



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: Tuesday, June 7, 2022

TIME: 5:30 P.M. Executive Session

6:00 P.M. Regular Session

LOCATION: In-Person at Superintendent's Conference Room

86 Powder Mill Road

Southwick, MA 01077

***NOTE TIME AND LOCATION**

Community members who do not wish to attend in-person are also able to watch the meeting on LiveStream via ZOOM Webinar. However, public comment will not be allowed via Zoom. In the event of disruption of the LiveStream, the in-person meeting shall continue to proceed.

When: Jun 7, 2022 06:00 PM Eastern Time (US and Canada)

Topic: 6/7/2022 School Committee Meeting

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/87631438013?pwd=V2lLb05KVEVySm1XWjVVeWNTR0luUT09>

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Webinar ID: 876 3143 8013

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International numbers available: <https://us02web.zoom.us/j/kPhmPX4hh>

AGENDA

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. EXECUTIVE SESSION (5:30 p.m.)

Move to go into Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

- Non-contract employees

Move to go into Executive Session pursuant to M.G.L. c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public and the chair so declares; and to reconvene in Open Session.

- Teacher Negotiations

II. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar

- Attendance
- Opening Ceremony
- Election of School Committee Officers
 - Chairperson
 - Vice Chairperson
 - Secretary
- Secretary's Report
- Warrants
- Correspondence – None

III. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

IV. STUDENT ADVISORY REPORT

V. EDUCATIONAL PRESENTATION

iReady Presentation – via Zoom, Alyse DeRosa, Educational Consultant, Curriculum Associates

Auditor's Report – Powers and Sullivan – via zoom, Frank Serreti and Elizabeth Stevens, Powers and Sullivan, LLC

School Handbook Changes – Michael Pescitelli, Assistant Principal, Southwick Regional School; Kimberley Saso, Principal, Woodland School; Erin Fahey Carrier, Principal Powder Mill School

Job Description ESL Tutor/Family Liaison, Dr. Jenny Sullivan, Director of Curriculum and Instruction

VI. POLICIES

3rd Reading ILD Surveys, AC Non Discrimination, ACAB Sexual Harassment,

VII. ACTION ITEMS

- A. Approve comprehensive policy review by Massachusetts Association of School Committees beginning with fiscal year 2023.
- B. Approve policies ILD Student Submission to Educational Surveys and Research, AC Non Discrimination, ACAB Sexual Harassment
- C. Retirement Resolutions
- D. Accept job description ESL
- E. Accept wage increases non contract employees
- F. Approve Home Education plan HS-2223-01
- G. Approve SRS Fundraiser - summer car wash
- H. Approve Southwick Rec Center Facilities Use for Moto X 338 National Parking

VIII. REPORTS

- A. Superintendent
- B. Director of Finance and Operations

IX. SUB COMMITTEES AND LIAISONS

Subcommittee Assignments

Negotiations: Locke, Schantz, Jubb

Finance: Locke, Schantz, Stevenson

L.P.V.E.C. Bd. Collaborative: Emmelmann

L.P.V.E.C. Bd. Corporation: Stevenson

Policy: Petschke, Stevenson, Jubb

Buildings and Grounds: Locke, Emmelmann

Liaison Assignments

(ILT): Petschke, Korobkov

Wellness Liaison: Locke, Korobkov

SPED Liaison: Petschke, Korobkov

Technology: Petschke, Schantz

Southwick Capital Committee: Jubb

Southwick Master Plan: Jubb

Legislative Liaison:

Rotating attendance at MASC

X. PUBLIC COMMENT – excluding personnel issues

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Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

XI. COMMITTEE DISCUSSION

A. Old Business

B. New Business

XII. ADJOURNMENT

***SOUTHWICK-TOLLAND-GRANVILLE
REGIONAL SCHOOL DISTRICT***

***REPORT ON EXAMINATION OF
BASIC FINANCIAL STATEMENTS***

YEAR ENDED JUNE 30, 2021

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

REPORT ON EXAMINATION OF BASIC FINANCIAL STATEMENTS

JUNE 30, 2021

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Independent Auditor's Report

To the Honorable School Committee
Southwick-Tolland-Granville Regional School District
Southwick, Massachusetts 01077

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Southwick-Tolland-Granville Regional School District (District) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, located on the following pages, and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financials statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 8, 2022, on our consideration of the District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.



March 8, 2022

Management's Discussion and Analysis

Management's Discussion and Analysis

As management of the Southwick-Tolland-Granville Regional School District (District), we offer readers of these financial statements this narrative overview and analysis of the financial activities for the year ended June 30, 2021. The District complies with financial reporting requirements issued by the Governmental Accounting Standards Board (GASB). Management's discussion and analysis are part of these requirements. All amounts, unless otherwise indicated, are expressed in whole dollars.

The Governmental Accounting Standards Board (GASB) is the authoritative standard setting body that provides guidance on how to prepare financial statements in conformity with generally accepted accounting principles (GAAP). Users of these financial statements (such as investors and rating agencies) rely on the GASB to establish consistent reporting standards for all governments in the United States. This consistent application is the only way users (including citizens, the media, legislators and others) can assess the financial condition of one government compared to others.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the District's basic financial statements. These basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. The government-wide financial statements provide both long-term and short-term information about the District as a whole. The fund financial statements focus on the individual components of the District's government, reporting the District's operations in more detail than the government-wide statements. Both presentations (government-wide and fund) allow the user to address relevant questions, broaden the basis of comparison and enhance the District's accountability. An additional part of the basic financial statements are the notes to the basic financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of finances, in a manner similar to private-sector business.

The *statement of net position* presents information on all assets, liabilities, and deferred outflows/inflows of resources, with the difference between the two reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The *statement of activities* presents information showing how the District's net position changed during the most recent year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future periods (e.g., earned but unused sick leave).

Both of the government-wide financial statements distinguish functions that are principally supported by member town assessments and intergovernmental revenues.

Fund financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund accounting is used to ensure and demonstrate compliance with finance-related legal requirements. All of the funds can be divided into two categories: governmental funds and fiduciary funds.

Governmental funds. *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund statements focus on near-term inflows of spendable resources, as well as on balances of spendable resources available at the end of the year. Such information may be useful in evaluating a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

In accordance with accounting standards, the District reports fund balance components as nonspendable, restricted, committed, assigned and unassigned. Additionally, the District's stabilization fund is reported within the general fund.

Information is presented separately in the governmental fund balance sheet and governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund and all other major funds. Data for certain governmental funds are combined into a single aggregated presentation under the caption *nonmajor governmental funds*.

The District adopts an annual appropriated budget for its general fund. A budgetary comparison schedule has been provided for the general fund to demonstrate compliance with this budget.

Fiduciary funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District's own programs. The District maintains one fiduciary fund. The other postemployment benefit trust fund is used to accumulate resources to provide funding for future other postemployment benefit (OPEB) liabilities.

Notes to the basic financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

COVID-19. On March 27, 2020, the United States Federal Government established the Coronavirus Aid, Relief and Economic Security (CARES) Act in response to the economic downfall caused by the COVID-19 pandemic. This Act provided a number of funding sources for various educational purposes. The District was awarded a portion of this federal funding to help prevent, prepare for, and respond to the impacts of COVID-19.

The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 pandemic.

Government-wide Financial Analysis

Net position may serve over time as a useful indicator of a government's financial position. Liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$7.1 million at the close of 2021. Key components of the District's governmental activities financial position are listed below.

	2021	2020 (as revised)
Assets:		
Current assets.....	\$ 5,715,582	\$ 4,549,576
Noncurrent assets (excluding capital).....	190,000	-
Capital assets, net of accumulated depreciation....	52,389,765	55,292,142
Total assets.....	58,295,347	59,841,718
Deferred outflows of resources.....	5,837,153	8,006,535
Liabilities:		
Current liabilities (excluding debt).....	552,112	528,010
Noncurrent liabilities (excluding debt).....	38,171,975	46,888,149
Current debt.....	1,447,018	1,444,784
Noncurrent debt.....	21,732,935	23,044,953
Total liabilities.....	61,904,040	71,905,896
Deferred inflows of resources.....	9,347,208	1,621,971
Net position:		
Net investment in capital assets.....	29,630,418	31,203,850
Restricted.....	2,242	5,274
Unrestricted.....	(36,751,408)	(36,888,738)
Total net position.....	\$ (7,118,748)	\$ (5,679,614)

Net position of \$29.6 million reflects the District's net investment in capital assets (e.g., buildings, machinery and equipment, and books); less any related debt used to acquire those assets that are still outstanding. The District uses these capital assets to provide services to pupils; consequently, these assets are *not* available for future spending. Although the investment in its capital assets is reported net of its related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

An additional portion of net position totaling \$2,000 relates to external restrictions placed on funds primarily for federal and state grants. The remaining balance of unrestricted net position reflects a deficit balance totaling \$36.8 million, which is due to the recognition of the net pension liability and the net other postemployment benefits liability of \$12.3 million and \$25.3 million, respectively.

Beginning net position of the governmental activities has been revised to reflect the implementation of GASB Statement #84, *Fiduciary Activities*. The implementation of this standard required certain funds which had previously been reported as agency funds to now be reported as governmental funds. Accordingly, previously reported net position which was in a deficit position totaling \$5.8 million has been revised and totals a deficit of \$5.7 million, see Note 14.

Governmental Activities

The District's net position decreased by \$1.4 million in 2021. The change in net position is primarily due to a \$1.0 million decrease from the change in the net other postemployment benefits liability and related deferred outflows/inflows of resources, and depreciation expense (which is not budgeted) exceeding debt principal payments by \$1.0 million. These decreases were offset by a \$625,000 general fund operating surplus.

	2021	2020 (as revised)
Program Revenues:		
Charges for services.....	\$ 144,011	\$ 251,598
Operating grants and contributions.....	8,774,504	7,205,904
Capital grants and contributions.....	-	270,875
General Revenues:		
Member town assessments.....	14,070,782	13,943,031
Grants and contributions not restricted to specific programs.....	10,847,463	10,798,126
Unrestricted investment income.....	9,841	19,861
Miscellaneous.....	73,464	96,401
Gain on sale of capital assets.....	144,776	253,500
Total revenues.....	34,064,841	32,839,296
Expenses:		
General administration.....	1,864,024	2,322,425
Woodland School.....	2,405,400	2,355,877
Powder Mill School.....	2,668,299	2,758,312
Southwick Regional School.....	6,020,740	6,133,687
Special education.....	3,146,942	3,405,476
Student transportation.....	1,701,595	1,054,045
Food services.....	377,219	359,307
Other school services.....	55,762	108,220
Maintenance.....	294,913	272,754
Interest.....	727,782	765,498
Depreciation.....	2,416,809	2,478,331
Programs with other school districts (tuitions).....	1,913,806	2,126,226
Federal and state grants.....	1,889,091	773,233
Private grants.....	9,534	500
Employee benefits.....	3,148,085	4,651,469
Pension benefits.....	6,702,274	6,487,281
Insurance.....	161,700	104,173
Total expenses.....	35,503,975	36,156,814
Change in net position.....	(1,439,134)	(3,317,518)
Net position, beginning of year (as revised).....	(5,679,614)	(2,362,096)
Net position, end of year.....	\$ (7,118,748)	\$ (5,679,614)

Financial Analysis of the Government's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a government's net resources available for spending at the end of the year.

As of the end of the current year, governmental funds reported combined ending fund balances of \$5.3 million, an increase of \$969,000 in comparison with the prior year.

The general fund is the chief operating fund. At the end of the current year, total fund balance of the general fund was \$2.7 million, of which \$121,000 is committed for capital stabilization, \$1.0 million is assigned for encumbrances and subsequent year expenditures and \$1.5 million was unassigned. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total fund expenditures. Unassigned fund balance represents 5% of total general fund expenditures, while total fund balance represents 9% of that same amount.

The school choice fund ended the year with a fund balance of \$1.6 million, which was an increase of \$421,000, from the prior year. For the year ended June 30, 2021, the school choice fund recognized revenues of \$731,000 and expenditures of \$310,000.

The nonmajor funds ended the year with a fund balance of \$977,000, a decrease of \$77,000 from the prior year. This change was due to expected timing differences between the receipt and expenditures of grants and revolving funds.

General Fund Budgetary Highlights

The original 2021 approved budget for the General Fund authorized \$26.2 million in appropriations. General fund revenues came in \$50,000 over budget while expenditures came in \$1.2 million under budget.

Capital Asset and Debt Administration

In conjunction with the annual operating budget, the District annually prepares a capital budget for the upcoming year.

Capital assets. The District's investment in capital assets as of June 30, 2021, amounts to \$52.4 million (net of accumulated depreciation). This investment in capital assets includes buildings and improvements, land improvements, furniture equipment and computers, and vehicles.

Additions during the year related to the installation of a fiber optic network for \$95,000 and a water heater for \$20,000. The District had a \$601,000 net decrease in vehicles due to the sale of buses and vans to Lower Pioneer Valley Educational Collaborative. The Collaborative will now be providing transportation services for the District.

Debt administration. Outstanding long-term debt at June 30, 2021, totaled \$23.2 million. Of this, \$713,000 relates to unamortized premiums from debt issuances. During 2021, the District issued \$135,000 in capital improvement bonds and paid down \$1.4 million in debt principal.

Please refer to notes 4, 6 and 7 to the basic financial statements for further discussion of the capital asset and debt activity.

Requests for Information

This financial report is designed to provide a general overview of the Southwick-Tolland-Granville Regional School District's finances for all those with an interest in the District's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Director of Finance and Operations, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077.

Basic Financial Statements

STATEMENT OF NET POSITION

JUNE 30, 2021

	Primary Government
	Governmental Activities
ASSETS	
CURRENT:	
Cash and cash equivalents.....	\$ 5,207,343
Receivables, net of allowance for uncollectibles:	
Intergovernmental.....	137,176
Due from other governments.....	353,354
Other assets.....	17,709
Total current assets.....	5,715,582
NONCURRENT:	
Receivables, net of allowance for uncollectibles:	
Due from other governments.....	190,000
Capital assets, net of accumulated depreciation.....	52,389,765
TOTAL ASSETS.....	58,295,347
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions.....	1,202,714
Deferred outflows related to other postemployment benefits.....	4,634,439
TOTAL DEFERRED OUTFLOWS OF RESOURCES.....	5,837,153
LIABILITIES	
CURRENT:	
Warrants payable.....	66,855
Accrued payroll.....	54,032
Accrued interest.....	112,322
Other liabilities.....	126,146
Compensated absences.....	192,757
Bonds payable.....	1,447,018
Total current liabilities.....	1,999,130
NONCURRENT:	
Compensated absences.....	578,270
Net pension liability.....	12,276,474
Net other postemployment benefits liability.....	25,317,231
Bonds payable.....	21,732,935
Total noncurrent liabilities.....	59,904,910
TOTAL LIABILITIES.....	61,904,040
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions.....	1,712,124
Deferred inflows related to other postemployment benefits.....	7,635,084
TOTAL DEFERRED INFLOWS OF RESOURCES.....	9,347,208
NET POSITION	
Net investment in capital assets.....	29,630,418
Restricted for:	
Gifts and grants.....	2,242
Unrestricted.....	(36,751,408)
TOTAL NET POSITION.....	\$ (7,118,748)

See notes to basic financial statements.

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2021

		Program Revenues				
Functions/Programs	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net (Expense) Revenue	
Primary Government:						
Governmental Activities:						
General administration.....	\$ 1,864,024	\$ -	\$ -	\$ -	(1,864,024)	
Woodland School.....	2,405,400	-	-	-	(2,405,400)	
Powder Mill School.....	2,668,299	-	-	-	(2,668,299)	
Southwick Regional School.....	6,020,740	22,235	-	-	(5,998,505)	
Special education.....	3,146,942	19,835	105,122	-	(3,021,985)	
Student transportation.....	1,701,595	8,997	137,314	-	(1,555,284)	
Food services.....	377,219	3,253	479,505	-	105,539	
Other school services.....	55,762	25,987	174,684	-	144,909	
Maintenance.....	294,913	-	-	-	(294,913)	
Interest.....	727,782	-	-	-	(727,782)	
Depreciation.....	2,416,809	-	-	-	(2,416,809)	
Programs with other school districts (tuitions).....	1,913,806	63,704	730,662	-	(1,119,440)	
Federal and state grants.....	1,889,091	-	1,607,880	-	(281,211)	
Private grants.....	9,534	-	-	-	(9,534)	
Employee benefits.....	3,148,085	-	-	-	(3,148,085)	
Pension benefits.....	6,702,274	-	5,539,337	-	(1,162,937)	
Insurance.....	161,700	-	-	-	(161,700)	
Total Governmental Activities.....	\$ 35,503,975	\$ 144,011	\$ 8,774,504	\$ -	(26,585,460)	

See notes to basic financial statements.

(Continued)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2021

	<u>Primary Government</u>
	<u>Governmental Activities</u>
Changes in net position:	
Net (expense) revenue from previous page.....	\$ <u>(26,585,460)</u>
<i>General revenues:</i>	
Member town assessments.....	14,070,782
Grants and contributions not restricted to specific programs.....	10,847,463
Unrestricted investment income.....	9,841
Miscellaneous revenue.....	73,464
Gain on sale of capital assets.....	<u>144,776</u>
Total general revenues.....	<u>25,146,326</u>
Change in net position.....	(1,439,134)
<i>Net position:</i>	
Beginning of year (as revised).....	<u>(5,679,614)</u>
End of year.....	\$ <u><u>(7,118,748)</u></u>

See notes to basic financial statements.

(Concluded)

GOVERNMENTAL FUNDS
BALANCE SHEET

JUNE 30, 2021

	General	School Choice	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents.....	\$ 2,741,852	\$ 1,643,786	\$ 821,705	\$ 5,207,343
Receivables, net of uncollectibles:				
Intergovernmental.....	-	-	137,176	137,176
Due from other governments.....	543,354	-	-	543,354
Other assets.....	-	-	17,709	17,709
TOTAL ASSETS.....	\$ 3,285,206	\$ 1,643,786	\$ 976,590	\$ 5,905,582
LIABILITIES				
Warrants payable.....	\$ 66,855	\$ -	\$ -	\$ 66,855
Accrued payroll.....	54,032	-	-	54,032
Other liabilities.....	126,146	-	-	126,146
TOTAL LIABILITIES.....	247,033	-	-	247,033
DEFERRED INFLOWS OF RESOURCES				
Unavailable revenue.....	363,162	-	-	363,162
FUND BALANCES				
Restricted.....	-	1,643,786	987,906	2,631,692
Committed.....	121,039	-	-	121,039
Assigned.....	1,016,353	-	-	1,016,353
Unassigned.....	1,537,619	-	(11,316)	1,526,303
TOTAL FUND BALANCES.....	2,675,011	1,643,786	976,590	5,295,387
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES.....	\$ 3,285,206	\$ 1,643,786	\$ 976,590	\$ 5,905,582

See notes to basic financial statements.

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TOTAL FUND BALANCES TO THE STATEMENT OF NET POSITION**

JUNE 30, 2021

Total governmental fund balances.....	\$ 5,295,387
Capital assets (net) used in governmental activities are not financial resources and, therefore, are not reported in the funds.....	52,389,765
Accounts receivable are not available to pay for current-period expenditures and, therefore, are unavailable in the funds.....	363,162
The statement of net position includes certain deferred inflows of resources and deferred outflows of resources that will be amortized over future periods. In governmental funds, these amounts are not deferred.....	(3,510,055)
In the statement of activities, interest is accrued on outstanding long-term debt, whereas in governmental funds interest is not reported until due.....	(112,322)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the governmental funds:	
Bonds payable.....	(23,179,953)
Net pension liability.....	(12,276,474)
Net other postemployment benefits liability.....	(25,317,231)
Compensated absences.....	(771,027)
Net effect of reporting long-term liabilities.....	(61,544,685)
Net position of governmental activities.....	\$ (7,118,748)

See notes to basic financial statements.

GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2021

	General	School Choice	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES:				
Member town assessments.....	\$ 14,070,782	\$ -	\$ -	\$ 14,070,782
Intergovernmental.....	10,911,167	730,537	2,610,740	14,252,444
Intergovernmental - Teachers Retirement.....	5,539,337	-	-	5,539,337
Fee charges.....	22,235	-	58,072	80,307
Investment income.....	9,742	-	99	9,841
Contributions and donations.....	-	-	500	500
Miscellaneous revenue.....	73,464	-	-	73,464
TOTAL REVENUES.....	30,626,727	730,537	2,669,411	34,026,675
EXPENDITURES:				
Current:				
General administration.....	1,864,024	-	-	1,864,024
Woodland School.....	2,405,400	-	-	2,405,400
Powder Mill School.....	2,668,299	-	-	2,668,299
Southwick Regional School.....	6,020,740	-	-	6,020,740
Special education.....	3,045,594	-	101,348	3,146,942
Student transportation.....	1,497,598	-	203,997	1,701,595
Food services.....	-	-	377,219	377,219
Other school services.....	-	-	55,762	55,762
Maintenance.....	294,913	-	-	294,913
Employee benefits.....	2,095,821	-	-	2,095,821
Pension benefits.....	1,028,603	-	-	1,028,603
Pension benefits - Teachers Retirement.....	5,539,337	-	-	5,539,337
Insurance.....	161,700	-	-	161,700
Programs with other school districts (tuitions).....	1,603,990	309,816	-	1,913,806
Federal and state grants.....	-	-	1,995,701	1,995,701
Private grants.....	-	-	9,534	9,534
Capital outlay.....	-	-	115,839	115,839
Debt service:				
Debt service principal.....	1,367,610	-	-	1,367,610
Interest.....	813,168	-	-	813,168
TOTAL EXPENDITURES.....	30,406,797	309,816	2,859,400	33,576,013
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES.....	219,930	420,721	(189,989)	450,662
OTHER FINANCING SOURCES (USES):				
Issuance of bonds.....	-	-	135,000	135,000
Proceeds from the sale of capital assets.....	383,021	-	-	383,021
Transfers in.....	45,000	-	23,396	68,396
Transfers out.....	(23,396)	-	(45,000)	(68,396)
TOTAL OTHER FINANCING SOURCES (USES).....	404,625	-	113,396	518,021
NET CHANGE IN FUND BALANCES.....	624,555	420,721	(76,593)	968,683
FUND BALANCES AT BEGINNING OF YEAR (AS REVISED).....	2,050,456	1,223,065	1,053,183	4,326,704
FUND BALANCES AT END OF YEAR.....	\$ 2,675,011	\$ 1,643,786	\$ 976,590	\$ 5,295,387

See notes to basic financial statements.

