the allegations of sex discrimination and/or harassment. This person is not the Title IX Coordinator in order that the Title IX Coordinator remains a neutral participant.

Decision Maker – The person who reviews all the information/evidence gathered by the investigator and decides whether or not the sex discrimination and/or harassment occurred. This person is not the Title IX Coordinator or the Investigator.

Appeals Decision Maker – The person who makes the final determination in the event an appeal is filed. This person is not the Title IX Coordinator, the Investigator, or the original Decision Maker.

C. SUPPORTIVE MEASURES

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

When the school becomes aware of alleged sexual harassment, the Title IX Coordinator must inform the victim to their right of supportive measures even if no formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include but are not limited to: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, and mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential to the extent the confidentiality will not interfere with the supportive measure offered.

D. Dismissals of Complaints:

Mandatory Dismissals of Complaints

The School must dismiss a complaint of harassment on the basis of sex when:

1. The conduct in the complaint does not meet the definition of sexual harassment;
2. The alleged sexual harassment did not occur within the school's education program or a school activity;
3. The alleged sexual harassment did not occur in the United States at all.

Complaints falling into these categories can still be processed under the school's code of conduct.

Discretionary Dismissals of Complaints:

The School may dismiss a complaint of harassment on the basis of sex when:

1. The Complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdrawal some or all of the allegations within the formal complaint;
2. If the respondent no longer is enrolled in the school, or employed by the school; or
3. If specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegations.

Whenever a dismissal occurs, the Title IX investigator will send written notice of the dismissal to the parties outlining the reason for the dismissal. Both parties have the right to appeal the dismissal decision as outlined in the appeals process below.

E. The Process:

Step One: Filing a Complaint

Any person may file a report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), at any time either in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. There is no time limit or statute of limitations on a complainant's decision to file a formal complaint. However, if a person files a false complaint in bad faith, knowingly and intentionally, they will be subject to discipline.

Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party during a grievance process, and must comply with requirements for all Title IX personnel to be free from conflicts and bias.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.

Step Two: Initial Notice

Upon the filing of a formal complaint, both parties will be provided with written notice of the complaint. The notice will include key details of the alleged sexual harassment incident. Such details will include but not be limited to: who was involved, when and where the alleged incident occurred, and the alleged misconduct that constitutes sexual harassment. Any known possible violation of the code of conduct along with potential consequences must be included in the initial notice. A copy of this grievance process must also be included with the notice.

This written notice will be sent to the parties within three business days of the filing of a formal complaint.

*Interviews with a respondent may not occur until notice has been provided and the respondent is provided reasonable time to prepare before an initial interview.

Step Three (Optional): Informal Resolution

A complaint may be settled through mediation. If the complainant and respondent agree to pursue mediation in writing, a date mutually acceptable to both parties will be set within ten working days. If the mediation results in a mutually acceptable agreement, copies of the agreement will be forwarded to both parties. If the mediation does not result in an agreement, the case will be forwarded to the Investigator.

Step Four: Gathering Evidence

During the collection of evidence, the school is not allowed to access a party's personal records if they are maintained by a physician, attorney, psychologist, psychiatrist or other professional with whom the student shares privileged information unless the student provides written consent.

Equal opportunity will be provided for all parties to provide witnesses and evidence, including written expert testimony and inculpatory and exculpatory evidence. Parties cannot be prevented from discussing the allegations or collecting relevant evidence. The school will use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or school employees.

- Interviews

Students will be provided with written notice prior to any interviews or meeting involving the Title IX complaint. The notice will include the date, time, location, participants, and purpose of the interview/meeting and will allow the respondent/complainant enough time to properly prepare for the meeting.

- Inspection of Evidence

The school must send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.

- Opportunity to Respond

The parties will have the opportunity to provide a response to the evidence if they desire.

- Opportunity to Ask Questions

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 investigator will attempt to conclude the evidentiary process within three weeks. This may be extended if the investigator finds that more time is necessary to appropriately investigate the matter. The Title IX Coordinator will have to approve the investigators request to extend the timeline in order to assure all investigations are processed in a timely manner as to prevent evidence from becoming stale or unobtainable.

Step Five: The Investigative Report

After the evidence is collected, and the parties have been provided with ten days to respond to the evidence in writing, the investigator will prepare an investigative report regarding the allegations in the complaint. If a party submits a response to the evidence, the school must consider that response before finalizing the investigative report. The report will fairly summary the evidence the school gathered about the alleged incident. 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.