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2021

Net change in fund balances - total governmental funds.....	\$	968,683
<p>Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.</p>		
Capital outlay.....	115,839	
Capital asset deletions.....	(601,407)	
Depreciation expense.....	<u>(2,416,809)</u>	
Net effect of reporting capital assets.....		(2,902,377)
<p>Revenues in the Statement of Activities that do not provide current financial resources are unavailable in the Statement of Revenues, Expenditures and Changes in Fund Balances. Therefore, the recognition of revenue for various types of accounts receivable differ between the two statements. This amount represents the net change in unavailable revenue.....</p>		
		363,162
<p>The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the financial resources of governmental funds. Neither transaction has any effect on net position. Also, governmental funds report the effect of premiums, discounts, and similar items when debt is first issued, whereas these amounts are unavailable and amortized in the Statement of Activities.</p>		
Issuance of bonds.....	(135,000)	
Net amortization of premium from issuance of bonds.....	77,174	
Debt service principal payments.....	<u>1,367,610</u>	
Net effect of reporting long-term debt.....		1,309,784
<p>Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.</p>		
Net change in compensated absences accrual.....	(32,613)	
Net change in accrued interest on long-term debt.....	8,212	
Net change in deferred outflow/(inflow) of resources related to pensions.....	(1,071,623)	
Net change in net pension liability.....	937,289	
Net change in deferred outflow/(inflow) of resources related to other postemployment benefits...	(8,822,996)	
Net change in net other postemployment benefits liability.....	<u>7,803,345</u>	
Net effect of recording long-term liabilities.....		<u>(1,178,386)</u>
Change in net position of governmental activities.....	\$	<u><u>(1,439,134)</u></u>

See notes to basic financial statements.

FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2021

	Other Postemployment Benefit Trust Fund
ASSETS	
Investments:	
Mutual funds.....	\$ 349,047
NET POSITION	
Restricted for other postemployment benefits.....	\$ 349,047

See notes to basic financial statements.

FIDUCIARY FUNDS
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2021

	Other Postemployment Benefit Trust Fund
<u>ADDITIONS:</u>	
Contributions:	
Employer contributions.....	\$ 20,000
Employer contributions for other postemployment benefit payments....	<u>752,978</u>
Total contributions.....	<u>772,978</u>
Net investment income:	
Investment income.....	<u>78,744</u>
TOTAL ADDITIONS.....	<u>851,722</u>
<u>DEDUCTIONS:</u>	
Other postemployment benefit payments.....	<u>752,978</u>
NET INCREASE IN NET POSITION.....	98,744
NET POSITION AT BEGINNING OF YEAR.....	<u>250,303</u>
NET POSITION AT END OF YEAR.....	<u>\$ 349,047</u>

See notes to basic financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accompanying basic financial statements of the Southwick-Tolland-Granville Regional School District (District) have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing governmental accounting and financial reporting principles. The significant District accounting policies are described herein.

A. Reporting Entity

The Southwick-Tolland-Granville Regional School District operates under a regional agreement established in 1988 and began operations July 1, 1988. The agreement was modified, effective July 1, 2012, to admit the Town of Granville as a member. The District is comprised of the Towns of Southwick, Tolland and Granville and serves the educational needs of students in grades Pre-K through 12.

The form of government is an elected seven-member school committee, who are responsible for appointing a Superintendent who is the chief operating official for the District.

The District operates three school buildings – Woodland School, Powder Mill School and Southwick Regional School, all of which are located in the Town of Southwick, Massachusetts. All three school buildings and campus grounds are owned by the Town of Southwick and are leased to the District at no cost. The District is responsible for both the operating and capital costs related to all buildings, which are apportioned to the Towns in accordance with state laws and the District's regional agreement.

For financial reporting purposes, the District has included all funds, organizations, agencies, boards, commissions and institutions. The District has also considered all potential component units for which it is financially accountable as well as other organizations for which the nature and significance of their relationship with the District are such that exclusion would cause the basic financial statements to be misleading or incomplete. As required by GAAP, these basic financial statements present the District (the primary government) and its component units. The District has no component units that require inclusion in these basic financial statements.

Joint Venture

The District, along with six other school districts, is a member of the Lower Pioneer Valley Educational Collaborative (Collaborative) and the Lower Pioneer Valley Educational Corporation (Corporation). The Collaborative is a governmental entity formed in accordance with the General Laws of Massachusetts, for the purposes of providing students with special needs services, vocational education services and transportation services. The Corporation is a nonprofit organization formed under IRS code section 501(c)3 and was established primarily for the purpose of holding real estate and other assets used by the Collaborative. A member of the District's school committee serves on the Board of Trustees of the Corporation.

B. Government-Wide and Fund Financial Statements***Government-Wide Financial Statements***

The government-wide financial statements (i.e., statement of net position and the statement of changes in net position) report information on all of the non-fiduciary activities of the primary government and its component units. *Governmental activities* are primarily supported by member assessments.

Fund Financial Statements

Separate financial statements are provided for governmental funds and fiduciary funds, even though fiduciary funds are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements. Nonmajor funds are aggregated and displayed in a single column.

Major Fund Criteria

Major funds must be reported if the total assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues, or expenditures/expenses of an individual governmental fund are at least 10 percent of the corresponding element (assets and deferred outflows of resources, liabilities and deferred inflows of resources, etc.) for all funds of that category or type.

Additionally, any other governmental fund that management believes is particularly significant to the basic financial statements may be reported as a major fund.

Fiduciary funds are reported by fund type.

C. Measurement Focus, Basis of Accounting and Financial Statement Presentation*Government-Wide Financial Statements*

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Under this method, revenues are recorded when earned and expenses are recorded when the liabilities are incurred. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The statement of activities demonstrates the degree to which the direct expenses of a particular function or segment are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include the following:

- Charges to recipients who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment.
- Grants and contributions that are restricted to meeting the operational requirements of a particular function or segment.
- Grants and contributions that are restricted to meeting the capital requirements of a particular function or segment.

Other items not identifiable as program revenues are reported as general revenues.

For the most part, the effect of interfund activity has been removed from the government-wide financial statements. However, the effect of interfund services provided and used between functions is not eliminated as the elimination of these charges would distort the direct costs and program revenues reported for the functions affected.

Fund Financial Statements

Governmental fund financial statements are reported using the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., measurable and available). Measurable means the amount of the transaction can be determined and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on general long-term debt which is recognized when due, and certain compensated absences, claims and judgments which are recognized when the obligations are expected to be liquidated with current expendable available resources.

Investment income is susceptible to accrual. Other receipts and revenues become measurable and available when the cash is received and are recognized as revenue at that time.

Entitlements and shared revenues are recorded at the time of receipt or earlier if the susceptible to accrual criteria is met. Expenditure driven grants recognize revenue when the qualifying expenditures are incurred and all other grant requirements are met.

The following major governmental funds are reported:

The *general fund* is the primary operating fund. It is used to account for all financial resources, except those that are required to be accounted for in another fund.

The *school choice fund* is reported as a major fund. It is used to account for activities related to the State's school choice program.

The nonmajor governmental funds consist of other special revenue funds and capital project funds that are aggregated and presented in the *nonmajor governmental funds* column on the governmental funds financial statements. The following describes the general use of these fund types:

The *special revenue fund* is used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specified purposes other than permanent funds or capital projects.

The *capital project fund* is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays, including the acquisition or construction of capital facilities and other capital assets of the governmental funds.

Fiduciary fund financial statements are reported using the flow of economic resources measurement focus and use the accrual basis of accounting. Fiduciary funds are used to account for assets held in a trustee capacity for others that cannot be used to support the governmental programs.

The following fiduciary fund type is reported:

The *other postemployment benefit trust fund* is used to accumulate resources to provide funding for future other postemployment benefits (OPEB) liabilities.

D. Cash and Investments*Government-Wide and Fund Financial Statements*

Cash and cash equivalents are considered to be cash on hand, demand deposits and short-term investments with an original maturity of three months or less from the date of acquisition. Investments are carried at fair value.

E. Fair Value Measurements

The District reports required types of financial instruments in accordance with the fair value standards. These standards require an entity to maximize the use of observable inputs (such as quoted prices in active markets) and minimize the use of unobservable inputs (such as appraisals or valuation techniques) to determine fair value. Fair value standards also require the government to classify these financial instruments into a three-level hierarchy, based on the priority of inputs to the valuation technique or in accordance with net asset value practical expedient rules, which allow for either Level 2 or Level 3 depending on lock up and notice periods associated with the underlying funds.

Instruments measured and reported at fair value are classified and disclosed in one of the following categories:

Level 1 – Quoted prices are available in active markets for identical instruments as of the reporting date. Instruments, which are generally included in this category, include actively traded equity and debt securities, U.S. government obligations, and mutual funds with quoted market prices in active markets.

Level 2 – Pricing inputs are other than quoted in active markets, which are either directly or indirectly observable as of the reporting date, and fair value is determined through the use of models or other valuation methodologies. Certain fixed income securities, primarily corporate bonds, are classified as Level 2 because fair values are estimated using pricing models, matrix pricing, or discounted cash flows.

Level 3 – Pricing inputs are unobservable for the instrument and include situations where there is little, if any, market activity for the instrument. The inputs into the determination of fair value require significant management judgment or estimation.

In some instances, the inputs used to measure fair value may fall into different levels of the fair value hierarchy and is based on the lowest level of input that is significant to the fair value measurement.

Market price is affected by a number of factors, including the type of instrument and the characteristics specific to the instrument. Instruments with readily available active quoted prices generally will have a higher degree of market price observability and a lesser degree of judgment used in measuring fair value. It is reasonably possible that change in values of these instruments will occur in the near term and that such changes could materially affect amounts reported in these financial statements. For more information on the fair value of the District's financial instruments, see Note 2 – Cash and Investments.

F. Accounts Receivable*Government-Wide and Fund Financial Statements*

The recognition of revenue related to accounts receivable reported in the government-wide financial statements and fiduciary funds financial statements are reported under the accrual basis of accounting. The recognition of revenue related to accounts receivable reported in the governmental funds financial statements are reported under the modified accrual basis of accounting.

Intergovernmental

Various federal and state grants for operating and capital purposes are applied for and received annually. For non-expenditure driven grants, receivables are recorded as soon as all eligibility requirements imposed by the provider have been met. For expenditure driven grants, receivables are recorded when the qualifying expenditures are incurred, and all other grant requirements are met. These receivables are considered 100% collectible and therefore do not report an allowance for uncollectibles.

Due from Other Governments

The receivable due from other governments relates to an agreement between Southwick-Tolland-Granville Regional (District) and the Lower Pioneer Education Collaborative (Collaborative) whereas the Collaborative agreed to purchase school busses from the District.

G. Inventories*Government-Wide and Fund Financial Statements*

Inventories are recorded as expenditures at the time of purchase. Such inventories are not material in total to the government-wide and fund financial statements, and therefore are not reported.

H. Capital Assets*Government-Wide Financial Statements*

Capital assets, which include construction in progress, land improvements, building improvements, furniture and equipment and vehicles are reported in the government-wide financial statements. Capital assets are recorded at historical cost, or at estimated historical cost, if actual historical cost is not available. Donated capital assets are recorded at the estimated fair market value at the date of donation. Construction period interest is not capitalized on governmental activities capital assets.

All purchases and construction costs in excess of \$5,000 (\$1,000 for computers and AV equipment) are capitalized at the date of acquisition or construction, respectively, with expected useful lives of greater than one year.

Capital assets (excluding land) are depreciated on a straight-line basis. The estimated useful lives of capital assets are as follows:

<u>Capital Asset Type</u>	<u>Estimated Useful Life (in years)</u>
Land improvements.....	15 - 20
Buildings and improvements.....	10 - 30
Furniture, equipment and computers.....	3 - 30
Vehicles.....	5 - 8

The cost of normal maintenance and repairs that do not add to the value of the assets or materially extend asset lives are not capitalized and are treated as expenses when incurred. Improvements are capitalized.

Governmental Fund Financial Statements

Capital asset costs are recorded as expenditures in the acquiring fund in the year of the purchase.

I. Deferred Outflows/Inflows of Resources*Government-Wide Financial Statements (Net Position)*

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The District has reported deferred outflows of resources related to pensions and other postemployment benefits in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until that time. The District has reported deferred inflows of resources related to pensions and other postemployment benefits in this category.

Governmental Fund Financial Statements

In addition to liabilities, the governmental funds balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents assets that have been recorded in the governmental fund financial statements, but the revenue is not available and so will not be recognized as an inflow of resources (revenue) until it becomes available. The District has reported unavailable revenues in this category.

J. Interfund Receivables and Payables

During the course of its operations, transactions occur between and within individual funds that may result in amounts owed between funds.

Government-Wide Financial Statements

Transactions of a buyer/seller nature between and within governmental funds are eliminated from the governmental activities in the statement of net position.

Fund Financial Statements

Transactions of a buyer/seller nature between and within funds are not eliminated from the individual fund statements. Receivables and payables resulting from these transactions are classified as "Due from other funds" or "Due to other funds" on the balance sheet.

K. Interfund Transfers

During the course of its operations, resources are permanently reallocated between and within funds. These transactions are reported as transfers in and transfers out.

Government-Wide Financial Statements

Transfers between and within governmental funds are eliminated from the governmental activities in the statement of net position.

Fund Financial Statements

Transfers between and within funds are *not* eliminated from the individual fund statements and are reported as transfers in and transfers out.

L. Net Position and Fund Equity*Government-Wide Financial Statements (Net Position)*

Net position reported as “Net investment in capital assets” includes capital assets, net of accumulated depreciation, less the principal balance of outstanding debt used to acquire capital assets. Unspent proceeds of capital related debt are not considered to be capital assets. Outstanding debt related to future reimbursements from the state’s school building program is not considered to be capital related debt.

Net position is reported as restricted when amounts that are not available for appropriation or are legally restricted by outside parties for a specific future use. Net position has been “restricted for” the following:

“Grants and gifts” represents assets that have restrictions placed on them from outside parties.

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District’s policy to consider restricted net position to have been depleted before unrestricted net position is applied.

Fund Financial Statements (Fund Balances)

Governmental fund balances are classified as nonspendable, restricted, committed, assigned, or unassigned based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

The governmental fund balance classifications are as follows:

“Nonspendable” fund balance includes amounts that cannot be spent because they are either not in spendable form or they are legally or contractually required to be maintained intact.

“Restricted” fund balance includes amounts subject to constraints placed on the use of resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or that are imposed by law through constitutional provisions or enabling legislation.

“Committed” fund balance includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the District’s highest level of decision-making authority. School Committee Meeting is the highest level of decision-making authority that can, by vote, commit funds for a specific purpose. Once voted, the limitation imposed by the vote remains in place until the funds are used for their intended purpose or a vote is taken to rescind the commitment.

“Assigned” fund balance includes amounts that are constrained by the District’s intent to be used for specific purposes but are neither restricted nor committed. The School Business Manager is permitted to assign fund balance. Assignments generally only exist temporarily. Additional action does not have to be taken for the removal of an assignment.

“Unassigned” fund balance includes the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. The general fund is the only fund that reports a positive unassigned fund balance amount.

The District’s spending policy is to spend restricted fund balance first, followed by committed, assigned and unassigned fund balance. Most governmental funds are designated for one purpose at the time of their creation. Therefore, any expenditure from the fund will be allocated to the applicable fund balance classifications in the order of the aforementioned spending policy. The general fund and certain other funds may have more than one purpose.

M. Long-term debt

Government-Wide Financial Statements

Long-term debt is reported as liabilities in the government-wide statement of net position. Material bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount.

Governmental Fund Financial Statements

The face amount of governmental funds long-term debt is reported as other financing sources. Bond premiums and discounts, as well as issuance costs, are recognized in the current period. Bond premiums are reported as other financing sources and bond discounts are reported as other financing uses. Issuance costs, whether or not withheld from the actual bond proceeds received, are reported as general administration services.

N. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of both the Hampden County Regional Retirement System and the Massachusetts Teachers Retirement System and additions to/deductions from the Systems fiduciary net position have been determined on the same basis as they are reported by the Systems. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

O. Investment Income

Investment income derived from major and nonmajor governmental funds is legally assigned to the general fund unless otherwise directed by Massachusetts General Law (MGL).

P. Compensated Absences

Employees are granted vacation and sick leave in varying amounts based on collective bargaining agreements, state laws and executive policies.

Government-Wide Financial Statements

Vested or accumulated vacation and sick leave are reported as liabilities and expensed as incurred.

Governmental Fund Financial Statements

Vested or accumulated vacation and sick leave, which will be liquidated with expendable available financial resources, are reported as expenditures and fund liabilities upon maturity of the liability.

Q. Use of Estimates*Government-Wide and Fund Financial Statements*

The preparation of basic financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure for contingent assets and liabilities at the date of the basic financial statements and the reported amounts of the revenues and expenditures/expenses during the year. Actual results could vary from estimates that were used.

R. Fund Deficits

Fund deficits exist within the federal and state grants fund and the school lunch fund. These deficits will be funded through future grant proceeds and other available funds.

S. Total Column*Fund Financial Statements*

The total column on the fund financial statements is presented only to facilitate financial analysis. Data in this column is not the equivalent of consolidated financial information.

NOTE 2 – CASH AND INVESTMENTS

A cash and investment pool is maintained that is available for use by all funds. Each fund type's portion of this pool is displayed on the balance sheet as "Cash and Cash Equivalents". The deposits and investments of the trust funds are held separately from those of other funds.

Statutes authorize the investment in obligations of the U.S. Treasury, agencies, and instrumentalities, certificates of deposit, repurchase agreements, money market accounts, bank deposits and the State Treasurer's Investment Pool (Pool). In addition, there are various restrictions limiting the amount and length of deposits and investments.

Custodial Credit Risk – Deposits

In the case of deposits, this is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a deposit policy for custodial credit risk. At year-end, the carrying amount of deposits totaled \$5,207,343 and the bank balance totaled \$5,953,112. Of the bank balance, \$671,896 was covered by Federal Depository Insurance, \$4,822,625 was covered by the Depositors Insurance Fund and \$458,591 was exposed to custodial credit risk because it was uninsured and uncollateralized.

Investments

The District's OPEB Trust assets are invested in mutual funds, which are administered by the Public Agency Retirement Services (PARS). As of June 30, 2021, the value of these investments totaled \$349,047.

Custodial Credit Risk – Investments

For an investment, this is the risk that, in the event of a failure by the counterparty, the entity will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The District's investments in mutual funds are not subject to custodial credit risk.

Interest Rate Risk

The District has not adopted a formal policy related to interest rate risk.

Credit Risk

The District has not adopted a formal policy related to credit risk.

Concentration of Credit Risk

The District places no limit on the amount that may be invested in any one issuer.

Fair Value of Investments

The District holds investments that are measured at fair value on a recurring basis. Because investing is not a core part of the District's mission, the District determines that the disclosures related to these investments only need to be disaggregated by major type.

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

As of June 30, 2021, the District had \$349,047 of Level 1 investments in mutual funds.

NOTE 3 – RECEIVABLES

At June 30, 2021, receivables for the individual governmental funds including the applicable allowances for uncollectible accounts are as follows:

	Gross Amount	Allowance for Uncollectibles	Net Amount
<u>Receivables:</u>			
Intergovernmental.....	\$ 137,176	\$ -	\$ 137,176
Due from other governments.....	543,354	-	543,354
Total.....	<u>\$ 680,530</u>	<u>\$ -</u>	<u>\$ 680,530</u>

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental Activities:				
<u>Capital assets being depreciated:</u>				
Land improvements.....	\$ 1,788,728	\$ 1,264	\$ -	\$ 1,789,992
Buildings and improvements.....	61,590,560	19,973	-	61,610,533
Furniture, equipment and computers.....	3,875,330	94,602	-	3,969,932
Vehicles.....	1,476,559	-	(1,266,143)	210,416
Total capital assets being depreciated.....	68,731,177	115,839	(1,266,143)	67,580,873
<u>Less accumulated depreciation for:</u>				
Land improvements.....	(315,798)	(92,273)	-	(408,071)
Buildings and improvements.....	(9,059,565)	(2,043,075)	-	(11,102,640)
Furniture, equipment and computers.....	(3,427,805)	(117,485)	-	(3,545,290)
Vehicles.....	(635,867)	(163,976)	664,736	(135,107)
Total accumulated depreciation.....	(13,439,035)	(2,416,809)	664,736	(15,191,108)
Total governmental activities capital assets, net.....	\$ 55,292,142	\$ (2,300,970)	\$ (601,407)	\$ 52,389,765

Depreciation expense is unallocated in the Statement of Activities.

NOTE 5 – INTERFUND TRANSFERS

For the year ended June 30, 2021, the general fund included a \$45,000 budgeted transfer from the preschool revolving fund to support operations. The general fund transferred \$23,396 to the school lunch revolving fund to fund the year end deficit.

NOTE 6 – SHORT-TERM FINANCING

Short-term debt may be authorized and issued to fund the following:

- Current operating costs prior to the collection of revenues through issuance of revenue or tax anticipation notes (RANS or TANS).
- Capital project costs and other approved expenditures incurred prior to obtaining permanent financing through issuance of bond anticipation notes (BANS) or grant anticipation notes (GANS).

Short-term loans are general obligations and carry maturity dates that are limited by statute. Interest expenditures and expenses for short-term borrowings are accounted for in the general fund.

There was no short-term financing activity for the year ended June 30, 2021.

NOTE 7 – LONG-TERM DEBT

State law permits the District, under the provisions of Chapter 71, Section 16, to authorize indebtedness for capital acquisition and construction. Furthermore, written notice of the amount of debt authorized and general purpose of the debt must be given to the Board of Selectmen in each of the Towns comprising the District.

Details related to the District's outstanding indebtedness at June 30, 2021, and the debt service requirements are as follows:

Project	Maturities Through	Original Loan Amount	Interest Rate (%)	Outstanding at June 30, 2021
General Obligation Bonds				
School building construction.....	2038	\$ 19,455,000	2.00-5.00	\$ 14,850,000
School building construction.....	2038	7,805,000	2.00-4.00	6,450,000
Equipment and building improvements.....	2022	350,000	2.70	70,000
Subtotal General Obligation Bonds Payable...				21,370,000
Direct Borrowings				
Equipment and building improvements.....	2023	375,000	2.80	150,000
Equipment and building improvements.....	2023	150,000	3.50	60,000
Equipment and building improvements.....	2024	600,000	2.75	360,000
Equipment and building improvements.....	2025	368,309	2.03	294,000
Equipment and building improvements.....	2024	131,301	1.94	98,000
Equipment and building improvements.....	2026	135,000	1.85	135,000
Subtotal Direct Borrowings Payable.....				1,097,000
Total Bonds Payable.....				22,467,000
Add: Unamortized premium on bonds.....				712,953
Total Bonds Payable, net.....				\$ 23,179,953

Debt service requirements for principal and interest for governmental general obligation bonds and direct borrowings payable in future years are as follows:

Year	General Obligation Bonds Payable:			Direct Borrowings Payable:		
	Principal	Interest	Total	Principal	Interest	Total
2022.....	\$ 1,015,000	\$ 729,227	\$ 1,744,227	\$ 359,000	\$ 29,374	\$ 388,374
2023.....	985,000	680,202	1,665,202	359,000	23,267	382,267
2024.....	1,035,000	634,153	1,669,153	252,000	14,175	266,175
2025.....	1,065,000	605,939	1,670,939	100,000	5,084	105,084
2026.....	1,100,000	570,763	1,670,763	27,000	2,481	29,481
2027.....	1,130,000	543,194	1,673,194	-	-	-
2028.....	1,160,000	512,844	1,672,844	-	-	-
2029.....	1,195,000	481,642	1,676,642	-	-	-
2030.....	1,230,000	441,244	1,671,244	-	-	-
2031.....	1,270,000	405,018	1,675,018	-	-	-
2032.....	1,305,000	366,488	1,671,488	-	-	-
2033.....	1,350,000	321,112	1,671,112	-	-	-
2034.....	1,400,000	273,112	1,673,112	-	-	-
2035.....	1,450,000	223,262	1,673,262	-	-	-
2036.....	1,505,000	170,512	1,675,512	-	-	-
2037.....	1,560,000	115,750	1,675,750	-	-	-
2038.....	1,615,000	58,912	1,673,912	-	-	-
Total.....	\$ 21,370,000	\$ 7,133,374	\$ 28,503,374	\$ 1,097,000	\$ 74,381	\$ 1,171,381

The District is subject to various debt limits by statute and may issue additional general obligation debt under the normal debt limit. At June 30, 2021, the District had no authorized and unissued debt.

Changes in Long-term Liabilities

During the year ended June 30, 2021, the following changes occurred in long-term liabilities:

	Beginning Balance	Bonds and Notes Issued	Bonds and Notes Redeemed	Other Increases	Other Decreases	Ending Balance	Due Within One Year
Governmental Activities:							
Long-term general obligation bonds payable....	\$ 22,405,000	\$ -	\$ (1,035,000)	\$ -	\$ -	\$ 21,370,000	\$ 1,015,000
Long-term direct borrowings payable.....	1,294,610	135,000	(332,610)	-	-	1,097,000	359,000
Add: Unamortized premium on bonds.....	790,127	-	(77,174)	-	-	712,953	73,018
Total bonds payable.....	24,489,737	135,000	(1,444,784)	-	-	23,179,953	1,447,018
Compensated absences.....	738,414	-	-	217,217	(184,604)	771,027	192,757
Net pension liability.....	13,213,763	-	-	111,608	(1,048,897)	12,276,474	-
Net other postemployment benefits liability.....	33,120,576	-	-	2,317,051	(10,120,396)	25,317,231	-
Total governmental activity long-term liabilities.....	\$ 71,562,490	\$ 135,000	\$ (1,444,784)	\$ 2,645,876	\$ (11,353,897)	\$ 61,544,685	\$ 1,639,775

NOTE 8 – GOVERNMENTAL FUND BALANCE CLASSIFICATIONS

The District classifies fund balance according to the constraints imposed on the use of the resources.

There are two major types of fund balances, which are nonspendable and spendable. Nonspendable fund balances are balances that cannot be spent because they are not expected to be converted to cash or they are legally or contractually required to remain intact. Examples of this classification are prepaid items, inventories, and principal (corpus) of an endowment fund. The District has no current balances that qualify as nonspendable.

In addition to the nonspendable fund balance, GASB 54 has provided a hierarchy of spendable fund balances, based on a hierarchy of spending constraints.

- Restricted: fund balances that are constrained by external parties, constitutional provisions, or enabling legislation.
- Committed: fund balances that contain self-imposed constraints of the District from its highest level of decision-making authority.
- Assigned: fund balances that contain self-imposed constraints of the District to be used for a particular purpose.
- Unassigned: fund balance of the general fund that is not constrained for any particular purpose and the deficit fund balances for other funds that would otherwise be restricted.

The District has classified its governmental fund balances with the following hierarchy:

	General	School Choice	Nonmajor Governmental Funds	Total Governmental Funds
Fund Balances:				
Restricted for:				
School choice.....	\$ -	\$ 1,643,786	\$ -	\$ 1,643,786
Capital projects.....	-	-	420,606	420,606
Private grants.....	-	-	2,242	2,242
Student activities.....	-	-	91,710	91,710
Revolving funds.....	-	-	473,348	473,348
Committed to:				
Capital stabilization.....	121,039	-	-	121,039
Assigned to:				
General administration.....	117,841	-	-	117,841
Woodland School.....	2,048	-	-	2,048
Powder Mill School.....	8,900	-	-	8,900
Southwick Regional School.....	12,564	-	-	12,564
Subsequent year expenditures.....	875,000	-	-	875,000
Unassigned.....	1,537,619	-	(11,316)	1,526,303
Total Fund Balances.....	\$ 2,675,011	\$ 1,643,786	\$ 976,590	\$ 5,295,387

Massachusetts General Law Ch. 71 §16G½ allows for the establishment of a Stabilization fund for any purpose for which regional school districts may borrow money or for such other district purpose as the commissioner of

elementary and secondary education may approve. The stabilization fund may be appropriated by vote of two thirds of all of the members of the regional district school committee. At year-end, the balance of the capital stabilization fund totaled \$121,039 and is reported as committed fund balance within the General Fund.

NOTE 9 – RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the District carries commercial insurance. Settlement claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three years.

The District's health insurance activities are provided by a premium based insurance plan.

NOTE 10 – PENSION PLAN

Plan Descriptions

The District is a member of the Hampden County Regional Retirement System (HCRRS), a cost-sharing multiple-employer defined benefit pension plan covering eligible employees of the 35 member units. The system is administered by five board members (Board) on behalf of all current employees and retirees except for current teachers and retired teachers. Chapter 32 of the MGL assigns authority to establish and amend benefit provisions of the plan.

The District is a member of the Massachusetts Teachers' Retirement System (MTRS), a cost-sharing multi-employer defined benefit plan. MTRS is managed by the Commonwealth of Massachusetts (Commonwealth) on behalf of teachers and teacher retirees. The Commonwealth is a nonemployer contributor and is responsible for 100% of the contributions and future benefit requirements of the MTRS. The MTRS covers certified teachers and DESE licensed personnel in cities (except Boston), towns, regional school districts, charter schools, educational collaboratives and Quincy College. The MTRS is part of the Commonwealth's reporting entity, and the audited financial report may be obtained by visiting <http://www.mass.gov/osc/publications-and-reports/financial-reports/>.

Special Funding Situation

The Commonwealth is a nonemployer contributor and is required by statute to make 100% of all actuarially determined employer contributions on behalf of the District to the MTRS. Therefore, the District is considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributor in MTRS. Since the District does not contribute directly to MTRS, there is no net pension liability to recognize. The total of the Commonwealth provided contributions have been allocated based on each employer's covered payroll to the total covered payroll of employers in MTRS as of the measurement date of June 30, 2020. The District's portion of the collective pension expense contributed by the Commonwealth of \$5,539,337 is reported in the general fund as intergovernmental revenue and pension expense in the current year. The portion of the Commonwealth's collective net pension liability associated with the District is \$44,847,732 as of the measurement date.

Benefits Provided

Both Systems provide retirement, disability, survivor and death benefits to plan members and beneficiaries. Massachusetts Contributory Retirement System benefits are, with certain minor exceptions, uniform from system to system. The System provides for retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For persons who became members on or after April 2, 2012, average salary is the average annual rate of regular compensation received during the five consecutive years that produce the highest average, or, if greater, during the last five years (whether or not consecutive) preceding retirement. Benefit payments are based upon a member's age, length of creditable service, level of compensation, and group classification. Members become vested after ten years of creditable service.

Employees who resign from service and who are not eligible to receive a retirement allowance or are under the age of 55 are entitled to request a refund of their accumulated total deductions. Survivor benefits are extended to eligible beneficiaries of members whose death occurs prior to or following retirement.

Cost-of-living adjustments granted between 1981 and 1997 and any increase in other benefits imposed by the Commonwealth's state law during those years are borne by the Commonwealth and are deposited into the pension fund. Cost-of-living adjustments granted after 1997 must be approved by the Board and are borne by the System.

Contributions

Chapter 32 of the MGL governs the contributions of plan members and member units. Active plan members are required to contribute to the System at rates ranging from 5% to 9% of gross regular compensation with an additional 2% contribution required for compensation exceeding \$30,000. The percentage rate is keyed to the date upon which an employee's membership commences. The member units are required to pay into the HCRRS a legislatively mandated actuarial determined contribution that is apportioned among the employers based on active current payroll. The District's proportionate share of the required contribution equaled its actual contribution for the year ended December 31, 2020, was \$1,048,897 and 26.50% of covered payroll, actuarially determined as an amount that, when combined with plan member contributions, is expected to finance the costs of benefits earned by plan members during the year, with an additional amount to finance any unfunded accrued liability.

Pension Liabilities

At June 30, 2021, the District reported a liability of \$12,276,474 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2020. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating members, actuarially determined. At December 31, 2020, the District's proportion was 3.13%, which decreased from its 3.25% proportion measured at December 31, 2019.

Pension Expense

For the year ended June 30, 2021, the District recognized a pension expense of \$1,183,231. At June 30, 2021, the District reported deferred outflows of resources related to pensions of \$1,202,714 and deferred inflows of resources related to pensions of \$1,712,124.

The balances of deferred outflows and inflows of resources related to pensions at June 30, 2021, consist of the following:

Deferred Category	Deferred Outflows of Resources	Deferred Inflows of Resources	Total
Differences between expected and actual experience.....	\$ 112,556	\$ (64,555)	\$ 48,001
Difference between projected and actual earnings, net.....	-	(718,228)	(718,228)
Changes in assumptions.....	1,009,674	-	1,009,674
Changes in proportion and proportionate share of contributions...	80,484	(929,341)	(848,857)
Total deferred outflows/(inflows) of resources.....	\$ <u>1,202,714</u>	\$ <u>(1,712,124)</u>	\$ <u>(509,410)</u>

The District's net deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:

2022.....	\$ 9,443
2023.....	(89,659)
2024.....	(349,344)
2025.....	(6,865)
2026.....	<u>(72,985)</u>
Total deferred outflows/(inflows) of resources.....	\$ <u>(509,410)</u>

Actuarial Assumptions

The total pension liability in the January 1, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement that was updated to December 31, 2020:

Valuation date.....	January 1, 2020
Actuarial cost method.....	Entry Age Normal Cost Method.
Amortization method.....	Appropriations increase 8.00% per year through fiscal 2030 and 3.75% per year thereafter.
Investment rate of return/Discount rate.....	7.15%
Inflation rate.....	3.25%
Projected salary increases.....	Varies by length of service with ultimate rates of 4.00% for Group 1 employees with 11 or more years of service, 4.25% for Group 2 with 9 or more years of service and 4.50% for Group 4 employees with 8 or more years of service.

Cost of living adjustments.....	3.0% of the first \$18,000 of retirement income.
Rates of retirement.....	Varies based upon age for general employees, police and fire employees.
Mortality rates:	
Pre-retirement.....	RP-2014 Blue Collar Employee Mortality Table set forward one year for females and projected generationally with Scale MP-2017.
Healthy retiree.....	RP-2014 Blue Collar Healthy Annuitant Mortality Table set forward one year for females and projected generationally with Scale MP-2017.
Disabled retiree.....	RP-2014 Blue Collar Healthy Annuitant Mortality Table set forward one year for females and projected generationally with Scale MP-2017.

Investment Policy

The pension plan's policy in regard to the allocation of invested assets is established and may be amended by the Board. Plan assets are managed on a total return basis with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension plan.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the pension plan's target asset allocation as of January 1, 2020, are summarized in the following table:

Asset Class	Long-Term Expected Asset Allocation	Long-Term Expected Real Rate of Return
Domestic equity.....	22.00%	6.28%
International developed markets equity..	12.00%	7.00%
International emerging markets equity...	5.00%	8.82%
Core fixed income.....	15.00%	0.38%
High yield fixed income.....	8.00%	2.97%
Real estate.....	10.00%	3.50%
Hedge fund, GTTA, risk parity.....	10.00%	2.35%
Timber.....	4.00%	3.45%
Private equity.....	14.00%	10.11%
Total.....	100.00%	

Rate of Return

For the year ended December 31, 2020, the annual money-weighted rate of return on pension plan investments, net of pension plan investment expense, was 12.13%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

Discount Rate

The discount rate used to measure the total pension liability was 7.15%, previously 7.15%. The projection of cash flows used to determine the discount rate assumed plan member contributions will be made at the current contribution rate and that contributions will be made at rates equal to the actuarially determined contribution rate. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.15%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15%) or 1-percentage-point higher (8.15%) than the current rate:

	1% Decrease (6.15%)	Current Discount (7.15%)	1% Increase (8.15%)
The District's proportionate share of the net pension liability.....	\$ 15,298,399	\$ 12,276,474	\$ 9,732,667

Changes in Assumptions – None.

Changes in Plan Provisions – None.

NOTE 11 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS*Plan Description*

The Southwick-Tolland-Granville Regional School District administers a single-employer defined benefit healthcare plan ("the Plan"). The Plan provides lifetime healthcare and life insurance for eligible retirees and their spouses through the District's group health insurance plan, which covers both active and retired members. Chapter 32B of the MGL assigns authority to establish and amend benefit provisions of the plan. Benefit provisions are negotiated between the District and the unions representing District employees and are renegotiated each bargaining period. The Plan does not issue a publicly available financial report.

Funding Policy

Contribution requirements are also negotiated between the District and union representatives. The required contribution is based on a pay-as-you-go financing requirement. The District contributes 50% of the cost of current-year premiums for eligible retired plan members and their spouses. Plan members receiving benefits contribute the remaining 50% of their premium costs. For 2021, the District contributed \$772,978 to the plan.

The Commonwealth of Massachusetts passed special legislation that has allowed the District to establish a postemployment benefit trust fund and to enable the District to begin pre-funding its OPEB liabilities. During 2021, the District pre-funded future OPEB liabilities totaling \$20,000 by contributing funds to the Other Postemployment Benefit Fund in excess of the pay-as-you-go required contribution. These funds are reported within the Fiduciary Funds financial statements. As of June 30, 2021, the balance of this fund totaled \$349,047.

Summary of Significant Accounting Policies

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Plan and additions to/deductions from the Plan's fiduciary net position have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments that have a maturity at the time of purchase of one year or less, which are reported at cost.

Employees Covered by Benefit Terms

The following table represents the Plan's membership at June 30, 2020:

Active members.....	127
Inactive members currently receiving benefits.....	225
Total.....	<u>352</u>

Components of the Net OPEB Liability

The following table represents the components of the Plan's OPEB liability as of June 30, 2021:

Total OPEB liability.....	\$ 25,666,278
Less: OPEB plan's fiduciary net position.....	<u>(349,047)</u>
Net OPEB liability.....	<u>\$ 25,317,231</u>
The OPEB plan's fiduciary net position as a percentage of the total OPEB liability.....	1.36%

Significant Actuarial Methods and Assumptions

The total OPEB liability in the June 30, 2020, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified that was updated to June 30, 2021.

Valuation date.....	June 30, 2020
Actuarial cost method.....	Entry Age Normal Actuarial Cost Method.
Amortization method.....	Level percentage of payroll - payments increase 3.0% per year.
Remaining amortization period.....	26 years from July 1, 2020.
Asset valuation method.....	Fair value.

Investment rate of return.....	7.00%
Wage inflation rate.....	3.00%
Discount rate.....	2.16% as of June 30, 2021, and 2.21% as of June 30, 2020.
Projected salary increases.....	Service-related increases for Group 1 (excluding Teachers) and Group 2 employees: 6.00% decreasing over 9 years to an ultimate level of 4.25%. Service-related increases for Teachers: 7.50% decreasing over 20 years to an ultimate level of 4.00%.
Health Care Trend Rates:	
Non-Medicare.....	-1.00% for 1 year, then 6.75% decreasing by 0.25% each year to an ultimate level of 4.5% per year.
Medicare.....	2.40% for 1 year, then 5.75% decreasing by 0.25% each year to an ultimate level of 4.5% per year.
Part B.....	4.50%
Dental.....	2.90% for 1 year, then 3.00% per year.
Contributions.....	Retiree contributions are expected to increase with respective trend shown above.
Mortality rates:	
Pre-retirement.....	Non-Teachers: RP-2014 Blue Collar Employee Mortality Table projected generationally with Scale MP-2020. Teachers: PubT-2010 Teacher Employee Mortality Table (Headcount Weighted) projected generationally with Scale MP-2020.
Healthy retiree.....	Non-Teachers: RP-2014 Blue Collar Healthy Annuitant Mortality Table projected generationally with Scale MP-2020. Teachers: PubT-2010 Teacher Retiree Mortality Table (Headcount Weighted) projected generationally with Scale MP-2020.
Disabled retiree.....	Non-Teachers: RP-2014 Blue Collar Healthy Annuitant Mortality Table set forward 1 year and projected generationally with scale MP-2020. Teachers: PubT-2010 Teacher Retiree Mortality Table (Headcount Weighted) projected generationally with Scale MP-2020.

Rate of Return

For the year ended June 30, 2021, the annual money-weighted rate of return on investments, net of investment expense, was 30.71%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real of returns (expected returns, net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Best estimates of geometric real rates of return for each major asset class included in the OPEB plan's target asset allocation as of June 30, 2020, are summarized in the following table:

<u>Asset Class</u>	<u>Long-Term Expected Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Domestic equity.....	33.00%	6.28%
International developed markets equity.....	10.50%	7.00%
International emerging markets equity.....	10.50%	8.82%
Core fixed income.....	40.00%	0.38%
Real estate.....	6.00%	3.50%
Total.....	100.00%	

Discount Rate

The discount rate used to measure the total OPEB liability was 2.16% and 2.21% as of June 30, 2021 and June 30, 2020, respectively. The projection of cash flows used to determine the discount rate assumed that contributions will be made in accordance with the Plan's funding policy. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be insufficient to make all projected benefit payments to current plan members. Therefore, the discount rate is a blend of the long-term expected rate of return and a yield or index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following table presents the Plan's net OPEB liability, calculated using the discount rate of 2.16%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

	<u>1% Decrease (1.16%)</u>	<u>Current Discount Rate (2.16%)</u>	<u>1% Increase (3.16%)</u>
Net OPEB liability..... \$	<u>29,697,279</u>	<u>\$ 25,317,231</u>	<u>\$ 21,814,608</u>

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Trend

The following table presents the net OPEB liability, calculated using the current healthcare trend rate, as well as what the net OPEB liability would be if it were calculated using a healthcare trend rate that is 1-percentage-point lower or 1-percentage-point higher.

	1% Decrease	Current Trend	1% Increase
Net OPEB liability.....	\$ 21,375,982	\$ 25,317,231	\$ 30,374,202

Change in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balances at June 30, 2020.....	\$ 33,370,879	\$ 250,303	\$ 33,120,576
Changes for the year:			
Service cost.....	1,337,653	-	1,337,653
Interest.....	758,784	-	758,784
Differences between expected and actual experience...	220,614	-	220,614
Changes in assumptions.....	(9,268,674)	-	(9,268,674)
Benefit payments.....	(752,978)	(752,978)	-
Contributions.....	-	772,978	(772,978)
Investment Income.....	-	78,744	(78,744)
Net change.....	(7,704,601)	98,744	(7,803,345)
Balances at June 30, 2021.....	\$ 25,666,278	\$ 349,047	\$ 25,317,231

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2021, the District recognized OPEB expense of \$1,792,629 and reported deferred outflows and deferred inflows of resources related to OPEB from the following sources:

Deferred Category	Deferred Outflows of Resources	Deferred Inflows of Resources	Total
Differences between expected and actual experience.....	\$ 931,430	\$ -	\$ 931,430
Difference between projected and actual earnings, net....	-	(39,896)	(39,896)
Changes of assumptions.....	3,703,009	(7,595,188)	(3,892,179)
Total deferred outflows/(inflows) of resources.....	\$ 4,634,439	\$ (7,635,084)	\$ (3,000,645)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:

2022.....	\$	(285,589)
2023.....		(106,664)
2024.....		(786,675)
2025.....		<u>(1,821,717)</u>
Total deferred outflows/(inflows) of resources....		\$ <u>(3,000,645)</u>

Changes in Assumptions:

- The discount rate was lowered from 2.21% to 2.16%.
- The trend assumptions were revised to reflect future expectations.
- The per capita health costs and contributions were updated to reflect current premiums, as well as the addition of an HSA plan and removal of the BCEVP plan.
- The active enrollment was updated to account for current experience and future expectations.
- The mortality scale was updated to be consistent with the Hampden County Retirement System actuarial valuation.
- The teacher's mortality tables were updated to be consistent with the Massachusetts' Teachers Retirement System actuarial valuation.

Changes in Plan Provisions – None.