Step Six: The Determination

The decision maker will objectively review the relevant evidence and reach conclusions about whether the respondent engaged in the alleged harassment. The decision maker must use independent judgment, so the decision maker is not the same person who conducted the investigation and cannot be the school's Title IX Coordinator.

The determination must be written. It must include at a minimum, the following information:

1. The school's policy/policies that were alleged to be violated;
2. A description of the procedural steps that were taken (including notices sent, interviews conducted, evidence gathered);
3. A section detailing the findings of fact;
4. A conclusion section that applies the facts to the relevant policy/policies;
5. A statement and rationale regarding the ultimate determination of responsibility;
6. Any disciplinary sanctions the school will impose and any remedies to the complainant if applicable;
7. A statement of the rationale for the remedies to the complaint and how those remedies will restore or preserve equal access;
8. A statement of the school's procedures and a statement regarding the parties' rights to appeal the initial determination of responsibility and the permissible basis for an appeal.

The determination will be sent to the parties simultaneously along with the appeals information.

F. Appeals

Parties may appeal after a dismissal occurs, or a determination is issued. Parties will have five (5) days to appeal the dismissal or determination.

Grounds for Appeals

- 1) If a party believes that procedural irregularity altered the outcome of the determination or dismissal.
- 2) New evidence has been discovered that was not reasonably available at the time of the determination or dismissal.
*An appeal for this reason may occur after the five day appeal requirement but not after one year.
- 3) A conflict of interest on the part of a Title IX Coordinator, investigator who compiled evidence, or the decision maker existed, and that conflict of interest affected the determination or dismissal.

To file an appeal, a party must notify the Title IX Coordinator in writing that they wish to appeal the determination. All parties will have an equal opportunity to submit a written statement supporting or challenging the determination. The Title IX Coordinator will inform the parties that they have 7 days to submit their written statements.

The person who will decide the appeal cannot be the decision maker, the investigator, or the Title IX Coordinator. Upon review of the parties' written statements (if they so choose to provide them), and review the determination, the appeals decision maker will issue a written decision and send it to the parties simultaneously. The determination becomes final after the appeals process.

XI. PROHIBITION OF TOBACCO AND TOBACCO RELATED PRODUCTS ON SCHOOL PROPERTY

- A. *Smoking and the use of tobacco products, including tobacco related products such as e-cigarettes and vaping devices by Students, Staff, volunteers and visitors are prohibited on all school property at all times in accordance with Massachusetts General Laws Chapter 71, section 37H. District policy prohibits Student's possession of tobacco products, including tobacco related products including but not limited to e-cigarettes, vaping devices, or paraphernalia on school property and at school sponsored trips or events. School property includes school buildings, school facilities, school grounds, school parking lots and school buses, any property controlled by the School Committees.*

XII. DANGEROUS WEAPONS ON SCHOOL PROPERTY

- A. *In accordance with M.G.L. Chapter 71, Section 37H of the Education Reform Act of 1993, it is the policy of the Mohawk Trail Regional School District and the Hawlemont Regional School District, to prohibit the possession of or use of firearms on school property including, school buses or at school sponsored or school related events, including athletic games, at any time.*

- B. Any Student who is determined to have brought a firearm to school will be automatically subject to potential expulsion. The Student will also be referred to the Police Department for further action.

- C. *Other dangerous weapons such as knives or other objects that can be construed as a weapon are not permitted. Any dangerous weapon found in the possession of a Student will be confiscated.*

- D. *Any Student who in the judgment of the Principal, as verified by due process, is determined to be in violation of this policy shall be suspended from attendance (out of school) and in the discretion of the Principal, may be referred for an expulsion hearing according to M.G.L. Chapter 71, Section 37H.*

XIII. INTERNET USE POLICY

A. Acceptable Use Policy

1. The following explains Mohawk Trail Regional School District and the Hawlemont Regional School District, policy for acceptable use of the schools' and districts' technology. Use of computer networks and the Internet, including wireless access, are revocable privileges dependent upon compliance with school/district policy and these procedures.
2. A user's failure to comply with the policy shall result in limited network/Internet access, suspension of access, and/or other disciplinary action up to and including suspension or expulsion.