NOTE 12 – COMMITMENTS AND CONTINGENCIES

The District participates in a number of federal award programs. Although the grant programs have been audited in accordance with the provisions of the Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, these programs are still subject to financial and compliance audits. The amount, if any, of expenditures which may be disallowed by the granting agencies cannot be determined at this time, although it is expected such amounts, if any, to be immaterial.

Various legal actions and claims are pending against the District. Litigation is subject to many uncertainties, and the outcome of individual litigated matters is not always predictable. Although the amount of liability, if any, at June 30, 2021 cannot be ascertained, management believes any resulting liability should not materially affect the financial position at June 30, 2021.

The general fund has various commitments for goods and services related to encumbrances totaling \$141,353.

NOTE 13 – COVID-19

On March 10, 2020, the Massachusetts Governor declared a state of emergency in response to the coronavirus outbreak. The World Health Organization officially declared the novel Coronavirus (COVID-19) a pandemic the following day. In an attempt to slow the spread of COVID-19, governments issued various stay at home orders

that caused global economic shutdowns and substantial financial market impact. Starting in March 2020, the Governor continued to issue orders allowing governments to operate and carry out essential functions safely. These included modifying the state's Open Meeting Law, issuing a stay-at-home order, and introducing a phased approach to reopening State businesses. Although the School was closed to students for a period of time, most employees continued to perform their daily duties and maintain the School's operations.

On March 27, 2020, the United States Federal Government established the Coronavirus Aid, Relief and Economic Security (CARES) Act in response to the economic downfall caused by the COVID-19 pandemic. This Act funded a number of funding sources for various educational purposes. The District was awarded a portion of this federal funding to help prevent, prepare for, and respond to the impacts of COVID-19.

The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 pandemic.

The District has incurred unanticipated costs specifically related to the pandemic; however, the full extent of the financial impact cannot be determined as of the date of the financial statements.

NOTE 14 – REVISION OF NET POSITION PREVIOUSLY REPORTED

Beginning net position of the governmental activities has been revised to reflect the implementation of GASB Statement #84, *Fiduciary Activities*. To reflect this change, the District is reporting certain funds which had previously been reported as Agency Funds as Governmental Funds. This has resulted in the revision of the June 30, 2020, balances as follows:

	6/30/2020 Previously Reported Balances	Implementation of GASB #84	6/30/2020 Revised Balances
Government-Wide Financial Statements			
Governmental activities.....	\$ (5,798,441)	\$ 118,827	\$ (5,679,614)
Fund-Based Financial Statements			
Nonmajor governmental funds.....	\$ 934,356	\$ 118,827	\$ 1,053,183

NOTE 15 – SUBSEQUENT EVENTS

Management has evaluated subsequent events through March 8, 2022, which is the date the financial statements were available to be issued.

NOTE 16 – IMPLEMENTATION OF NEW GASB PRONOUNCEMENTS

During 2021, the following GASB pronouncements were implemented:

- GASB Statement #84, *Fiduciary Activities*. The basic financial statements and related notes were updated to be in compliance with this pronouncement.

- GASB Statement #90, *Majority Equity Interests – an amendment of GASB Statements #14 and #61*. This pronouncement did not impact the basic financial statements.
- GASB Statement #98, *The Annual Comprehensive Financial Report*. This pronouncement did not impact the basic financial statements.

The following GASB pronouncements will be implemented in the future:

- The GASB issued Statement #87, *Leases*, which is required to be implemented in 2022.
- The GASB issued Statement #89, *Accounting for Interest Cost Incurred before the End of a Construction Period*, which is required to be implemented in 2022.
- The GASB issued Statement #91, *Conduit Debt Obligations*, which is required to be implemented in 2023.
- The GASB issued Statement #92, *Omnibus 2020*, which is required to be implemented in 2022.
- The GASB issued Statement #93, *Replacement of Interbank Offered Rates*, which is required to be implemented in 2022.
- The GASB issued Statement #94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, which is required to be implemented in 2023.
- The GASB issued Statement #96, *Subscription-Based Information Technology Arrangements*, which is required to be implemented in 2023.
- The GASB issued Statement #97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans – an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32*, which is required to be implemented in 2022.

Management is currently assessing the impact the implementation of these pronouncements will have on the basic financial statements.

Required Supplementary Information

General Fund Budgetary Comparison Schedule

The General Fund is the general operating fund of the District. It is used to account for all of the District's financial resources, except those required to be accounted for in another fund.

GENERAL FUND
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL

YEAR ENDED JUNE 30, 2021

	Budgeted Amounts		Actual	Amounts	Variance
	Original	Final	Budgetary	Carried Forward	to Final
	Budget	Budget	Amounts	To Next Year	Budget
REVENUES:					
Member town assessments.....	\$ 14,070,782	\$ 14,070,782	\$ 14,070,782	\$ -	\$ -
Intergovernmental.....	10,921,330	10,921,330	10,911,167	-	(10,163)
Fee charges.....	45,000	45,000	22,235	-	(22,765)
Investment income.....	-	-	9,645	-	9,645
Miscellaneous revenue.....	-	-	73,464	-	73,464
TOTAL REVENUES.....	25,037,112	25,037,112	25,087,293	-	50,181
EXPENDITURES:					
Current:					
General administration.....	2,395,496	2,365,060	1,864,024	117,841	383,195
Woodland School.....	2,441,911	2,463,237	2,405,400	2,048	55,789
Powder Mill School.....	2,732,154	2,719,072	2,668,299	8,900	41,873
Southwick Regional School.....	6,339,048	6,333,133	6,020,740	12,564	299,829
Special education.....	3,368,351	3,373,062	3,045,594	-	327,468
Student transportation.....	1,724,237	1,724,237	1,497,598	-	226,639
Maintenance.....	316,270	316,270	294,913	-	21,357
Employee benefits.....	2,281,500	2,281,500	2,095,821	-	185,679
Pension benefits.....	1,048,897	1,048,897	1,028,603	-	20,294
Insurance.....	105,600	105,600	161,700	-	(56,100)
Programs with other school districts (tuitions).....	1,285,007	1,285,007	1,603,990	-	(318,983)
Debt service:					
Debt service principal.....	1,372,000	1,372,000	1,367,610	-	4,390
Interest.....	820,643	820,643	813,168	-	7,475
TOTAL EXPENDITURES.....	26,231,114	26,207,718	24,867,460	141,353	1,198,905
EXCESS (DEFICIENCY) OF REVENUES					
OVER (UNDER) EXPENDITURES.....	(1,194,002)	(1,170,606)	219,833	(141,353)	1,249,086
OTHER FINANCING SOURCES (USES):					
Proceeds from the sale of capital assets.....	325,500	325,500	383,021	-	57,521
Use of prior year reserves.....	23,502	23,502	-	-	(23,502)
Use of excess and deficiency.....	800,000	800,000	-	-	(800,000)
Transfers in.....	45,000	45,000	45,000	-	-
Transfers out.....	-	(23,396)	(23,396)	-	-
TOTAL OTHER FINANCING SOURCES (USES)....	1,194,002	1,170,606	404,625	-	(765,981)
NET CHANGE IN FUND BALANCE.....	-	-	624,458	(141,353)	483,105
BUDGETARY FUND BALANCE, Beginning of year.....	1,914,122	1,914,122	1,914,122	-	-
BUDGETARY FUND BALANCE, End of year.....	\$ 1,914,122	\$ 1,914,122	\$ 2,538,580	\$ (141,353)	\$ 483,105

See notes to required supplementary information.

Pension Plan Schedules

The Schedule of the District's Proportionate Share of the Net Pension Liability presents multi-year trend information on the District's net pension liability and related ratios.

The Schedule of District's Contributions presents multi-year trend information on the District's required and actual contributions to the pension plan and related ratios.

The Schedule of the Special Funding Amounts of the Net Pension Liability for the Massachusetts Teachers Contributory Retirement System presents multi-year trend information on the liability and expense assumed by the Commonwealth of Massachusetts on behalf of the District along with related ratios.

These schedules are intended to present information for ten years. Until a ten-year trend is compiled, information is presented for those years for which information is available.

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
HAMPDEN COUNTY REGIONAL RETIREMENT SYSTEM**

Year	Proportion of the net pension liability (asset)	Proportionate share of the net pension liability (asset)	Covered payroll	Net pension liability as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total pension liability
December 31, 2020.....	3.13%	\$ 12,276,474	\$ 3,919,573	313.21%	53.80%
December 31, 2019.....	3.25%	13,213,763	3,902,487	338.60%	50.23%
December 31, 2018.....	3.23%	12,872,908	3,696,568	348.24%	47.33%
December 31, 2017.....	3.53%	12,620,575	3,870,169	326.10%	50.82%
December 31, 2016.....	3.60%	13,129,178	3,914,042	335.44%	46.82%
December 31, 2015.....	3.52%	11,002,334	3,665,753	300.14%	49.22%
December 31, 2014.....	3.51%	10,070,751	3,511,724	286.78%	51.38%

Note: this schedule is intended to present information for 10 years.

Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
HAMPDEN COUNTY REGIONAL RETIREMENT SYSTEM

Year	Actuarially determined contribution	Contributions in relation to the actuarially determined contribution	Contribution deficiency (excess)	Covered payroll	Contributions as a percentage of covered payroll
June 30, 2021.....	\$ 1,048,897	\$ (1,048,897)	\$ -	\$ 3,958,769	26.50%
June 30, 2020.....	1,008,185	(1,008,185)	-	3,941,512	26.09%
June 30, 2019.....	928,335	(928,335)	-	3,733,534	24.86%
June 30, 2018.....	938,030	(938,030)	-	3,908,871	24.00%
June 30, 2017.....	898,505	(898,505)	-	3,953,182	22.73%
June 30, 2016.....	813,015	(813,015)	-	3,702,411	21.96%
June 30, 2015.....	750,007	(750,007)	-	3,546,841	21.15%

Note: this schedule is intended to present information for 10 years.

Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

**SCHEDULE OF THE SPECIAL FUNDING AMOUNTS
OF THE NET PENSION LIABILITY
MASSACHUSETTS TEACHERS' RETIREMENT SYSTEM**

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers which creates a special funding situation. Therefore, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the associated collective net pension liability; the portion of the collective pension expense as both a revenue and pension expense recognized; and the Plan's fiduciary net position as a percentage of the total liability.

Year	Commonwealth's 100% Share of the Associated Net Pension Liability	Expense and Revenue Recognized for the Commonwealth's Support	Plan Fiduciary Net Position as a Percentage of the Total Liability
2021.....	\$ 44,847,732	\$ 5,539,337	50.67%
2020.....	41,034,022	4,976,087	53.95%
2019.....	38,759,034	3,927,667	54.84%
2018.....	38,682,421	4,067,397	54.25%
2017.....	38,876,229	3,965,630	52.73%
2016.....	36,639,889	2,971,338	55.38%
2015.....	27,727,150	1,926,338	61.64%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

Other Postemployment Benefit Plan Schedules

The Schedule of Changes in the District's Net Other Postemployment Benefit Liability and Related Ratios presents multi-year trend information on the Plan's net other postemployment benefit liability and related ratios.

The Schedule of the District's Contributions presents multi-year trend information on the District's actual contributions to the other postemployment benefit plan and related ratios.

The Schedule of Investment Returns presents multi-year trend information on the money-weighted investment return on the Plan's other postemployment assets, net of investment expense.

These schedules are intended to present information for ten years. Until a ten-year trend is compiled, information is presented for those years for which information is available.

**SCHEDULE OF CHANGES IN THE
DISTRICT'S NET OPEB LIABILITY AND RELATED RATIOS
OTHER POSTEMPLOYMENT BENEFIT PLAN**

	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Total OPEB Liability					
Service Cost.....	\$ 989,818	\$ 929,976	\$ 902,356	\$ 969,974	\$ 1,337,653
Interest.....	715,876	836,834	904,571	969,696	758,784
Differences between expected and actual experience....	(2,656,745)	-	1,877,343	-	220,614
Changes of assumptions.....	(733,085)	(901,248)	1,503,294	5,169,486	(9,268,674)
Benefit payments.....	-	(732,805)	(919,262)	(947,794)	(752,978)
Net change in total OPEB liability.....	(1,684,136)	132,757	4,268,302	6,161,362	(7,704,601)
Total OPEB liability - beginning.....	24,492,594	22,808,458	22,941,215	27,209,517	33,370,879
Total OPEB liability - ending (a).....	<u>\$ 22,808,458</u>	<u>\$ 22,941,215</u>	<u>\$ 27,209,517</u>	<u>\$ 33,370,879</u>	<u>\$ 25,666,278</u>
Plan fiduciary net position					
Employer contributions.....	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Employer contributions for OPEB payments.....	733,085	732,805	919,262	947,794	752,978
Net investment income.....	-	-	4,934	10,369	78,744
Benefit payments.....	(733,085)	(732,805)	(919,262)	(947,794)	(752,978)
Net change in plan fiduciary net position.....	20,000	20,000	24,934	30,369	98,744
Plan fiduciary net position - beginning of year.....	155,000	175,000	195,000	219,934	250,303
Plan fiduciary net position - end of year (b).....	<u>\$ 175,000</u>	<u>\$ 195,000</u>	<u>\$ 219,934</u>	<u>\$ 250,303</u>	<u>\$ 349,047</u>
Net OPEB liability - ending (a)-(b).....	<u>\$ 22,633,458</u>	<u>\$ 22,746,215</u>	<u>\$ 26,989,583</u>	<u>\$ 33,120,576</u>	<u>\$ 25,317,231</u>
Plan fiduciary net position as a percentage of the total OPEB liability.....	0.77%	0.85%	0.81%	0.75%	1.36%
Covered-employee payroll.....	N/A	N/A	N/A	N/A	N/A
Net OPEB liability as a percentage of covered-employee payroll.....	N/A	N/A	N/A	N/A	N/A

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those years for
which information is available.

See notes to required supplementary information.

SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
OTHER POSTEMPLOYMENT BENEFIT PLAN

<u>Year</u>	<u>Actuarially determined contribution</u>	<u>Contributions in relation to the actuarially determined contribution</u>	<u>Contribution deficiency (excess)</u>	<u>Covered- employee payroll</u>	<u>Contributions as a percentage of covered- employee payroll</u>
June 30, 2021.....	\$ 1,048,615	\$ (772,978)	\$ 275,637	N/A	N/A
June 30, 2020.....	1,447,528	(967,794)	479,734	N/A	N/A
June 30, 2019.....	1,405,367	(939,262)	466,105	N/A	N/A
June 30, 2018.....	1,737,524	(752,805)	984,719	N/A	N/A
June 30, 2017.....	1,659,745	(753,085)	906,660	N/A	N/A

Note: this schedule is intended to present information for 10 years.

Until a 10-year trend is compiled, information is presented for those years for which information is available.

See notes to required supplementary information.

SCHEDULE OF INVESTMENT RETURNS
OTHER POSTEMPLOYMENT BENEFIT PLAN

<u>Year</u>	<u>Annual money-weighted rate of return, net of investment expense</u>
June 30, 2021.....	30.71%
June 30, 2020.....	4.58%
June 30, 2019.....	2.43%
June 30, 2018.....	0.00%
June 30, 2017.....	0.00%

Note: this schedule is intended to present information for 10 years.
Until a 10-year trend is compiled, information is presented for those
years for which information is available.

See notes to required supplementary information.

NOTE A – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITYBudgetary Information

The District adopts a balanced budget that is approved by the Committee. The Superintendent of Schools presents an annual budget to the Committee, which includes estimates of revenues and other financing sources and recommendations of expenditures and other financing uses. The Committee, which has the full authority to amend and/or reject the budget or any line item, adopts the expenditure budget by majority vote. Increases to the budget subsequent to the approval of the annual budget require majority Committee approval.

The majority of appropriations are non-continuing which lapse at the end of each year. Others are continuing appropriations for which the governing body has authorized that an unspent balance from a prior year be carried forward and made available for spending in the current year. These carry forwards are included as part of the subsequent year's original budget.

The District adopts an annual budget for the general fund in conformity with the guidelines described above. The original 2021 approved budget for the general fund authorized \$26.2 million in appropriations.

The District's accounting office has the responsibility to ensure that budgetary control is maintained. Budgetary control is exercised through the District's accounting system.

Budgetary - GAAP Reconciliation

For budgetary financial reporting purposes, the Uniform Municipal Accounting System basis of accounting (established by the Commonwealth) is followed, which differs from the GAAP basis of accounting. A reconciliation of budgetary-basis to GAAP-basis results for the general fund for the year ended June 30, 2021, is presented below:

Net change in fund balance - budgetary basis.....	\$	624,458
<u>Perspective differences:</u>		
Activity of the stabilization fund recorded in the general fund for GAAP.....		97
<u>Basis of accounting differences:</u>		
Recognition of revenue for on-behalf payments.....		5,539,337
Recognition of expenditures for on-behalf payments.....		<u>(5,539,337)</u>
Net change in fund balance - GAAP basis.....	\$	<u><u>624,555</u></u>

Appropriation Deficits

During 2021, actual expenditures exceeded appropriations for insurance and programs with other school districts (tuitions).

NOTE B – PENSION PLAN***Pension Plan Schedules***Schedule of the District's Proportionate Share of the Net Pension Liability

The Schedule of the District's Proportionate Share of the Net Pension Liability details the allocated percentage of the net pension liability (asset), the proportionate share of the net pension liability, and the covered employee payroll. It also demonstrates the net position as a percentage of the pension liability and the net pension liability as a percentage of covered payroll.

Schedule of District's Contributions

Governmental employers are required to pay an annual appropriation as established by PERAC. The appropriation includes the amounts to pay the pension portion of each member's retirement allowance, an amount to amortize the actuarially determined unfunded liability to zero in accordance with the System's funding schedule, and additional appropriations in accordance with adopted early retirement incentive programs. The appropriations are payable on July 1 and January 1. The District may choose to pay the entire appropriation in July at a discounted rate. Accordingly, actual contributions may be less than the "total appropriation". The pension fund appropriation is allocated to the District based on covered payroll.

Schedule of the Special Funding Amounts of the Net Pension Liabilities

The Commonwealth of Massachusetts is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers which creates a special funding situation. Since the District does not contribute directly to MTRS, there is no net pension liability to recognize. This schedule discloses the Commonwealth's 100% share of the collective net pension liability that is associated with the District; the portion of the collective pension expense as both a revenue and pension expense recognized by the District; and the Plan's fiduciary net position as a percentage of the total liability.

Changes in Assumptions – None.

Changes in Plan Provisions – None.

NOTE C – OTHER POSTEMPLOYMENT BENEFITS

The District administers a single-employer defined benefit healthcare plan (Plan). The Plan provides lifetime healthcare insurance and life insurance benefits for eligible retirees and their spouses through the District's group health insurance plan, which covers both active and retired members.

The Other Postemployment Benefit PlanSchedule of Changes in the District's Net Other Postemployment Benefit Liability and Related Ratios

The Schedule of Changes in the District's Net Other Postemployment Benefit Liability and Related Ratios presents multi-year trend information on changes in the Plan's total OPEB liability, changes in the Plan's net position, and ending net OPEB liability. It also demonstrates the Plan's net position as a percentage of the total liability and the Plan's net other postemployment benefit liability as a percentage of covered-employee payroll.

Schedule of the District's Contributions

The Schedule of the District's Contributions includes the District's annual required contribution to the Plan, along with the contribution made in relation to the actuarially determined contribution and the covered employee payroll. The District is not required to fully fund this contribution. It also demonstrates the contributions as a percentage of covered payroll. Methods and assumptions used to determine contribution rates are as follows:

Valuation date.....	June 30, 2020
Actuarial cost method.....	Entry Age Normal Actuarial Cost Method.
Amortization method.....	Level percentage of payroll - payments increase 3.0% per year.
Remaining amortization period.....	26 years from July 1, 2020.
Asset valuation method.....	Fair value.
Investment rate of return.....	7.00%
Wage inflation rate.....	3.00%
Discount rate.....	2.16% as of June 30, 2021, and 2.21% as of June 30, 2020.
Projected salary increases.....	Service-related increases for Group 1 (excluding Teachers) and Group 2 employees: 6.00% decreasing over 9 years to an ultimate level of 4.25%. Service-related increases for Teachers: 7.50% decreasing over 20 years to an ultimate level of 4.00%.
Health Care Trend Rates:	
Non-Medicare.....	-1.00% for 1 year, then 6.75% decreasing by 0.25% each year to an ultimate level of 4.5% per year.
Medicare.....	2.40% for 1 year, then 5.75% decreasing by 0.25% each year to an ultimate level of 4.5% per year.
Part B.....	4.50%
Dental.....	2.90% for 1 year, then 3.00% per year.
Contributions.....	Retiree contributions are expected to increase with respective trend shown above.

Mortality rates:

Pre-retirement.....	Non-Teachers: RP-2014 Blue Collar Employee Mortality Table projected generationally with Scale MP-2020. Teachers: PubT-2010 Teacher Employee Mortality Table (Headcount Weighted) projected generationally with Scale MP-2020.
Healthy retiree.....	Non-Teachers: RP-2014 Blue Collar Healthy Annuitant Mortality Table projected generationally with Scale MP-2020. Teachers: PubT-2010 Teacher Retiree Mortality Table (Headcount Weighted) projected generationally with Scale MP-2020.
Disabled retiree.....	Non-Teachers: RP-2014 Blue Collar Healthy Annuitant Mortality Table set forward 1 year and projected generationally with scale MP-2020. Teachers: PubT-2010 Teacher Retiree Mortality Table (Headcount Weighted) projected generationally with Scale MP-2020.

Schedule of Investment Returns

The Schedule of Investment Returns includes the money-weighted investment return on other postemployment assets, net of investment expense.

Changes in Assumptions:

- The discount rate was lowered from 2.21% to 2.16%.
- The trend assumptions were revised to reflect future expectations.
- The per capita health costs and contributions were updated to reflect current premiums, as well as the addition of an HSA plan and removal of the BCEVP plan.
- The active enrollment was updated to account for current experience and future expectations.
- The mortality scale was updated to be consistent with the Hampden County Retirement System actuarial valuation.
- The teacher's mortality tables were updated to be consistent with the Massachusetts' Teachers Retirement System actuarial valuation.

Changes in Plan Provisions – None.

***SOUTHWICK-TOLLAND-GRANVILLE
REGIONAL SCHOOL DISTRICT***

REPORTS ON FEDERAL AWARD PROGRAMS

YEAR ENDED JUNE 30, 2021

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

REPORTS ON FEDERAL AWARD PROGRAMS

YEAR ENDED JUNE 30, 2021

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

To the Honorable School Committee
Southwick-Tolland-Granville Regional School District
Southwick, Massachusetts 01077

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Southwick-Tolland-Granville Regional School District (District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated March 8, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and

grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, reading "Ponce & Sullivan, LLC". The signature is written in a cursive, flowing style.

March 8, 2022



**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON
INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE
EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE**

Independent Auditor's Report

To the Honorable School Committee
Southwick-Tolland-Granville Regional School District
Southwick, Massachusetts 01077

Report on Compliance for Each Major Federal Program

We have audited the Southwick-Tolland-Granville Regional School District's (District) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2021. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirement of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the District as of and for the year ended June 30, 2021, and have issued our report thereon dated March 8, 2022, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



March 8, 2022

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED JUNE 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Amount Passed Through to Sub-Recipients	Expenditures
CHILD NUTRITION CLUSTER:				
U.S. DEPARTMENT OF AGRICULTURE:				
<u>Passed through Massachusetts Department of Elementary and Secondary Education:</u>				
Non-Cash Assistance (Commodities):				
National School Lunch Program.....	10.555	07-279	\$ -	\$ 57,302
Cash Assistance:				
National School Lunch Program.....	10.555	07-279	-	238,717
COVID-19 National School Lunch Program.....	10.555	07-279	-	11,145
Total National School Lunch Program.....			-	307,164
Cash Assistance:				
School Breakfast Program.....	10.553	07-279	-	109,078
COVID-19 School Breakfast Program.....	10.553	07-279	-	4,477
Total School Breakfast Program.....			-	113,555
TOTAL CHILD NUTRITION CLUSTER.....			-	420,719
SPECIAL EDUCATION CLUSTER:				
U.S. DEPARTMENT OF EDUCATION:				
<u>Passed through Massachusetts Department of Elementary and Secondary Education:</u>				
Special Education Grants to States.....				
Special Education Grants to States.....	84.027	240-397276-2021-0766	-	365,494
Special Education Grants to States.....	84.027	240-309293-2020-0766	-	100,835
Special Education Grants to States.....	84.027	274-484489-2021-0766	-	12,573
Total Special Education Grants to States.....			-	478,902
Special Education-Preschool Grants.....				
Special Education-Preschool Grants.....	84.173	262-432944-2021-0766	-	15,763
Special Education-Preschool Grants.....	84.173	298-484490-2021-0766	-	1,706
Total Special Education-Preschool Grants.....			-	17,469
TOTAL SPECIAL EDUCATION CLUSTER.....			-	496,371
PASS-THROUGH PROGRAMS:				
U.S. DEPARTMENT OF TREASURY:				
<u>Passed through Massachusetts Department of Elementary and Secondary Education:</u>				
COVID-19 - Coronavirus Relief Fund.....				
COVID-19 - Coronavirus Relief Fund.....	21.019	102-403396-2021-0766	-	246,225
COVID-19 - Coronavirus Relief Fund.....	21.019	118-401024-2021-0766	-	83,337
<u>Passed through the Town of Southwick:</u>				
COVID-19 - Coronavirus Relief Fund.....	21.019	Not available	-	89,721
<u>Passed through the Town of Tolland:</u>				
COVID-19 - Coronavirus Relief Fund.....	21.019	Not available	-	3,496
<u>Passed through the Town of Granville:</u>				
COVID-19 - Coronavirus Relief Fund.....	21.019	Not available	-	13,117
Total Coronavirus Relief Fund.....			-	435,896
U.S. DEPARTMENT OF EDUCATION:				
<u>Passed through Massachusetts Department of Elementary and Secondary Education:</u>				
Title I Grants to Local Educational Agencies.....				
Title I Grants to Local Educational Agencies.....	84.010	305-390216-2021-0766	-	287,259
Title I Grants to Local Educational Agencies.....	84.010	305-292356-2020-0766	-	1,968
Total Title I Grants to Local Educational Agencies.....			-	289,227
Supporting Effective Instruction State Grants.....				
Supporting Effective Instruction State Grants.....	84.367	140-390219-2021-0766	-	52,439
Supporting Effective Instruction State Grants.....	84.367	140-292357-2020-0766	-	30,000
Total Supporting Effective Instruction State Grants.....			-	82,439
Student Support and Academic Enrichment.....				
Student Support and Academic Enrichment.....	84.424	309-390221-2021-0766	-	19,537
COVID-19 - Education Stabilization Fund.....				
COVID-19 - Education Stabilization Fund.....	84.425D	113-377683-2021-0766	-	220,653
TOTAL DEPARTMENT OF EDUCATION.....			-	611,856
TOTAL.....			\$ -	\$ 1,964,842

See notes to schedule of expenditures of federal awards.

Note 1 – Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (Schedule) includes the federal award activity of the Southwick-Tolland-Granville Regional School District (District) under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position, or cash flows of the District.

Note 2 – Summary of Significant Accounting Policies

The accounting and reporting policies of District are set forth below:

- (a) Basis of Presentation - The accompanying Schedule of Expenditures of Federal Awards is presented on the modified accrual basis of accounting. Accordingly, expenditures are recognized when the liability is incurred. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.
- (b) Cash Assistance – School Lunch Program – Program expenditures represent federal reimbursement for meals provided during the fiscal year.
- (c) Non-Cash Assistance (Commodities) – Program expenditures represent the value of donated foods received during the fiscal year.
- (d) The District has not elected to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

A. Summary of Auditor's Results

1. The auditor's report expresses an unmodified opinion on the basic financial statements of Southwick-Tolland-Granville Regional School District (District).
2. No material weaknesses or significant deficiencies relating to the audit of the financial statements are reported in the Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the basic financial statements of the District were disclosed during the audit.
4. No material weaknesses or significant deficiencies relating to the audit of the major federal award programs are reported in the Report on Compliance for Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance.
5. The independent auditor's report on compliance for the major federal award programs for the District expresses an unmodified opinion.
6. There were no audit findings relative to the major federal award programs for the District.
7. The Special Education cluster was tested as a major program.
8. The threshold for distinguishing Types A and B programs was \$750,000.
9. The District was determined to be a low-risk auditee.

B. Findings-Basic Financial Statements Audit

None.

C. Findings and Questioned Costs-Major Federal Award Programs Audit

None.

D. Summary Schedule of Prior Audit Findings

None.

Memorandum

To: Superintendent Willard

From: Michael Pescitelli

CC: Southwick-Tolland-Granville Regional School Committee

Date: 5/20/22

Re: Handbook (SRS)

Title Change, Jenny Sullivan

p.2

Remove: Director of Curriculum and Instruction **Change to:** Assistant Superintendent of Curriculum and Instruction

Bus Stop Procedure for Elementary Students, File No.: EEAED

p.56

Remove: current policy

Sexual Harassment, File No.: ACAB

p. 85-88

Remove: current policy **Change to:** revised version scheduled for approval (6/7/22)

Nondiscrimination, File No.: AC

p. 53-55

Remove: current policy **Change to:** revised version scheduled for approval (6/7/22)

Code of Dress and Grooming, File No.: JICA

p.73

Remove: current policy **Change to:** revised version approved (5/17/22)

Concussion Policy, File No.: JJIF

p. 90-91

Remove: current policy **Change to:** revised version approved (12/21/21)

Smoking on School Premises, File No.: ADC

p.56

Remove: current policy **Change to:** revised version approved (2/1/22)

Face Coverings, File No.: EBCFA

p. TBD

Add: revised version approved (3/1/22)

Tobacco Use, File No.: JICG

p.83

Remove: current policy **Change to:** revised version approved (3/15/22)

English as a Second Language, File No.: IHBEA

p.63

Remove: current policy **Change to:** revised version approved (3/29/22)

Southwick Regional School
Southwick- Tolland- Granville Regional School District
93 Feeding Hill Road
Southwick, MA 01077
(413) 569-6171

Student Handbook
2022-2023

Joseph Turmel
Serena Shorter
Michael Pescitelli

Principal
Assistant Principal
Assistant Principal

I join the entire Southwick Regional School staff in welcoming you to the 2022-2023 school year. This handbook is intended to provide students, parents, and other members of the Southwick-Tolland-Granville school community with information that will assist you in your daily activities at school. The table of contents highlights the major areas of interest. We urge every student, new and returning, to study this handbook carefully. A clear understanding of our academic expectations as well as the Code of Conduct and discipline rules and regulations is critical to your success at Southwick Regional School this year.

The information provided should be used as a guide to the rights, responsibilities, and acceptable standards of behavior expected of each student. We hope that you will approach the school year in an atmosphere of mutual respect, and with a sense of determination to apply the enthusiasm, energy, and self-discipline each of you has that can lead to high academic achievement and fulfilling participation in other school activities. Your efforts will make the difference to your ultimate success!

All of the rules, regulations, requirements, and policies are written in compliance with federal, state, and local statutes and regulations. Changes made after this handbook is printed may supersede some of its contents. In any such instance, the new state or federal rule or law or school committee policy shall apply.

We are all committed to living our Mission. Our work together is guided by our commitment to creating and maintaining a respectful community committed to excellence in all areas. This means that, if you are willing to approach your teachers, counselors, administrators, and other staff when you have questions or concerns, we will all have a greater chance helping you to grow and meet challenges and opportunities with success in the coming year.

We wish you the best for a successful 2022-2023 school year!
Joe Turmel
Principal

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL COMMITTEE

Pamela Petschke
Granville Representative
email: ppetschke@stgrsd.org

Theodore Locke
Tolland Representative
email: tlocke@stgrsd.org

Jonathan Schantz
Southwick Representative
email: jschantz@stgrsd.org

Patrick Jubb
Southwick Representative
email: pjubb@stgrsd.org

Ryan Korobkov
Southwick Representative
email: rkorobkov@stgrsd.org

Robert Stevenson
Southwick Representative
email: rstevenson@stgrsd.org

Erika Emmelmann
Southwick Representative
email: emmelmann@stgrsd.org

School Committee meeting dates and times can be found on the
Southwick-Tolland-Granville Regional School District website:
www.stgrsd.org

CENTRAL ADMINISTRATION

86 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5391
superintendent@stgrsd.org

Jennifer Willard.....Superintendent of Schools
Stephen Presnal.....Director of Finance and Operations
Robin Gunn.....Director of Student Services
Jenny Sullivan.....Director of Curriculum and Instruction

SCHOOL DIRECTORY

Woodland School (Pre-K – 2).....Kimberley Saso, Principal
80 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 6598
School Hours: 9:00 a.m. – 3:20 p.m.

Powder Mill School (3 – 6).....Erin Fahey Carrier, Principal
Cherie Curran, Assistant Principal
94 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5951
School Hours: 8:05 a.m. – 2:40 p.m.

Southwick Regional School (7 – 12).....Joseph Turmel, Principal
Serena Shorter, Assistant Principal
Michael Pescitelli, Assistant Principal
93 Feeding Hills Road, Southwick, MA 01077
Telephone: (413) 569 – 6171
School Hours: 7:35 a.m. – 2:10 p.m.

DRAFT

Southwick Regional School Core Values and Beliefs about Learning

- The Southwick Regional School learning community believes that our school must challenge all students to excel and become confident, engaged learners through the establishment of high academic standards
- promote the academic, emotional, social, and physical growth of students while encouraging responsible citizenship
- work together with families and the community to actively promote quality education
- provide a safe environment fostering a culture of civility, creativity, and respect for diversity
- provide students with quality facilities, relevant materials, and personalized instruction in order to promote excellence in education.

Consistent with these beliefs, Southwick Regional School strives to provide a safe, supportive, respectful environment dedicated to the academic, personal, and cultural evolution of every student.

Southwick Regional School's 21st Century Learning Expectations

In preparation for becoming productive twenty first century citizens, all students at Southwick Regional School will:

1. Read, write, and communicate effectively.
2. Acquire, process, apply, and integrate knowledge using a variety of resources, including technologies.
3. Use critical and creative thinking skills to identify, define, analyze, and solve problems.
4. Develop and demonstrate personal, educational, social and civic responsibility within a diverse society.

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I. COMMUNICATIONS

Communication extends in many directions and across a variety of media. Please refer to the following suggestions when you need to communicate with Southwick Regional School.

Via the Internet:

Consult the school's website at: www.stgrsd.org for additional information, events, and staff directory.

Parent PlusPortal

The Rediker Parent PlusPortal provides access to information about graded student work. Please contact the guidance secretary for information about accessing this useful tool.

E-mail

E-mail is an effective way to contact a specific staff person; staff email addresses are available on the school's website at www.stgrsd.org.

Telephone

Contact the school by calling (413) 569-6171. Messages can be left at a specific extension for an individual staff person through the school's voicemail system.

Main Office:	413- 569-6171
Guidance Office:	413- 569-6171 x 1040
Athletic Director:	413- 569-6171 x 1507
Career Center:	413- 569-6171 x 1602
Bus Garage:	413- 569-6896
Fax Telephone:	413- 569-4109

School Hours:

Main Office:	7:15 am- 3:15 pm
Teacher:	7:30 am- 2:30 pm
Student:	7:35 am- 2:10 pm
Summer Office:	8:30 am- 12:00 pm and 12:30 pm- 3:00 pm

Before and After School Presence on Campus

Students who arrive early to school should not enter the building before 7:15 am. There is no supervision prior to 7:15 am; any parent who allows a child to come to school prior to that time understands that there is not supervision and the school is not responsible for the student. Students arriving early (7:15- 7:25) should report directly to the early arrival designated areas until granted permission to enter other areas of the building.

Students are not allowed to remain on campus after school unless in an approved, organized activity, under the supervision of staff. No student should be in the building after 2:45 pm, unless requested by a teacher or participating in a supervised activity. There is no supervision after 2:45 pm; any parent who allows a child to remain at school after that time understands that there is no supervision and the school is not responsible for the student.

Middle School students (7/8) must sign-in and get a pass in the office if staying after-school for any reason. Student athletes may get a pass for the season. Additionally, middle school students must have a pass, from the office, to board a late bus.

All students awaiting transportation are expected to wait in the front of the school or in the front foyer. Repeated violations of after school expectations may result in the loss of after-school privileges.

School Contact:

The intent of the grid below is to direct parents/ guardians and students to the faculty or staff member best able to address particular concerns.

Concern	Contact Person
Student performance/behavior/ attendance in a particular class	Teacher
Student overall performance Concerns affecting performance or well-being Bullying	Counselor Ms. Coviello Ms. Deery (7/8) Ms. Dion (7/8) Ms. Downie Ms. Kiltonic Ms. Sigda
Student Schedule	Guidance Counselor
Morning Announcements Attendance/ Tardy/ Dismissal	Main Office – Ms. Romani Mrs. Arsénault
Athletics/ Sports Forms	Athletic Director – Mr. Sanschagrin
Point of Service Lunch Account	Cafeteria – Mrs. Goyette Food Service- Mr. Lillibridge
Computer Concerns Parent PlusPortal	Library- Ms. Yanuskiewicz Guidance- Mrs. Gepfert
Medical /Illness	School Nurse- Mrs. Lamoureux Mrs. Hanifan
Bus/ Transportation assignment/ routes/ changes/ concerns	Bus Garage- Ms. Wzorek
School Safety	School Resource Officer- Mr. Sanders
Disciplinary/ Student Safety	Assistant Principal – Ms. Shorter Mr. Pescitelli
If you have contacted a teacher or counselor and you feel your concern has not been adequately resolved.	Principal – Mr. Turmel
If you have contacted the principal and you feel your concern has not been adequately resolved.	Superintendent of Schools- Ms. Willard

Announcements

Announcements are read daily over the public address system. An individual wishing to have an announcement read regarding school activities, must have the announcement approved by a teacher, advisor, or administrator. All announcements must be left in the main office at the close of the school day in order to be included in the next day's announcements.

Contacting Students

Preplanning is essential. Parent/employer messages to students are a disruption of valuable class time and cannot be delivered during the school day. In the event of an extreme emergency, contact the main office to reach your student.

School Cancellations and Delays

Closing school because of weather conditions or other emergencies will be broadcast online on the Southwick-Tolland-Granville Regional School District Facebook page, on TV stations WWLP 22 News; Western Mass News CBS 3, ABC 40 and Fox 6; and NECN. Voice and text messages will also be sent via phone to all households via the ConnectEd system.

Change of Address

Parents must inform the office if they change their address or telephone number.

Hearings Before School Committee

Persons wishing to appear before the School Committee must make such a request to the Superintendent of Schools and file the request in writing (on form provided) stating the reason.

II. ACADEMICS

Academic Integrity

- I. Preamble: To provide and promote a safe, supportive, respectful environment dedicated to the academic, personal, and cultural evolution of every student, we the members of the Southwick Regional School community, have set forth the following academic integrity policy.
- II. Academic Integrity Policy: I agree to be honest in all my endeavors, both academic and personal. I will always try my best and will take responsibility for my actions and ownership of my choices.
- III. Extension of the Academic Integrity Policy: This policy shall encompass the following:
 - a. CHEATING:
 1. Submitting work done by others as your own.
 2. Giving or receiving unauthorized aid on any assignment or examination, including computer translation.
 3. Submitting your own academic work for credit more than once, whether in whole or in part, in the same course or different courses without the approval of the teacher who is responsible for assigning credit to the work.
 4. Attempted cheating.
 - b. PLAGIARISM:
 1. Presenting as one's own, the words, ideas, concepts, images, or work of another without proper acknowledgement.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. The direct quotation of the words of another must be set off in quotation marks and acknowledged in a parenthetical citations or other acceptable form of citation. The use of paraphrased material, or the ideas, concepts, images, or work of another must also be acknowledged in a parenthetical citation or other acceptable form of citation. Acknowledging sources used in the preparation of an assignment solely in a works cited page or bibliography does not constitute an acceptable acknowledgement of the works, ideas, concepts, images, or work of another used in the assignment.
 - c. SABOTAGE:
 1. Destroying or damaging another student's work, or otherwise preventing such work from receiving a fair assessment.
 2. Altering any school form, record, or document, or forging the signature of any staff member or parent/guardian.
 - d. OBSTRUCTIONISM:
 1. Interfering with, or attempting to interfere with, the access of others to computer systems, or tampering in any way with the integrity of the school's computer system or violating the district's technology Acceptable Use Policy.
 2. Interfering with, or attempting to interfere with, the fair and equal access of others to the use of the school library-media center or other academic resources.
- IV. Penalty: If a student violates the Academic Integrity Policy the following penalties will be applied:

CHEATING & PLAGIARISM

1. The student(s) will receive no credit (zero) for the assignment.
2. A teacher detention will be assigned. Parent will be notified
3. A CRIB (Classroom Record of Inappropriate Behavior) sheet will be submitted.
4. The Step Discipline Policy 9-12 / Three Strikes 7-8 will be followed.
5. In addition, school service and/or non-academic probation may be required as membership of a school club/activity. Non-academic probation is the permanent or temporary exclusion from holding or running for an elected or appointed office in any organization or activity associated with SRS, ineligibility to participate in any athletic or other activity representing the school, and ineligibility to serve as a working member of any student organization.

SABOTAGE & OBSTRUCTIONISM

1. The teacher will submit a CRIB sheet.
2. The Principal or Assistant Principal will issue a penalty.

V. Reporting A Violation: All faculty shall report violations of the Academic Integrity Policy to the administration on a CRIB sheet. Teachers will note the disciplinary action they have taken as a result of the violation. This notification will serve to track repetitive violations and will provide for administrative intervention as needed.

VI. Responsibilities:

FACULTY – Each member of the faculty will adhere to the Academic Integrity Policy. Each member of the faculty shall foster an environment which encourages adherence to the principles of honesty and integrity. Each faculty member shall give specific direction concerning the nature of assignments and examination, stating, for example, when collaboration is permissible. Guidelines on what constitutes plagiarism, including requirements for citing sources shall also be given.

It is the responsibility of all faculty members, to the best of their ability, to maintain the integrity of the learning and assessment process within the classroom and outside of it, and to maximize conditions that foster academic and personal integrity.

Each faculty member is expected to be familiar with the principles and procedures of the Academic Integrity Policy and is expected to report all violations (including evidence) to the administration. In all cases, faculty members shall endeavor to ensure fairness.

STUDENTS- Each student will receive a copy of the Academic Integrity Policy at the beginning of the school year.

Teachers and administrators will review the Academic Integrity Policy with students. It is the responsibility of each student to have a clear understanding of the Academic Integrity Policy. To this end, each student will be required to sign an Academic Integrity Statement.

Academic Probation

Academic Probation is notice that academic achievement is below promotion or graduation standards. A student may be placed on Academic Probation when she/he earns a failing grade (64% or less) in any marking period. During a period of Academic Probation, the student's participation in school-based extracurricular activities is restricted so that the student can focus on fulfilling academic requirements.

Academic Probation begins when grades are issued at the end of a marking period. Academic Probation status persists through the quarter until the next officially issued progress report or report card. When the student has earned all passing grades (65% or higher) that have been officially reported, the Academic Probation status is lifted.

Interscholastic athletics and extra-curricular activities are governed by rules and regulations administered by the Massachusetts Interscholastic Athletic Association (M.I.A.A.) Academic eligibility for participation in athletics is set forth in these regulations.

Academic Standards

A	A-	B+	B	B-	C+	C	C-	D+	D	E	
100-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-65	64-0	

Conduct Rubric

Level #1: Exemplary	Level #2: Acceptable	Level #3: Limited	Level #4: Deficient
Shows an extraordinary appreciation for the value of learning. Establishes commendable goals as a lifelong learner. Always adheres to classroom rules of behavior. Always demonstrates respect for others throughout the school setting.	Shows ample appreciation for the value of learning. Establishes suitable goals as a lifelong learner. Nearly always adhere to classroom rules of behavior. Generally demonstrates respect for others throughout the school setting.	Shows suitable appreciation for the value of learning. Establishes minimal goals as a lifelong learner. Inconsistently adheres to classroom rules of behavior. Inconsistently demonstrates respect for others throughout the school setting.	Shows limited appreciation for the value of learning. Establishes nominal goals as a lifelong learner. Rarely adheres to classroom rules of behavior. Rarely demonstrates respect for others throughout the school setting.