B. Students, Administrators, Staff and Faculty shall not:

1. Use the network to access and/or transmit material in violation of any U.S. or Commonwealth law, including copyrighted material.
2. Access, download, display, transmit, produce, generate, copy or propagate any material that is obscene or pornographic; advocates illegal acts; contains ethnic slurs or racial epithets; or discriminates on the basis of gender, gender identity, national origin, sexual orientation, race, color, ancestry, religion, pregnancy, pregnancy related condition, handicap or age.
3. Degrade, damage or disrupt equipment or system / network performance (for example excessive bandwidth use that disrupts the network for other users).
4. Gain unauthorized access to network resources.
5. Permit or authorize any other person to use their name or login password.

6. Use an account of any other person or vandalize another user's data.
7. Waste electronic storage space by saving unnecessary files or programs.
8. Download, install, load or use programs without written permission of the technology coordinator/administrator.
9. Use the Internet for personal commercial purposes or for political lobbying.
10. Use inappropriate, offensive, foul or abusive language.
11. Harass or annoy any other party with obscene, libelous, threatening or anonymous messages, objectionable information, images or language.
12. Forward chain letters.
13. Forward e-mail messages of broad interest—including virus alerts and jokes—to the entire school community.
14. Knowingly make use of pirated software or violate software licensing agreements.
15. Engage in the practice of "hacking" or knowingly engage in any other illegal activity using the network.
16. Engage in any form of cyberbullying.
17. Engage in any other inappropriate use of the system.

C. *Students, Staff and Faculty must:*

1. Use the Internet and other electronic resources only for legitimate educational purposes.
2. Respect commonly accepted practices of Internet etiquette including, but not limited to, use of appropriate language.
3. Be aware of potential security risks at all times and take all reasonable steps to minimize risks by, at minimum, logging off the network when a computer is unattended and reporting all unauthorized use of one's account to a technology administrator.
4. Avoid bulk e-mailing.
5. Forward all e-mails of broad interest, such as virus alerts, to a technology administrator for appropriate distribution to the entire school community.
6. Treat all computer areas and equipment with the utmost care and respect

XIV. NON-CUSTODIAL PARENT LAW

A non-custodial parent may have access to the student record in accordance with the following provisions:

(a) A non-custodial parent is eligible to obtain access to the student record unless:

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

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

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school Principal.

(d) Upon receipt of the request the District will immediately notify the custodial parent by certified and first class mail, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

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

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

XV. POLICY ON PUBLIC COMPLAINTS

A. Although no member of the community will be denied the right to bring complaints to the School Committee, if the subject of such complaints fall under the School Committee's authority, they will be referred through the proper channels for solution before investigation or action by the Committee. Exceptions will be made only when the complaints concern School Committee action or School Committee operations. The School Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional Staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator

3. Superintendent
4. School Committee

- B. Any complaint having to do with the condition of the school facilities will be first presented to the Principal.*
- C. If a complaint, which was presented to the School Committee and referred back through the proper channels, is adjusted before it comes back to the School Committees, a report of the disposition of the matter will be made to the School Committee and then placed in the official files.*
- D. Matters referred to the Superintendent and/or School Committees must be in writing and should be specific in terms of action desired.*
- E. The School Committees expects the professional Staff to receive complaints courteously and to make a proper reply to the complainant.*

XVI. PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

- A. Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his/her complaint in writing. Anonymous complaints will be disregarded.*
- B. Whenever a complaint is made directly to the School Committee as a whole or to a committee member as an individual, it will be referred to the school Administration for study and possible solution.*
- C. The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that the employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.*

- D. *If it appears necessary, the Administration, the person who made the complaint, or the employee involved may request an executive session of the School Committee for a formal hearing and decision. Statutory restrictions on executive session will be observed.*

CROSS REF.: BEC, Executive Session

XVII. COMMUNITY USE OF SCHOOL FACILITIES

- A. *The policy of the Mohawk Trail Regional School District and the Hawlemont Regional School District, is to make its facilities and resources available to the community. Community groups may make application for the use of facilities to the Principal of the school or the Superintendent if the Principal is unavailable. The BUILDING RENTAL APPLICATION/CONTRACT FOR SCHOOL FACILITIES form is available in the school office. In scheduling use of facilities, school-sponsored activities have priority over non-school-sponsored functions.*
- B. *Groups using school facilities must comply with the use regulations (KF-R) and pay any applicable rental fees. Groups wishing to use school facilities on a regular and sustained basis may be required to negotiate a separate agreement with the School Committee.*