Effort Rubric

Level #5: Exemplary	Level #6: Acceptable	Level #7: Limited	Level #8: Deficient
Commendable participation during class in a manner that relates to the discussion specific to that lesson. Ideal study habits and achievement. Completed assignments go beyond expectations. Always exhibits productive character traits (e.g. patience, thoroughness, work ethic).	Significant participation during class in a manner that relates to the discussion specific to that lesson. Successful study habits & achievements Completed assignments meet expectations. Nearly always exhibits productive character traits (e.g. patience, thoroughness, work ethic).	Less than adequate participation during class in a manner that relates to the discussion specific to that lesson. Minimal study habits & achievement Completed assignments are barely satisfactory/marginal. Exhibits marginal productive character traits (e.g. patience, thoroughness, work ethic).	Negligible participation during class in a manner that relates to the discussion specific to that lesson. Nominal study habits & achievement Assignments demonstrate lack of basic knowledge acquisition. Rarely exhibits productive character traits (e.g. patience, thoroughness, work ethic).

Academic Failure

The Southwick-Tolland-Granville Regional School Committee recommends that principals notify, by mail, the parents/ guardians of students who have failed in two or more subjects in the first marking period of each semester. The parents/ guardians of those students who are in danger of failing a grade level for the year must be notified, by mail, within two weeks of the issuance of the mid-semester report card.

Every effort is to be made to encourage parents to confer with teachers and/or guidance counselors as a result of these letters and every effort is made to ensure that students are available for extra assistance. The principal of the school attended by these students shall be responsible for determining whether a referral for evaluation under Chapter 766 should be made.

Academic Intervention /Retention (Grades 7 – 8)

When a student is struggling in middle school and regular interventions have not been successful in addressing the issue, teachers and support staff will partner with parents and guardians to develop and test strategies that might help the student re-engage with school and become successful. The range of possible interventions include: student-teacher conferences, Homework Help, after school tutoring, parent-teacher-guidance conferences, increased school-home communication, targeted use of classroom accommodations, Student Assistance Team conferences, referrals for evaluation. In every case, our efforts serve to engage student interest while building the readiness to learn and the academic skills necessary to be successful in high school and beyond. If a student continues to have difficulty making effective progress:

- Parents/ Guardians will be notified, in writing, of possible retention at the close of the 3rd quarter.
- A parent meeting during the 4th quarter will address interventions, including summer school, and options.
- Students who have not achieved grade level progress (65% or better) in all academic courses will be recommended for summer school. *A minimum grade of 45% must be attained in a particular course in order for a student to be eligible for summer school.*
- Participation in **one** summer school course is expected for students who fail **two** academic subjects.
- A minimum grade of 65% in a summer school course is required for grade promotion.

*If the intervention process has not been successful and a student fails **two** core academic subjects and does **not** successfully complete summer school, the student may be retained.

*A student failing **three** or more core academic subjects may be retained.

After School Help

If a student needs additional help, he/she should ask the teacher at the end of class for after school extra help. It is a student's responsibility to ask for extra help when needed. At times, a teacher may ask a student to stay for extra help, even if the student hasn't requested it; students are required to stay for such obligations and communicate a change in plans once an arrangement has been made.

Grade 7-8 students are expected to sign-up in the office when staying after school for extra help with a teacher or for Homework Help Club. Teachers will keep students until ready to board the bus at 3:45 p.m. Students getting picked-up by a parent must bring a note stating the time of pick-up. Students are expected to work appropriately toward completing assignments and behave in a manner conducive to learning.

Conferences

Twice each year teacher conferences are held. The purpose of these conferences is to provide a more complete picture of how students are progressing in school beyond what a simple grade can provide.

Grade 9-12 teachers are available for conferences in the evening.

Grade 7-8 teachers are available, by appointment, during both afternoon and evening conference sessions.

See the district school calendar for specific dates. Contact 7-8 Team Leader to set up an appointment.

Class Eligibility (9-12)

Under typical circumstances, students will remain with their designated graduation class throughout their four high school years. This does not guarantee graduation, but hopefully, provides incentive for a student to graduate with the student's respective class. The recommended minimum credits needed upon entering each grade is as follows:

Sophomore credits = 30

Junior credits = 70

Senior credits = 110

Class Rank (9-12)

Senior class rank is established at the conclusion of the third marking period of a student's senior year for the purpose of awards, scholarships, and graduation. Senior rank is established at the conclusion of the fourth marking period. Students not receiving diplomas will not be ranked. Class rank is calculated as recommended by the National Association of Secondary School Principals and the American Association of College Admission Counselors as follows:

Grade x Credit Value x Semester(s) = Class Credit

Total Class Credit divided by Total Semester Credit Value = Class Rank Average

	Weight	Value
Level I	Advanced Placement	1.10
Level II	Accelerated	1.05
Level III	College Preparatory	1.00
Semester Credit Value = Course Credit divided by 5		

Graduation Requirements

In order to graduate from Southwick Regional School, a student must have earned a minimum of 150 credits.

Course requirements are as follows:

<u>Course</u>	<u>Credits</u>
English	20
Social Studies	20
Mathematics	15
Science (5 <i>Biology</i>)	15
Applied Arts (5 <i>Computer</i>)	10
Fine Art	10
Physical Education	10-15
World Language	10
<u>Health</u>	<u>5</u>
Required	120
<u>Elective Courses</u>	<u>30</u>
Total Credits	150

In addition, the Massachusetts Department of Elementary and Secondary Education (DESE) requires that all students pass MCAS examinations in English, Math, and Science as outlined on the DESE website in order to graduate with a competency determination. Students who meet district graduation requirements but have not met DESE MCAS requirements will receive a certificate of attainment.

Graduation Ceremony

In order to participate in the Graduation Ceremony, a student must be receiving a diploma, certificate of attainment, or a special education certificate of completion (*Exception: Foreign Exchange students receiving a certificate of attendance may participate in the Graduation Ceremony*).

Graduating Early

A student who has fulfilled all requirements for graduation, including required courses, MCAS exams/scores, and number of credits, by the end of the junior year, may apply for early graduation. Written permission must be secured from parents/guardians, the guidance counselor, and the principal and then be submitted for approval to the Superintendent of Schools. Notice of the request must be submitted to the administration no later than one semester prior to the graduation date.

Grade Reporting

Progress Reports: Progress reports are issued at the mid-point of each quarter via Rediker to inform students and parents about student progress to date in each course. Hard copy progress reports are available upon request.

Report Cards: Report cards are issued four times each year at the close of each marking term. First and third term report cards are sent home with students; second and fourth term reports cards are mailed via U.S. mail.

Honor Roll

All subjects are included in a numerical average to determine Honor Roll.

High Honors: Numerical Average of 93, or higher, with no grade lower than 85.

Honors: Numerical Average of 85, or higher, with no grade lower than 80.

Numerical Average Calculation:

9-12 - Grade in each course x credits per course = Points

Total points divided by total credits = Average

7-8 - Grade in each course divided by total courses = Average

President's Award for Outstanding Academic Excellence signed by the President of the United States of America is awarded to 8th grade students who have earned A's (90%+) in all classes, all terms, for all of 7th and 8th grade years.

National Honor Society (11-12)

The Anabasis Chapter of the National Honor Society (NHS) of Southwick Regional School is a duly chartered and affiliated chapter of the prestigious and national organization. Membership is open to those students who meet the required standards in the four areas of evaluation: scholarship, leadership, service, and character. Students are selected by a five-member Faculty Council, appointed by the principal, which bestows this honor each year upon qualified students of behalf of the faculty of Southwick Regional School.

Students in 11th or 12th grade who have spent at least one semester at SRS and have a minimum 92.0 cumulative GPA are eligible for membership. Students who meet this criterion are invited to complete a Membership Application.

The Membership Application provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences both inside school and outside school, faculty recommendations, and participation in at least 10 hours of documented community service are required for consideration.

The Faculty Council evaluates each candidate's character through 1) school discipline records and, 2) professional faculty reflections on a candidate's service activities, character, and leadership.

Membership applications are carefully reviewed by the Faculty Council to determine membership. A majority vote of the Faculty Council is necessary for selection. Candidates will be notified regarding selection or non-selection according to a pre-determined schedule.

Following notification, a formal induction ceremony is held to recognize all newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) that led to their selection. This obligation includes regular attendance at chapter meetings held monthly during the school year, tutoring, and participation in individual and chapter service projects. Contact Mrs. Maryanne Margiotta, Chapter Advisor, with any questions regarding the selection process or membership obligations.

Renaissance Program (9-12)

Vision: Renaissance builds a partnership between the educational and business communities whereby academic excellence, continuous improvement, and citizenship are promoted and recognized. Renaissance is designed to commend the efforts of students, staff, and community partners alike.

Goals: To increase student attendance, to improve overall academic performance, to increase graduation rates, to improve student behavior and social skills, and to create a positive and safe school environment.

Requirements: All students in grades 9-12 will be assessed for program eligibility after report cards have been issued. Renaissance cards will be issued to students who have academic and discipline requirements during the previous term. Discipline infractions by card holders may result in loss of Renaissance privileges for any given term. Students must take four courses each semester in order to be eligible for the program. For the purpose of determining eligibility, dual enrollment students will be responsible for securing a numeric mid-term grade from their professor(s).

Exemplary or Acceptable conduct and effort in **all** courses
Maximum one detention for a tardy to school
No Saturday school penalties
No suspensions

Gold Card: 80% or higher in all courses

Gold Card Plus: 90% or higher in all courses

Benefits: Renaissance card holders are entitled to in school privileges and discounts at participating area businesses.

Gold Card

- *1 final exam exemptions
(must have 90% or higher to qualify)
- *1 free homework assignment
- *1 free home game admission
- *1 excused tardy to school (less than 20 mins)

Gold Card Plus

- *2 final exam exemptions
(must have 90% or higher to qualify)
- *3 free homework assignments
- *1 free home game admission
- *1 excused tardy to school (less than 20 mins)

Note: a \$5.00 fee will be charged to replace lost cards.

III. ATTENDANCE

Chapter 76, section 1 of Massachusetts General Law states that all children between the ages of six and sixteen must attend school. Compulsory attendance is the responsibility of every parent/guardian. It is not a choice; it is the law. Parents and guardians, as well as students themselves, have the responsibility to ensure that attendance is regular and timely. In addition, the law requires that schools keep track of attendance. When a school identifies a student who is exhibiting an attendance problem, which includes tardiness, the school is required to address the problem. Interventions can range from parent/ guardian notification to working together to improve attendance, or in extreme instances, soliciting the assistance of the Court or Massachusetts Department of Children and Families.

The importance of regular class attendance cannot be overemphasized. Regular, prompt attendance is essential to academic achievement. Time lost from class cannot be regained. The consequences of poor school attendance are well-documented. Truancy has been identified as a predictor of delinquency, substance abuse, and is often associated with low academic achievement, self-esteem, and employment potential. Additionally, studies have shown that a pattern of poor attendance in early grades is linked to an increased likelihood for dropping out of school in later years.

Attendance Policy

Health officials estimate that a normal absentee rate should be no more than seven to nine days for any student for the school year. It is therefore expected that students will be present in class 90% of the time over the course of the entire school year.

Any student who misses eleven (11) classes in any semester course will not receive credit.

Any student who misses twenty one (21) classes in any year long course will not receive credit.

Any student who misses five (5) classes in an alternating day semester course will not receive credit.

Any student who misses ten (10) classes in an alternating day year-long course will not receive credit.

Any student who misses twelve (12) classes in a year-long AP course will not receive credit.

This policy will apply to students who transfer to Southwick Regional School.

Students may appeal the loss of credit (see Attendance Appeals below).

Attendance Impact on MCAS Appeals: Beginning in September 2004, to qualify for the appeals process, students must meet the attendance rate established by the Board of Education. Students must meet the state attendance rate of 95% to be considered for an MCAS performance or portfolio appeal.

What is NOT Included: Co-curricular activities such as field trips, athletic competitions, club conferences will not be considered as an absence provided the student has permission from the teacher prior to the activity.

What IS Included: Any other reason for absence from class, such as class cuts, normal illness, family vacation will be counted as an unexcused absence. As student missing more than twenty (20) minutes of class will be considered absent for the class. Three (3) tardies to class within the first twenty (20) minutes of class will constitute one unexcused absence.

ABSENCE PROCEDURE

On the day a student is absent, a parent/guardian is expected to call the school at 413-569-6171 prior to 8:30 a.m. An answering machine will take calls prior to 7:15 a.m. Indicate the student's full name, grade level, date of absence(s), and the reason for the absence. The call will be logged for the student's file.

Excused Absences

From time to time, absence from school is unavoidable and legitimate. The following are the **only accepted** reasons for being absent (*administration may require third-party documentation*):

- Documented illness and/or hospitalization
- Serious illness or death in the family
- A religious obligation
- Medical appointments that cannot be made at a time other than during school hours
- College/School visitations with advance notice to the principal/assistant principal; documented through a planned absence sheet (Juniors and Seniors only)
- Severe storm or impassable roads at the discretion of the administration
- Approved curricular and co-curricular school activities
- Court appearance or Registry of Motor Vehicles appointment
- Other absences accepted in advance by the principal

Unauthorized Absences

Any absence not classified as excused or unexcused by school administration. Excessive absences of this type may result in filing of a 51A- child neglect.

Attendance Notification

When a student has been absent six (6) days in a semester or AP course or twelve (12) days in a yearlong course or a proportionate number of days in a course meeting fewer than five times per week, the parent/guardian will be mailed a notice of this occurrence. The student will be handed a copy of this notice upon his/her return to school.

When a student has violated the Attendance Policy (as stated in Attendance Policy), the parent/guardian will be mailed a notice of the occurrence. The student will be handed a copy of this notice upon his/her return to school.

Attendance Appeal

Parent/ Guardian (or student if 18 or older) must notify the Appeal Board in writing within five (5) school days of receiving notice of the violation of the attendance policy requesting an appeal of loss of credit. The Appeals Board will notify the parent/guardian (or student if 18 or older) in writing of the date and time of a meeting to address the request.

The Appeal Board will consist of the Principal (or designee) and two faculty members. Other students/personnel/faculty may be invited by the Appeals Board to participate when appropriate. All parties must attend the informal hearing. The Appeals Board will meet at its discretion within a reasonable period of time.

In general, attendance waivers will be granted only for medically documented cases of chronic or long-term illnesses, or family emergencies or hardship. It is the school's expectation that students and families make good decisions about when and why to miss school. The Appeals Board will consider the following in consideration of an attendance appeal to have credit restored:

- Information presented
- Documentation from medical personnel
- Overall student attendance record
- Other information deemed appropriate by the Appeals Board

The Appeals Board may, by majority vote, override the Attendance Policy. The decisions of the Appeals Board are final. The decisions of the Appeals Board will be recorded in writing within five (5) days of the appeal meeting.

Attendance Procedure

1. First block teachers (9-12) and homeroom teachers (7-8) will take attendance each morning and record the names of those are not present at 7:35 a.m.
2. All students are expected to be seated in their first block class (9-12) and homeroom (7-8) at 7:35 a.m. If a bus is late, the office will make an announcement and attendance will be held.
3. Any student entering a classroom/ homeroom after 7:35 a.m. is considered late and needs a pass from whomever detained him/her. Any student entering the building after 7:35 must report to the Main Office prior to reporting to class/homeroom.
4. **Tardy/Late students** must present a note from their parent/guardian explaining the reason for being late and the expected, or actual, time of arrival. The only reasons considered valid for an excused tardy are the same reasons for an excused absence (see Excused Absences).

Dismissals

1. Students being dismissed early from school must present a written note from a parent/guardian by 8:00 a.m. and get a dismissal pass from the office. The note should include full student name, time leaving/ returning, and the reason for dismissal. The only legitimate dismissal excuses are the same as those outlined as excused absences (see Excused Absences). Frequent dismissals for appointments may require a note from the medical provider. Parents/Guardians should make every effort to avoid scheduling appointments during the school day.
2. Dismissals for reasons of illness are done only with the approval of the school nurse.
3. In the event of an emergency, a student may be excused from school via a telephone call from a parent/ guardian, or a parent may come to the school office and communicate with the principal/assistant principal regarding dismissal.
4. In all instances (9-12), the student must sign out with a secretary in the Main Office. In all instances (7-8), the student must **be signed out by a parent/guardian** in the Main Office.
5. Under no circumstances should a student leave the school grounds without the permission of an administrator.

Administration may require third-party documentation for dismissals.

Extra-curricular Activities and Attendance

It is expected that students be in school for the entirety of the day in order to participate in extra-curricular activities, including athletics. If a student misses part of the day for a non-sanctioned school event, that student must request administrative approval to participate in any extra-curricular activities that day.

Make-Up Work and Attendance

1. Excused absences, as outlined, with the consent or knowledge of the parent/guardian and school officials, provides that work may be made up. Upon return to school, it is the responsibility of the student to make arrangements to complete any missed work.
2. Any graded work missed during a period of unexcused absences shall receive no credit.
3. Arrangement for the make-up of work missed during a period of unauthorized absences may be made with the teacher concerned, prior to the absences, at the teacher's discretion.

Unauthorized Absence from Class

A student who is present at school but is absent from class, or assembly, (class cut) without permission is subject to disciplinary action.

- First Offense: Responsibility Saturday School will be assigned. When applicable, the parent or guardian will be notified after one (1) unexcused absence from class.
- Second Offense: The student will receive two (2) days of Responsibility Rehabilitation (ISR). The parent or guardian will be notified.
- Subsequent Offenses: A three-day Short-Term suspension will be assigned. The parent or guardian will be notified.

TARDIES

The administration considers punctuality at school to be a basic responsibility of each student and his/her parent or guardian. Any student entering the building after 7:35 a.m. is considered tardy. Students entering class/ homeroom after 7:35 a.m. are also considered tardy. Any student who arrives tardy to school must report to the Main Office (9-12)/ Middle School Office (7-8) immediately upon arrival to school. **Any student who does not report to the respective office and who is reported as being in school is subject to suspension.**

All tardies are unexcused unless they qualify as an absence for which an excuse will be approved (see Excused Absences). Bad weather will occasionally be an acceptable excuse for being tardy at the administration's discretion.

- Three unexcused tardies in a marking quarter will result in a detention.
- Each additional tardy, beyond three in a quarter, will result in a detention.
- Seven unexcused tardies will result in Saturday School (9-12)/ Internal Rehabilitation (7-8)
- Eight or more tardies in a marking quarter may result in additional Saturday School, Short Term- Suspension, or Community Service (9-12).
- Eight or more tardies in a marking quarter may result in additional Internal Rehabilitation, Loss of participation in activities (i.e. field day, assemblies, field trips etc.), or Community Service (7-8).

Classroom Tardies

Three (3) tardies to class within the first twenty (20) minutes constitutes one unexcused absence. Students habitually tardy to class may be required to remain after school with the teacher. Failure to comply will result in administrative action.

Tardies to class are subject to the Three Strikes Policy (7-8).

Truancy

Students who are absent from school without parent/guardian consent via telephone or written note, or who leave school grounds without prior consent, will be considered truant and are subject to school discipline and/or state truancy laws.

All requests to leave the building while school is in session, including lunch period, must be cleared through the Administrative office. Under no circumstance should a teacher send a student on an errand that requires the leaving of the building. Leaving school without permission is classified as truancy.

IV. COMMUNITY EXPECTATIONS & PRACTICES

Code of Student Conduct

Students are expected to conduct themselves in a manner that contributes to the objectives of the school and shows respect for the rights of all other members of the school community. The majority of students at Southwick Regional School are here to participate in the process of education as they grow intellectually, socially, and physically to become well-rounded citizens. The rules and regulations that have been established are not meant to be restrictive but are designed to foster good citizenship and to maintain an environment in which each student has the opportunity to achieve his/her educational goals.

Student behavior in or outside of school (such as bullying or assault which may include but is not limited to email, text, or social media messages/postings) which has the effect of disrupting the learning environment for one or more students may result in school consequences.

Cases of unacceptable conduct will be judged, as far as possible, on individual merits. Habitual offenders are subject to such penalties as loss of privileges, detention, internal rehabilitation, suspension, probationary status, prosecution in court, and expulsion. A student may incur penalties for impeding a disciplinary investigation.

Inappropriate language directed at a teacher will result in immediate suspension, internal and/or external, at the discretion of the administration. Inappropriate language is defined as language that is considered offensive by the administration, faculty, and/or staff of the school; it is considered by adult society as undesirable.

Any form of threat to a student, faculty member, administrator, or staff member will result, at the administration's discretion, in a form of suspension and/or expulsion, and possible legal action.

All faculty and staff members have the right and obligation to speak with students who are not observing the rules and regulations of the school. Student defiance to these individuals will result in detention, internal or external suspension, or Saturday School, depending upon the severity of the offense.

Consequence and Penalties for Infractions

Any case not specifically outlined in the policy shall be handled at the discretion of the administration. School rules apply at school and all school sponsored activities and functions including dances, field trips, etc. The noncompliance of several rules may result in a suspension instead of additional detentions.

A -The following offenses may require staying after school or other consequence with the TEACHER:

1. Violation of classroom rules- as outlined by the teacher
2. Tardiness to class -arriving late or unprepared for class
3. Disruptive Behavior –interrupting or disturbing the educational process, causing material or substantial disruption
4. Inappropriate language –unacceptable or improper language
5. Failure to participate –refusal to engage in classroom activities as assigned by the teacher which has the effect of disrupting the learning of others
6. Unprepared for class- not having the proper materials for meaningful class participation
7. Rough housing- unwarranted physical contact, horseplay, shoving, poking
8. Misuses of property- careless or inappropriate use of school supplies, materials, equipment, building facilities or the property of others (This may also result in restitution for damages)

Repeated or extensive violation of the above may result in referral to the office via the Three Strikes Policy.

B – The following offenses may require an OFFICE DETENTION:

1. Leaving Early – unauthorized absence from class at the end of an assigned class period
2. Being in an unauthorized area – presence in an area of the building or school grounds other than assigned learning areas without a proper pass
3. Inappropriate/ abusive language- swearing, unacceptable language or improper language
4. Disrespect- lack of respect for others, including discourteous, arrogant, and overbearing behavior
5. Disruptive Behavior- interrupting or disturbing the educational process, causing material or substantial disruption
6. Dress Code – repeated violations of the Dress Code Policy (see District Policy)
7. Public displays of affection –inappropriate acts of physical intimacy; offensive or sexually harassing displays of affection
8. Failure to serve teacher detention – not reporting to the teacher at the assigned time and place for the expected period of time.

Repeated or extensive violation of the above may result in Saturday School (9-12), Internal Rehabilitation or suspension.

C- The following offenses may result in SATURDAY SCHOOL (9-12) or INTERNAL REHABILITATION:

1. Failure to report for office detention-not reporting for detention at the assigned time and place
2. Truancy- unexcused absence from school or class
3. Excessive Tardiness- violation of the policy as outlined (see Tardies)
4. Class Cut- unauthorized absence from class
5. Misbehavior on School Bus- violations of the rules set forth by the driver and Bus Policy (may also result in loss of privileges)
6. Violation of Technology Ethics- see policy (may also result in loss of privileges)
7. Profanity or obscenity- written, spoken, physically or otherwise communicated
8. Disruptive Interpersonal Conflict
9. Gambling (first offense)- cards, dice, and other games of chance are not allowed
10. Leaving school grounds –leaving the school building or grounds without the permission of an administrator
11. Swearing at Staff- vulgar or extremely inappropriate language or conduct directed toward a staff member
12. Insubordination- deliberate refusal to follow the instructions or directions of an instructor or staff member
13. Forgery- signing for oneself or others the name of a parent or guardian on requires notes or forms
14. Overt safety or health violation- deliberate violation of safety procedures for any particular school environment including, but not limited to, traffic violations, shooting paper clips or other projectiles, throwing objects, lighting matches, etc.
15. Bullying - negative actions on the part of one or more persons to or about another done directly or indirectly; including, among other behaviors, intimidating, threatening, physically harassing, name-calling, taunting, or use of derogatory terms (See Bullying policy)

Repeated or extensive violation of the above may result in short or long-term suspension.

D- The following offenses may result in short or long term suspension, and in serious cases expulsion from school and/or police notification.

1. Failure to report for Saturday School or meet Saturday School requirements- or the accumulation of three (3) Saturday School assignments. Any future similar infraction which requires Saturday School.
2. Tobacco subsequent to first offense- (see Tobacco)
3. Chemical Health Violation- being under the influence of alcohol, drugs, or a controlled substance on school grounds or at school sponsored events. Also, possession or distribution of alcohol, drugs, or a controlled substance on school grounds or at school sponsored events may result in expulsion (see Policy)
4. Bullying- negative actions on the part of one or more persons to or about another done directly or indirectly; including, among other behaviors, intimidating, threatening, physically harassing, name-calling, taunting, or use of derogatory terms (see Bullying policy)
5. Hazing- any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person is prohibited (See Law)
6. Assault and battery- assault: a willful threat or an attempt to use force on an individual.
battery: the willful application of force to another person resulting in any harmful or offensive touching of another person's body or anything another person is wearing, holding, touching, enclosed in, resting upon, or supported by.
verbal assault: abusive language and disrespect/insolence in the extreme with an implied or explicit threat to another person. *A bomb threat or other threat to the safety of the student body/ school community will be prosecuted.*
Also, under the Massachusetts Education Reform Act of 1993, any student who assaults school personnel is subject to expulsion. An expulsion hearing may be held. (see Due Process for Suspension)
7. Intimidation and/or intent to do bodily harm
8. Harassment - (see Harassment policies)
9. Setting False alarms or (bomb) threats - A bomb threat or other threat to the safety of the student body/ school community will be prosecuted.
10. Weapons- knives, firearms, etc., or the unauthorized possession or use of any instrument with which the intent and purpose of such an instrument is to inflict physical damage or harm to another person or object. According to Massachusetts state law, anyone who carries on his or her person a firearm, loaded or unloaded, on school grounds without the written authorization of administration, shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. Additionally, under the Massachusetts Education Reform Act of 1993, any student in possession of a dangerous weapon is subject to expulsion. (see Due Process for Suspension)
11. Larceny – the unlawful taking of another's property, stealing. (and restitution for damages)
12. Fireworks - the possession of, using, buying, or selling of explosive or flammable devices is prohibited
13. Fighting- a physical altercation between two or more students which includes, but is not limited to, any of the following: hitting, punching, slapping, grabbing, tripping, kicking, poking, pinching etc.
14. Vandalism – the intentional damage to or destruction of school property or the property of others (and restitution for damages)

15. Insubordination- defiance of faculty; deliberate refusal to follow the direction of a staff member
16. Possession of Prohibited Materials: any item or material whose possession is in violation of Federal, State, or local laws, illegal drugs, alcoholic beverages, paraphernalia associated with drug use, playing cards, dice, materials for gambling/games of chance, pornographic or obscene items, water pistols, squirt bottles, balloons, weapons or items to be used as weapons, incendiary devices (fireworks, smoke bombs or the like), and any item which may pose a threat to persons or property (laser pointers).
17. Failure to follow Fire Drill or other emergency procedures or to follow staff direction in time of emergency.
18. Offenses which endanger or otherwise create a climate that prevents the school from meeting its educational goals -arson, use of incendiary devices, gambling, extortion, hazing, inciting others to disrupt the order or function of school.

Enforcement of Consequences and Penalties

The administration of consequences will depend on the severity of the infraction and the frequency of misconduct. The enforcement of regulations will be enforced in a fair, firm, and consistent manner. Recognizing the unique developmental differences that exist between middle and high school ages students, administration will take into consideration such differences when determining disciplinary consequences for any event involving inappropriate interaction taking place between students from each level.

Reprimand: A discussion of the infraction and a stern review of the regulations.

Pass Restriction: Pass privileges are revoked for improper use or tardiness. Loss of the privilege requires the student to remain in class for the duration of the period. Emergency needs will be assessed and mitigated by staff and/or administration.

Detention(s): Assignment of detention time in a silent setting supervised by a member of the staff. Students must report at the assigned time, to the assigned location, and sign-in. Electronic devices of any kind are not allowed. Students will not be allowed to communicate with one another. Students must have adequate school work or other acceptable reading material to occupy the time. For after school, students will exit the building by the front immediately following the detention.

Parent Contact: A telephone call or letter to parents or guardians informing them of their student's misbehavior and providing a review of the regulation.

Parent Conference: A meeting between school personnel, parents/ guardians, and the student to review behavior and the regulations.

In-School Rehabilitation: Assignment to a school room in isolation from the rest of the student body and under the supervision of the Internal Rehabilitation Instructor or administrative personnel. School assignments will be provided by teachers and academic support provided when needed. Inappropriate behavior while on in-school rehabilitation may result in external suspension.

Saturday School (9-12): A four-hour assignment (8:00 a.m.- 12:00 noon) on Saturday. During this time students must perform academic work. Saturday school will meet in the SRS cafeteria. Students must enter through the cafeteria entrance.

Students must arrive at Saturday School with books, assignments, and other appropriate materials; enough to cover the assigned time.

Saturday school is a quiet study dedicated to academic work.

Any student who is late to Saturday School, reports without materials, is dismissed for inappropriate behavior, or fails to attend Saturday School will report to the Assistant Principal on the following Monday.

Alternatives to Suspension- When possible and appropriate, administration may offer offending students alternatives to suspension. These alternatives may include, but are not limited to, restorative justices, community service, counseling services, alternative programming, and other commonly practiced alternatives to suspension.

Short-Term Suspension: Suspension from school for up to ten (10) school days. The length of a suspension is at the discretion of the administration. A suspended student may not be at school or attend any school-related function, including athletic events, concerts, dances etc., during the period of suspension.

Long-Term Suspension: Suspension from school for ten (10) or more days. A suspended student may not be at school or attend any school –related function, including athletic events, concerts, dances, etc. during the period of suspension.

Age of Majority

A student who has reached the age of majority (18), is required to complete, and have signed by a parent or guardian, a Southwick Regional School Over 18 Student Sign-Out Form, if he/she would like to have his/her rights and privileges of adulthood recognized by school administration. It is imperative that a student who reaches this status recognize that schools have been given the right to establish rules regarding its operation. A student attending school, regardless of age, is covered by school committee policies and responsible for their student obligations.

Classroom Expectations

Each teacher will provide to students a course syllabus at the beginning of their course. Information regarding specific classroom expectations, homework, long term projects, grading policies, late assignments, extra-help and contact information will be found in the course syllabus. In all classes students are expected to arrive on time, prepared with proper materials, including a pencil or pen and agenda book.

Middle School students are expected to complete homework at home in preparation for the next day's lessons and extension activities; including projects, research, studying, and independent reading. Each teacher requires all students to record assignments in the agenda book. It is strongly recommended that families check the agenda book regularly to monitor their student's progress and course work. The agenda serves as one form of school-to-home communication.

Three Strikes Plan (7/8)

Part I

When a teacher exhausts his/her discipline plan, the following steps will be taken:

1. Teacher will assign detention and record the action on the Three Strikes form.
2. If detention is skipped, the teacher will reassign detention, inform the office, and contact parent.
3. If the reassigned detention is skipped, the teacher will inform the Assistant Principal (AP).

Detention:

Issued for a violation of the classroom policy.

Assigned during a period of time with direct supervisory connection with the teacher.

A detention may be before/during (lunch)/ after school.

A detention will be assigned during a time when the teacher is not on duty with other students.

During the detention, student and teacher will process the behavior (see back of 3x form).

Part II

If a student receives **three behavioral detentions** within the same quarter from a teacher:

1. All documentation must be forwarded to the Assistant Principal for review.
2. AP will notify teacher of decision to move forward or request additional information.
3. Moving forward will result in a mandatory meeting between teacher, parent, student and AP.

Part III

For violations of Part 1 or Part 2, the following office intervention will occur:

1. The student will be contacted by the Assistant Principal and informed of the following:
 - a. Student involvement with the AP, at this point, is non-reversible.
 - b. The situation will be reviewed by the AP.
 - c. The student will be removed from all classes for insubordination effective 24 hours from the time of the meeting with the AP, or until 8:00 a.m. the next morning.
 - d. Return to classes will be contingent upon the parent, student, teacher, AP meeting.
2. The parent will be contacted by the Assistant Principal:
 - a. Parent will be informed that the situation has escalated.
 - b. Parent will be informed that the student will be held from classes pending the meeting.
 - c. The meeting will be scheduled at 8:00 a.m. the next morning or as soon as the parent is available.

Meeting:

Assistant Principal will chair the meeting.

Teacher will present a clear description of the behavior and the methods of intervention used.

Student will present his/her needs to be considered.

AP, teacher, parent and student will discuss future expectations and a plan for behavior

Everyone will be informed that future behavioral infractions will result in internal rehabilitation.

CELL PHONES and ELECTRONIC LISTENING DEVICES

Middle School students may not use devices for any reason during the school day. Cell phones and electronic devices must be OFF and AWAY from 7:35 a.m. to 2:10 p.m.

High School students may use cell phones and electronic listening devices as outlined below:

1. Before the first bell (7:35) and after the last bell (2:10).
2. In the cafeteria during their one scheduled lunch block and scheduled passing times.
3. At the discretion of a teacher during class time for *educational purposes only*.

Content: Each student is responsible for the content on his or her cell phone and electronic devices at all times. Inappropriate content can result in consequences as outline in the Acceptable Use Policy and Code of Conduct. This includes, but is not limited to, bullying and obscene material.

Cell phones and other devices are not to be used at any time for recording audio, video, or taking pictures without the express consent of the principal.

Text messages and cell calls to and from home may be considered violations of the school policy when they occur during any class time. Any device which serves more than one function, including text capacity, is subject to this policy.

Consequences: At any time if use of a cell phone or electronic listening device causes a disruption to the learning environment or is used, or perceived to be used, in violation of classroom or school policies, the following consequences will follow:

- Device will be confiscated, held by an administrator and returned only to a parent or guardian.
- Repeated offenses- device will be confiscated and additional disciplinary action taken.

At the discretion of the administration additional disciplinary action may be taken when use of a device violates multiple school policies within the Code of Conduct.

Dress and Grooming

Refer to district policy at back of handbook

School Bus/ Transportation

Refer to full district policy at back of handbook

Skateboards/ Bicycles /Transportation

Bicycles, skateboards and scooters may be used as transportation to and from school but not on school grounds. Long boards and skate boards must be stored in lockers or the office and bikes must be parked outside of the building at the bike rack.

General Expectations

- Items not directly associated with the educational program such as toys, water guns, pets, etc., should not to be brought to school.
- During assigned class periods and lunches, students may not leave the assigned area without the teacher or monitor's permission. When given permission, students must legibly sign the sign-out sheet with their first and last name and destination.
- Students asked to leave a classroom for disciplinary reasons must report directly to the office.

- At no time are students to open or go into any other student's locker or backpack without permission of the other student.
- At no time are students to open a teacher desk, filing cabinet, or storage cabinet.
- Students are not allowed in the faculty room, faculty lunch space, or any private office without a faculty member accompanying them.
- Middle School students should not enter high school academic hallways or bathrooms without being accompanied by a faculty member.
- High School students should not enter middle school academic hallways or bathrooms without the permission of an administrator.
- Students are expected to pass from class to class in an orderly manner. Students should not be running, shouting, loitering, or roughhousing in the halls, cafeteria, sidewalks, parking lot etc.
- Students are expected to treat substitute teachers with the same respect given to their teachers.
- Students are not permitted to consume or have open food in the building except during lunch in the cafeteria or another designated eating space or during a designated snack time or location.
- Students are allowed to drink water throughout the day. All other beverages must be consumed in the cafeteria or another designated snack time or location.
- Students are not permitted to purchase or sell items from other students in school, including, but not limited to, food, drink, or electronics.

MEMORANDUM OF UNDERSTANDING

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT - TOWN OF SOUTHWICK MEMORANDUM OF UNDERSTANDING

PURPOSE

This Memorandum of Understanding establishes written procedures for the Southwick-Tolland-Granville Regional School District and the Southwick Police Department for handling incidents of consumption, possession, and distribution of alcohol and drugs, the investigation of other criminal activity, and enforcement of all criminal statutes of the Commonwealth and regulations and by-laws of the Town of Southwick.

POLICY

The abuse of alcohol, and drugs and other criminal activity is a national and societal problem. The coordination of efforts by community leaders is vital to effectively combat these problems and seek to rehabilitate violators. The Southwick-Tolland-Granville Regional School Committee and the Southwick Board of Selectmen agree to coordinate their efforts in preventing student abuse of alcohol and drugs as well as other criminal activity.

The procedures outlined in this memorandum will outline the expectations of students, counselors, teachers and administrators within the school system regarding the response to the discovery of alcohol and drugs or other criminal activity on school grounds or at school sponsored functions. The procedures will also outline the expectations of law enforcement personnel when responding to said reports. Further, the procedures will define circumstances in which law enforcement personnel and school department personnel may exchange information concerning matters governed by school policy and regulation. These procedures are developed with an understanding that School Department and Police Department employees are required to maintain confidentiality of certain information as required by statutes and regulations of the Commonwealth and that both the STGRSD and the Southwick Police Department agree to respect the confidentiality of student disciplinary actions and hearings.

This Memorandum of Understanding shall be considered public policy to be widely distributed to parents, students and the community at large.

DEFINITIONS

A. Ingestion.

Ingestion is the eating, drinking, inhaling, absorbing of drugs, alcohol, or tobacco 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, such as alcohol, behavioral changes, such as disruptive actions, and/or changes in physical appearance, such as dilated pupils.

Although it is unlawful for students to possess or distribute alcoholic beverages or controlled substances, incapacitation by reason of consumption of said substances is not a criminal offense (except when operating a motor vehicle). Chapter 111B of the General Laws of Massachusetts defines an incapacitated person as one, who by reason of consumption of intoxicating liquor, is

- a) unconscious,
- b) in need of medical attention,
- c) likely to suffer or cause physical harm or damage to property, or
- d) disorderly.

There is no similar State law which defines a person who is incapacitated by reason of consumption of a controlled substance.

B. Possession - Possession is the custody (including having on one's person, in an assigned locker, in a vehicle operated by a student, or in any other container or area controlled by a student) of alcohol, any controlled substance, any dangerous weapon, any tobacco products, or any other articles listed as prohibited by the student regulations adopted annually by the School Committee and printed in school handbooks distributed to each student.

C. Distribution - Distribution is the unlawful transfer of alcohol or a controlled substance from one person to another. The transfer does not require a transaction by sale.

D. Confidentiality - Confidentiality is the protection of the privacy of students through compliance with 603 CMR 23.00 Sections 01 through 12 also known as "Regulations Pertaining To Student Records" promulgated by the Department of Education and the protection of the privacy rights of citizens by law enforcement agencies governed by statutes and regulations of the Commonwealth.

E. Parent - The parent or guardian of a student or, if the parent or guardian cannot be reached in a timely manner, the responsible adult named on the "emergency data card" on file for each student.

F. On-Campus - On-campus includes on the grounds of any STGRSD school, at the school bus stop, on school buses or other school transportation vehicle while going to, during, and from school or school related events and activities, including athletic games, and on the grounds of any other school or property on which a school activity or event is taking place.

G. Discretion - Where the administrator "should" report an incident to the police it is recognized that some discretion or judgment may be exercised by the administrator. The administrator will maintain a log showing the instances when incidents were reviewed and not reported to the police.

PROCEDURE

A. Ingestion of an alcoholic beverage or controlled substance.

1. Staff response: Report all on-campus incidents to a school administrator when a student is reasonably suspected of having ingested an alcoholic beverage or a controlled substance.
2. School Administration response:
 - Notify police immediately,
 - Notify parents,
 - Enforce school disciplinary code,
 - Schedule mandatory parental conference,
 - Refer for counseling, and
 - Restrict from school activities in accordance with the Extracurricular Eligibility Code and the Athletic Training Code, if applicable.
3. Police Officer response:
 - Dispatch ambulance if required,
 - If required, place the incapacitated person in Protective Custody in accordance with Chapter 111B of the M.G.L.
4. Police Administration response:
 - Notify parents of actions taken by police,
 - Notify school administrator of violations of Extra-curricular Eligibility Code which have occurred off campus unless prohibited from releasing information by statute.

B. Voluntary self-report (before being confronted by a school staff member) of ingestion of an alcoholic beverage or controlled substance.

1. Staff response: Refer student to school nurse, guidance counselor, administrator, or other staff member trained to assist students with substance abuse issues.

2. School support staff response:
 - Notify parents,
 - If student is incapacitated and assistance is required, notify police,
 - Schedule mandatory parental conference, and
 - Refer for counseling.
3. School Administration response:
 - Restrict from school activities in accordance with the Extracurricular Eligibility Code and the Athletic Training Code, if applicable.
- C. Possession or distribution of an alcoholic beverage or controlled substance.**
 1. Staff response: Report to a school administrator all suspected on-campus incidents involving the possession, sale, or distribution of an alcoholic beverage or controlled substance.
 2. School Administration response:
 - Notify police immediately,
 - Notify parents of student suspected of activity,
 - Enforce school disciplinary code,
 - Schedule mandatory parental conference,
 - Refer for counseling, and
 - Restrict from school activities in accordance with the Extracurricular Eligibility Code and the Athletic Training Code, if applicable.
 3. Police Officer response:
 - Investigate facts of violation of law,
 - Take lawful custody of evidence,
 - Notify parents of student suspected of activity of the nature of the investigation,
 - If requested by school officials, investigate of violations of school regulations that may also be violations of law.
 4. Police Administration response:
 - Determine if court action is appropriate,
 - Notify parent of final results of police investigation,
 - Notify school administrator of violations of Extra-curricular Eligibility Code which have occurred off campus unless prohibited from releasing information by statute.
- D. Other criminal activity (Including but not limited to statutes listed in Policy JH).**
 1. Staff response: Report to a school administrator all suspected criminal activity.
 2. School Administration response:
 - Should notify police immediately,
 - Notify parents of student suspected of activity,
 - Enforce school disciplinary code,
 - Notify student and parents of their potential victim status and option to make police report if appropriate.
 3. Police Officer response:
 - Investigate facts of violation of law,
 - Take lawful custody of evidence,
 - Notify parents of student suspected of activity of the nature of the investigation,
 - If requested by school officials, investigate of violations of school regulations that may also be violations of law.
 4. Police Administration response:
 - Determine if court action is appropriate,
 - Notify parent of final results of police investigation.

POLICE INVESTIGATIONS

It is the policy of the Southwick-Tolland-Granville Regional School District to cooperate with the police in carrying out their duties and investigations.

The following policy has been adopted by the Southwick-Tolland-Granville Regional School Committee:

1. Questioning of a student must be done in the Principal's Office or in an area designated by the Principal.
2. Questioning must be done in the presence of the Principal or his designated representative.
3. No student may be taken from the school by the police until the parent or guardian has been notified or unless the police have a warrant for the student's arrest.
4. No minor student may be questioned at the school by the police without the consent of the parent or guardian.

LOCKER SEARCH

1. Mass searching of lockers may be conducted by the administration if the safety and well-being of the student body and building are in jeopardy.
2. The administration of the school may search a student's locker, if a search is considered necessary to maintain the integrity of the school environment and to protect other students.

In the best interest of student-administrative relationships and the spirit of due process, the following should be taken into account when making a search of the student and/or his property.

- a. If possible, the student should be present when making the search
 - b. A third party (a witness) should be present
 - c. An attempt should be made to secure prior student consent
3. A search may be made by a police officer with a valid warrant or in connection with a valid arrest. However, if police are involved, parents should be notified, the Principal or his designated representative from the school should be present at the time of the search. A complete report of the incident together with witnesses and other pertinent information should be immediately recorded.

SEARCH AND SEIZURE

Students may be assigned lockers, laboratory tables, desks and similar property of the school system for their use while in school. Property of the school department assigned to a student for his/her use during the school year is subject to inspection and search at any time for any reason. If an illegal substance/object, or evidence of activity which violates the law or the disciplinary code, is found during any inspection or search, it will be confiscated and appropriate action will be taken against the student.