XVIII. STUDENT RECORDS

- A. *Parents and Students are guaranteed the right to inspect, as well as, seek addition to or deletion from all records, which are kept or requested to be kept by the School Department, concerning individual Students. The records include the Student's transcript and any other recorded information, which is identified by the Student's name. A signed log is kept in each cumulative record for all Students.*
- B. *Pursuant to M.G.L. c.71, §§ 34D & 34E, and the regulations promulgated there under, no third party, other than authorized school or Department of Elementary and Secondary Education personnel, law enforcement personnel as may be legally allowed under state or federal law or regulations, and state or federal agencies to assist in the carrying out of their statutory or regulatory duties shall have access to information in or from a Student record without the specific informed written consent of the eligible Student or the Parent/Guardian.*

- C. *Upon receipt of a court order or lawfully issued subpoena, or upon receipt of a request from a Court or the Department of Youth Services for information regarding a Student, the school, prior to compliance, shall notify the eligible Student or Parent/Guardian of the order, subpoena or request in such reasonable time that he/she may seek to have the process quashed.*

- D. *Except for certain limited and specifically defined individuals, i.e., certain court officers, health officials and authorized school personnel, no individual or agency may have access to school records of the Student(s) without “the specific informed written consent” of the Student or his/her Parent/Guardian. This means that if a Parent/Guardian or Student wishes transcripts or records forwarded to school, colleges, or prospective employers, a written release must be delivered to the Principal of the school or appropriate custodian of the Student’s school records.*

- E. *In case of a Student 14 through 17 years of age, or of one who has entered the ninth grade, both the Student and his/her Parent/Guardian , or either one acting separately, shall exercise these rights. Any Student 18 years of age or older may exercise these rights alone.*

- F. *Schools may release for publication a Student’s name, class, information about participation in officially recognized activities and sports, honors, awards, and post-high school plans without providing notice the student and/or parent/guardian. If you do not wish for the school to release such information, please provide a letter of notification to the Superintendent’s office.*

- G. *Complete copies of the state regulations concerning Parents’ and Students’ rights to records may be obtained in the building Principal’s office.*

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that Mohawk Trail Regional School, with certain exceptions, obtain your written consent prior to the disclosure of personal identifiable information from your child’s education records. However, Mohawk Trail Regional School may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of this directory information is to allow the Mohawk District to include this type of information from your child’s education records in certain publications. Examples include:

1. A playbill, showing your student’s role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets, such as wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three information categories-names, addresses and telephone listings-unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent.

XIX. EMERGENCY CLOSINGS

- A. *The Superintendent or his/her designee may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of Students and personnel. It may be prudent, under certain circumstances, to excuse all Students from attending school, delay the opening hour or to dismiss Students early. The Superintendent has the authority to cancel school in the event of hazardous weather or other emergencies that threaten the health or safety of Students and personnel. The Superintendent has the responsibility to see that as much administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect a single school, only that school will be closed.*
- B. *In making the decision to close schools, the Superintendent will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:*
1. Weather conditions, both existing and predicted
 2. Driving, traffic and parking conditions affecting public and private facilities
 3. Actual occurrence or imminent possibility of emergency conditions that would make the operation of schools difficult or dangerous
 4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of Students
- C. *The Superintendent or his/her designee will weigh these factors and take action to close schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, Parents and Staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, Staff members will comply with School Committee policy in reporting to work.*

XX. NO IDLING POLICY (MOTOR VEHICLE IDLING ON SCHOOL GROUNDS)

- A. *No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons:*
1. traffic conditions
 2. queuing at a school for the purpose of picking up or discharging Students
 3. turbo-charged diesel engine cool down or warm up
 4. maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles
 5. for circumstances involving safety or emergencies and for servicing or repairing motor vehicles
 6. and as these exceptions are more completely described in the below referenced regulations.
- B. *The term “school grounds” shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground.*
- C. *Reasonable efforts shall be made by the Districts to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle.*
- D. *A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Mohawk Trail Regional School District and the Hawlemont Regional School District, have determined that alternative locations block traffic, impair Student safety or are not cost effective.*

LEGAL REF: M.G.L. 41:35

XXI. DRUG AND ALCOHOL POLICY

- A. The Mohawk Trail Regional School District is committed to providing safe and healthy school environments in which our students can learn. The use of drugs and alcohol can negatively impact a student physically, emotionally, socially, academically, and legally. Scientific studies have shown that drugs and alcohol have particularly harmful effects on developing adolescent brains. Therefore, the district provides substance use education as part of their comprehensive health curriculum and has created this policy to define the district's position on drugs and alcohol use on school grounds and at school-sponsored activities. The regulations of the drug and alcohol policy provide written guidelines for handling incidents of consumption, possession, and/or distribution.
- B. In accordance with M.G.L. c.71, Section 37H and c. 272, Section 40A, drug and alcohol use by students, staff and visitors is prohibited on all school properties at all times. District policy prohibits students, staff and visitors from ingesting, possessing, or distributing drugs and alcohol on school grounds or at school sponsored functions at any time. Possession or distribution of drug paraphernalia is also prohibited. School property includes school buildings, school facilities, school grounds, school parking lots and school buses and any other property controlled by the school committee.

C. Definitions:

1. Ingestion - Ingestion is the eating, drinking, inhaling or absorbing of drugs or alcohol into the body. Ingestion may or may not have occurred on school property or at a school sponsored function. Ingestion may be detected through the presence of odors behavioral changes, and/or changes in physical appearance.
2. Possession - Possession is the unlawful custody of alcohol or a controlled substance.
3. Distribution - Distribution is the unlawful transfer of alcohol or a controlled substance from one person to another. The transfer does not require the knowledge of the receiver nor does it require a transaction by sale.
4. Drugs - The term "drug(s)" as used in this policy includes any narcotic substance, hallucinogen substance, any substance taken for the purpose of "getting high" or becoming intoxicated, and all chemical and controlled substances as defined by state or Federal law, including, but not limited to substances commonly known as marijuana, LSD, cocaine, crack, heroin, amphetamine and methamphetamine, and barbiturates. The term "drug(s)" also includes all prescription medicines, except when used or possessed in accordance with the school medication administration policy.

XXII. 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. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute. The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.

XXIII. POLICY ON PHYSICAL RESTRAINT

Mohawk Trail Regional School District complies with the Department of Education (DOE) restraint regulations, 603 CMR 46.00 et seq. ("regulations"), as required by law on school ground and at school-sponsored events and activities. Physical restraint shall only be used by trained staff in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

The principal or director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request. The principal or director of the program or his/her designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and will notify the parent by written report sent either within three (3) school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three (3) school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The District will comply with our Physical Restraint Policy JKAA.

MOHAWK TRAIL REGIONAL SCHOOL SYSTEM

MOHAWK TRAIL REGIONAL SCHOOL DISTRICT

HAWLEMONT REGIONAL SCHOOL DISTRICT

Acknowledgment and Permission Form

Student(s) Name(s) (please print): _____

Student(s) Grade(s): _____

Parent or Guardian's Name (please print): _____

Please complete and then sign this form. It should be returned to school within 10 days.

_____ We have received, read and reviewed this Handbook.

_____ We have received, read and reviewed the Bullying Prevention and Intervention Plan contained in this Handbook.

_____ We have received, read and reviewed the Transportation Policy contained in this Handbook.

_____ We have received, read and reviewed the Internet Acceptable Use and Safety Policy contained in this Handbook.

_____ We have received, read and reviewed the Sexual Harassment Policy contained in this Handbook.

_____ We have received, read and reviewed the Drug and Alcohol Policy contained in this Handbook.

Yes No I give permission for my child(ren) to use the Internet at School.

Yes No I give permission for my child(ren)'s picture(s) and first name(s) only to be posted on district web pages and social media platforms.

Yes No I give permission for samples of my child(ren)'s school work and first name(s) only to be posted on school web pages.

Yes No I give permission for my child(ren)'s picture(s) and first name(s) only to be included in press releases.

Yes No I hereby give permission for my child to participate in walks in the neighborhood of the school, with staff.

Yes No My child has permission to walk to the river and wade in the water with Hawlemont staff supervision.

Yes No My child has permission to participate in all class and school outings.

Parent or Guardian's Signature _____

Date _____