In addition, professional and administrative personnel may search a student's belongings, such as clothes, backpack, handbag, wallet, etc. or frisk or search the student him/herself when a staff person has reasonable cause to believe that the student has, or the student's belongings contain, an illegal substance/object, or evidence of activity which violates the law or disciplinary code. If an illegal substance/object, or evidence of activity which violates the law or the disciplinary code, is found during any search, it will be confiscated and appropriate action will be taken against the student.

DUE PROCESS for SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

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

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

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if

the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

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

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.
- iv. The right to cross-examine witnesses presented by the school district.
- v. The right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

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

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

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

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

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

APPEAL OF LONG-TERM SUSPENSION

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

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

EMERGENCY REMOVAL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Felony complaint or issuance of felony delinquency complaint

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

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

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

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

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

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

The superintendent has the authority to overturn or alter the decision of the principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

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

Travel

Travel by senior high school groups to foreign countries or extended travel in the United States is subject to school committee approval or disapproval, based on the plans and merits of each trip as prescribed in the STGRSD Policy 8.1. JJH

Use of School Equipment

School equipment is for the exclusive use of school personnel. The Superintendent of Schools must approve any loaning of equipment. Loaned equipment must be operated by the approved staff member.

Video/DVD Guidelines

Rationale:

Due to the availability of commercial videos, especially those that may have R or NC17 Ratings or controversial themes, the Academic Standards Committee believed it was necessary to create some guidelines for the following reasons:

1. Some students may not be old enough to legally view R or NC17 rated movies without a parent or guardian's permission.
2. Parents or guardians may want the option of deciding if their students are to be exposed to controversial subject matter.
3. The use of videos that are unrelated to curriculum may cause the public to question the need for teacher preparation time, pay raises and overall education at the high school.
4. Teachers in different departments may choose to show the same movie in other subject areas but from different points of view. Video Guidelines will help to prevent repetition across the curriculum.
5. Students need to be held accountable for what they have viewed to ensure evidence that the video has educational value.

***Videos shown at SRS should:**

1. Be used with students in "face to face" instruction with the teacher.
2. Be directly related to the curriculum and the current instruction.
3. Be linked to instructional objectives.
4. Be linked to an assignment related to the video.
5. Be shown in the normal instructional setting, not in such large group settings as the auditorium.
6. Not be used for extracurricular, reward or recreational use without educational merit.
7. Not to be used for fundraising. No admission should be charged for a film showing.
8. R or NC17 rated movies should only be shown to students who have a signed permission slip from their parent or guardian.
9. To this end, teachers will list videos that are part of their curriculum so that a school-wide list can be compiled and updated by the Academic Standards Committee.

*Guidelines adopted from Springfield Township High School Virtual Library, <http://mciu.org/-spyvweb/videoguidelines.html>

Notification to All Parents in Schools that Receive Title I Funding. Notification to Parents of Teacher Qualifications – Compliance with P.L. 107-110, Section 1111(h)(6)(A)

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, SRS will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

1. Whether the teacher meets the state qualification and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
4. Whether paraprofessionals provide services to your child and, if so, their qualifications.

SRS is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the building principal.

Use of Email

Email is an effective communication tool for communicating with staff, students, administrators, and families. Email is considered written documentation and when written to a student may become part of the student record. It is extremely important that email be used appropriately and in adherence with District Policy. If, at any time, a student, faculty or staff member, or parent/guardian has a particular concern about the use of email, or response to an email received, the building principal is available for assistance.

Internet Use Policy

The use of the Internet is a privilege, not a right. Inappropriate Internet use will result in a cancellation of those privileges and disciplinary action up to and including suspension. Each student who is given Internet access privileges or receives an account will be a part of a discussion with a district faculty member pertaining to the proper use of the Internet. School computers are school property; therefore, the administration reserves the right to inspect computer files at any time.

The Student Assistance Team (SAT)

The Student Assistance Team guides and directs the process of discipline and behavioral interventions. Team members include administrators, guidance and adjustment counselors, the nurse, school psychologist, and special service providers.

V. GUIDANCE

Guidance services are available for every student in the Southwick Regional School. Guidance services include assistance with educational planning, interpretation of test scores, occupational information, career information, tutoring, assistance with home, school, and/or social concerns, or any issues students feel they would like to discuss with the counselor.

Students wishing to meet with their counselor must obtain a pass from their counselor or the guidance secretary before or after school, or during a homeroom (7/8) or lunch (7-12) period. If a student wishes to see a counselor immediately, he/she should communicate this to the secretary or counselor directly.

Academic Program Policies

- All programs must have the approval of the Guidance Director.
- Only one foreign language may be started in a semester.
- All elective courses are subject to satisfactory enrollment.
- Students should choose electives at the grade level for which they are listed, although, upper class students may choose lower class electives.
- Students must pass English in order to enroll in the next English course in the sequence, ie: English I must be passed to enroll in English II
- In order to elect an independent study course, a student must have the approval of the department chairperson and the guidance director.
- Advanced Placement and Honors courses are designed to challenge and meet the needs of academically strong and highly motivated students. These offerings are selective in nature and are recommended to students meeting specific criteria, including department approval.

The quality and quantity of student work are important factors in meeting with success in an Advanced Placement or Honors program. Such courses are differentially weighted in computing class standing.
- Homework, when assigned, is considered essential to academic success and the learning process. To be effective, homework should be completed on time and as an independent activity. Teachers will establish course related policies regarding grading homework assignments.

- Students who plan to participate in full graduation ceremonies must take four full courses in each semester of his/her senior year. (Only in very rare circumstances and for very specific reasons will the administration make an exception to this rule).

College Courses

A student who wishes to take courses at a local college for credit must:

- Notify his/her guidance counselor one term prior to the anticipated enrollment.
- Have a minimum eighty (80) cumulative grade point average.
- Submit a signed parental release.
- Demonstrate proficiency or advanced standing on the MCAS.
- Have not exceeded the attendance policy.
- Provide the school with both mid-term and final grades at the same time that mid-term and quarter grades are issued at Southwick Regional School.
- Provide confirmation of acceptance from the college where the student is eligible to take the course to receive college credit.

All students must be enrolled in a minimum of four (4) courses at Southwick Regional School and/or the college each semester. If a student wishes to enroll in more than one course outside SRS, approval of the principal is required. Additionally, any student spending more than 75% of his/her time outside of SRS is ineligible to hold elected office.

Dual Enrollment (Policy IHCA)

Purpose: To provide qualified junior and senior students in the Southwick Regional School the opportunity to participate in courses at area colleges which will allow these students to earn dual credit at both the secondary and college level.

Definition: Currently enrolled Massachusetts public and non-public high school juniors and seniors who are in good academic standing at their high school, who have met the MCAS requirement(s) and/or who have been recommended by high school principals, guidance counselors, and/or teachers, will be eligible for consideration to enroll full-time or take individual courses at Massachusetts public institutions of higher education. Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation. Students must demonstrate the ability to benefit from college-level course work.

Eligibility: Enrollment is open to junior and senior students in good academic standing who:

- have demonstrated the ability to do college level work.
- have an accumulated GPA of 85 or better (exceptions may be considered under unique circumstances).
- earn a B or better in all college-level course work in order to continue in a dual enrollment program.
- have the recommendation of the principal and guidance counselor or teacher.
- meet pertinent higher education admission requirements and individual course requirements at the prospective college or university.
- meet the course prerequisites at the post-secondary public institution.
- have the written approval of a parent or guardian.
- are enrolled in a minimum of 4 major courses at SRS each semester.
- are highly recommended for continuation by appropriate high school and higher education personnel in order to maintain eligibility for dual enrollment participation.

Programs: Opportunities shall be applicable for both academic and occupational college level course work. Dual enrollment shall not apply to developmental courses offered at local colleges and universities. Higher education institutions may provide courses to high school students that will aid in the growth or progress of the students. Higher education institutions may offer courses and programs of study that may not be available at Southwick Regional School.

Grades: High school students accepted into college-level work shall receive both high school credit toward graduation and college credit. At the discretion of the high school, college level course work may be treated at the honors level. Students must provide a grade report card to the high school guidance office. For the purpose of determining Honor Roll eligibility, dual enrollment students are responsible for securing a numeric mid-term grade from their professor(s).

Responsibilities: All students enrolled on a dual enrollment basis are responsible for their own transportation, tuition, fees, textbooks, and instructional materials.

Students who qualify for graduation from Southwick Regional School through participation in dual enrollment may participate in the senior activities for their graduating class provided all other obligations have been met.

Early Admission to College

All requests for early admission will be considered on an individual basis according to the following guidelines:

1. A conference between the school, the student, and the parents or guardians must take place prior to any formal request for early admission.
2. The student must submit a request by June 1st preceding his/her senior year.
3. Acceptance by an accredited school must accompany the application for release from Southwick Regional School.
4. The applicant must have an 85 grade point average or better.
5. The applicant must submit a signed parental release.
6. The applicant must have earned a minimum of 110 credits at the end of the junior year and have met all graduation requirements through grade 11.
7. A diploma will be granted upon the successful completion of a year's work (full-time) on the college level.
8. Acceptance into the program is subject to the approval of the principal.

Extended Classroom

Purpose: The Extended Classroom Education Program is intended to provide the teacher and the student an opportunity to utilize all immediate and greater community resources in order to bring a sense of reality, purpose, and student responsibility to learning and classroom instruction.

Eligibility:

- Such a program carried on as a class project may involve the freshman and sophomore levels.
- Any classroom project that involves more sophisticated study, review, research, or communication with social organizations in the community should be restricted to the upper grades, specifically grades 11 and 12.
- Any student who can assume responsibility and is doing satisfactory work may be allowed to participate.

- Written parental permission on the proper forms must be submitted before students may leave school grounds.
- Prior permission must be obtained from any individual or organization before students may undertake a student or project involving the community in general.
- Permission must first be obtained from the teacher before any student may participate in an off-campus project that might be associated with class work.
- Students interested in participating in an independent project should outline in detail the reason for participating in such a project and the manner in which the program will be carried out.
- All students will be responsible for extended insurance coverage while off campus. School insurance covers on-campus accidents only.

Final Exams (9- 12)

- Final exams will be given at the end of the second and fourth terms, respectively, and will count for 20% of the semester grade.
- Each department will develop examinations in keeping with department goals and objectives.
- Time will be provided at the end of each semester to administer examinations, which will be scheduled by the administration.
- No homework shall be assigned during the examination period. However, students may have work to complete outside of class in connection with a final project or alternative exam assignment during the exam period.
- Final exams will be administered by the regular classroom teacher in the regular classroom. Each examination period will be eighty-four (84) minutes in length.
- Students are to be in class or an examination room during each exam period.
- All students will be required to take final exams. Exceptions for those excused from taking an exam will be granted only by the principal or via the Renaissance program criteria.
- In the event that a student is absent from an exam due to an illness, injury, or family emergency, a note must be submitted to the office, and arrangements for a make-up exam must be made by the student.
- The following will apply to seniors and those classes that are composed of seniors and others:
 - All seniors are required to take exams. Exemptions will be granted by the HIGH SCHOOL PRINCIPAL only.
 - The senior exam will be administered in a designated area by teachers whose classes are made up of seniors.

LPVEC Career and Technical Education Center (see Vocational-Technical Education District policy)

The Career and Technical Education Center (Career TEC) is an extension of the seven member high schools served by the Lower Pioneer Valley Educational Collaborative. Transportation to and from the Career TEC is provided by the district. Enrolling at the Career TEC is a part of the process of course selection in the home high school.

Application Process for Career TEC at LPVEC:

Students can obtain an application for the Career TEC program through the guidance office at Southwick Regional School. The application must be completed and submitted to the guidance office in the spring before a student could enroll at Career TEC. The due date is typically March 30th. Following the submission of the application, there is a process of interviews and application review by a Career Tec Counselor. Students are accepted into the program by the LPVEC. Students who apply to go to the Career TEC program should also fill out a tentative SRS high school schedule with alternative courses should they not be accepted or decide not to enroll.

The Career TEC Program: Students in ninth or tenth grade participate in an exploratory program and subsequently choose a shop program to follow. Ninth grade students participate in Exploratory for 2 block during the 1st semester only. Students are not accepted initially into a particular shop.

Transportation: The Southwick-Tolland-Granville Regional School District provides transportation by bus to the LPVEC Career TEC program. All students are expected to ride the bus to and from LPVEC. Seniors may apply on an individual bases to drive to the Collaborative. They must agree to follow all the LPVEC and SRS parking and driving regulations. All decisions regarding student drivers will be made on an individual bases, with consideration given to participation in co-op programs, job or sports obligations, and school driving discipline records. Approval to drive to and from the LPVEC will be made at the principal's or assistant principal's discretion only.

Incomplete Grades (Make-Up Work)

When an incomplete grade is issued, incomplete work at the end of a marking term must be made up within two weeks (10 school days) of the close of the term, or a failing grade will be recorded in the student's record. If extenuating circumstances prevail an extension may be granted with the approval of the guidance office. Incompletes are issued to transfer students and those who have been absent due to illness. Work must be made up in order to obtain a grade for a particular marking period. Incomplete grades impact a student's eligibility to participate in athletic competitions and extra-curricular activities until the work is made up and a grade is officially recorded in the student's record.

Outside Course Credit

A student must obtain permission from the Guidance Department prior to taking any course in summer school, at evening school, through extension services, or from a private tutor. If a student does not obtain such prior permission, no credit will be given for any such courses. The student must also submit a certificate of satisfactory completion of the work (as required by the school) to receive credit for the course.

Physical Education Requirement (9-12)

A student must take and pass four years of Physical Education classes at Southwick Regional School in order to meet graduation requirements.

Medically excused students must be excused by a licensed physician for a specified period of time (a marking term or portion of a marking term). The student's documented medical excuse must be on file

with both the Physical Education Department and the Guidance Department before the end of a marking term, or all grades will remain as recorded.

Any student medically excused for more than one-half the school semester will not receive credit for the course. The amount of academic credit the student receives will be determined on an individual, case-by-case basis, dependent upon the time of the school year in which the student resumes participation in physical education classes. Documented medical excuses will take precedent over the four year graduation requirement.

Alternative Physical Education: A student in grade 11 or grade 12 who needs to explore an alternative Physical Education course due to unique scheduling issues, must meet with his/her guidance counselor to review options. The need for this option could be necessitated by either vocational or academic requirements. Approval from the guidance director and the principal is required for any Alternative Physical Education plan.

Program Changes

Students are discouraged from making changes in their academic schedule. No schedule changes will be made after the first week in a semester. However, a change may be made if there is an ability level change in a course, and a change is agreed upon by the students, parent/guardian, guidance counselor, and teacher(s). Schedule changes that meet this condition will result in a "W" (withdrawn) for the course dropped, and will not be computed in the student's G.P.A.

Senior Checkout

At the close of final exams, seniors will be required to turn in books and/or equipment, settle all accounts, and turn-in checkout sheets.

Standardized Testing Program

The testing program is included in the guidance services. Achievement tests, Advanced Placement exams, and interest inventories are administered under the direction of the department and interpretation is given to enable students to better know themselves. All 7th, 8th, 9th, and 10th grade students are required to participate in the Massachusetts Comprehensive Assessment System (MCAS), a mandatory statewide testing program. All students are required to achieve proficiency in order to obtain a high school diploma.

Any student interested in attending college may want to review the many catalogues on file in the guidance office. Since many college programs are highly selective, students may want to discuss the requirements of a particular school or occupation with the guidance counselor. Some colleges requiring standardized tests also require their own examinations. Guidance counselors will help students determine the qualifications needed for a given school.

Summer School

A minimum grade of 45 must be attained in a course before a student will be allowed to retake a course for credit in summer school. The student must submit a grade report or certificate of satisfactory completion of summer school course work to his/her guidance counselor prior to the start of the school year in order to receive credit for summer school courses.

Virtual High School (9-12)

Virtual High School (VHS) programs provide students opportunities to take courses via the internet that would otherwise not be available at Southwick Regional School. Space in the program is limited; students are selected for the program based on the following:

1. Preference
 - a. First preference will be given to seniors needing a course to fulfill graduation requirements.
 - b. Second preference will be given to seniors wishing to take a course for personal growth.
 - c. Third preference will be given to juniors wishing to take a course for personal growth.
 - d. Fourth preference will be given to special situations with the approval of guidance and administration.
2. Eligibility
 - a. Students must be academically eligible to participate in VHS. Students must be passing at least 3 of their 4 courses to be academically eligible for VHS.
 - b. Eligibility does not guarantee acceptance into the VHS program.
 - c. All students participating in VHS must have successfully completed Information Technology, or must demonstrate competency with the internet and the Microsoft Office programs Word, Excel, and PowerPoint.
 - d. Any specific requirements or pre-requisites for an individual VHS course must be met.
3. Course Length and Credit
 - a. VHS courses are on a semester basis except for Advanced Placement and selected other courses which meet for the entire year.
 - b. VHS course receive the appropriate weighting (AP or Accelerated) when calculating the GPA.
 - c. Student may take one VHS course per semester. Students who wish to take additional courses must have the approval of the guidance director.
4. Registration
 - a. Students contemplating participation in a VHS course must first include VHS on their SRS course selection sheet.
 - b. The guidance office and the VHS site coordinator will jointly approve students for participation in VHS courses.
 - c. Students who have selected VHS during the course selection process will then:
 - i. Complete the VHS registration survey available through the guidance office or VHS on-site coordinator.
 - ii. Choose a preferred, and two alternate VHS courses from the VHS course list, and
 - iii. Submit the completed VHS course selection sheet to the guidance office for forwarding to the VHS site coordinator.
 - d. The VHS site coordinator will register students for their desired course as long as space in the course is available. If space is not available, registration will be attempted in the alternate course choices unless the student has requested to be waitlisted for the preferred course by checking the appropriate box.
 - e. Students taking AP courses must take the AP test. The AP test will be given through SRS.
 - f. Registration for fall and the following spring's VHS classes begins in mid to late April. Popular courses fill early, so planning is essential.
5. Other
 - a. Students registering for VHS courses should have access to the internet at home to maximize the potential for success in the virtual classroom.
 - b. VHS students will take their course in the designated VHS classroom.
 - c. At the conclusion of the VHS course, students may take one or two VHS mini-courses, called Independent Learning Opportunities, to fill out the semester.

- d. All students who register for VHS courses must sign the VHS contract and abide by the Computer and Internet Acceptable Use policy.

Withdrawal and Transfer

- Students must:
1. Secure authorization withdrawal or transfer note from their parent or guardian.
 2. Obtain appropriate forms from the guidance office.
 3. Have the forms filled out by the appropriate teachers and staff.
 4. Return all school books, equipment, materials, and other school property and pay any fees.
 5. Submit completed forms to the guidance office for final clearance.

VI. SCHOOL RESOURCES, SAFETY, & WELLNESS

Accidents

Every accident in the school building, on school grounds, at practice sessions, or any athletic event sponsored by the school must be reported immediately to the person in charge, and to the school office. All accident reports must be filing in writing on the proper forms.

Cafeteria

Breakfast and lunch is served daily in the cafeteria. Use of the cafeteria during breakfast and lunch is a privilege which depends on appropriate behavior. Rude or disrespectful behavior will not be tolerated. Open food containers are not to be removed from the cafeteria.

The School Nutrition Department of the Southwick-Tolland-Granville Regional School District utilizes a Point-Of-Sale system at all district schools. Families are encouraged to add funds to their student's secure *Parent Online* account; however, funds may also be added to the account by sending a check or cash to the school office. Cash is not accepted at cafeteria registers.

Families that would like to apply for free or reduced price meal benefits through the USDA's National School Lunch Program may do so, confidentially, at www.SchoolMealAp.com. Parents/ guardians receiving free or reduced price meal benefits for their students can establish a Point of Sale account to monitor student food purchases and to deposit funds for the purchase of non-program foods.

For additional information about the Point of Sale system or the National School Lunch Program, please contact Matt Lillibridge at Food@stgrsd.org or 413-569-6870.

<u>Meal Pricing:</u>	Breakfast	\$1.50	Reduced	\$.25
	Lunch	\$3.25	Reduced	\$.40

Emergency Procedures (Fire Drills)

Fire drills at regular intervals are required by law and are an important safety precaution. During a fire drill or other emergency drills, at the first signal given, everyone must obey orders promptly. During a fire drill or evacuation, everyone must clear the building by prescribed routes as quickly as possible. The teacher in each classroom will give students instructions. Any student who endangers safety may be disciplined.

Health Services and School Nurse

If a student becomes ill in school, he/she should report to the school nurse who will determine what should be done. Students must not leave the building because of illness without authorization. If the nurse is not in, the student should report to the office.

The school nurse is available to work with you to accommodate your child's health needs while at school. From cuts and bumps and stomach aches, to chronic health conditions, the nurse is here to assist your child in remaining healthy and productive in school. Feel free to contact the school nurse with any questions, concerns or to obtain necessary forms.

ACTIVITY LIMITATIONS

If your student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations, must be provided to the school so appropriate arrangements can be made, if necessary.

EMERGENCY CARD

Each fall parents will receive a Student Emergency Form. It is essential that the form be completed annually and that the information is current at all times. Medical conditions such as allergies, asthma, epilepsy, diabetes, etc. should be indicated on the card. Please update any changes throughout the year. This form can be downloaded from the district website.

FIELD TRIPS

Permission forms for field trips are sent home by the students' teachers prior to the trip. Please complete the form as soon as possible. You must write any medication your child may need in the large box on the field trip form and indicate if you give the teacher permission to administer the medicine on the field trip. **Be sure to write any medical condition in the box also (i.e. diabetes, migraine headaches, motion sickness, reactions to bee stings etc.)** If your child needs to take any medicine, a physician order and parental consent must be on file with the nurse. Medications to be taken on the trip will be delegated to a teacher to administer. It can take some time to make necessary arrangements for your child's safe enjoyment of a field trip. Your cooperation is essential. Please discuss field trips with the school nurse at any time.

FIRST AID

First Aid will be administered for minor injuries received during the school day. When a student becomes ill or is seriously injured, the parent is notified immediately. If a parent cannot be reached in an emergency, the child will be transported to the hospital.

HOMEBOUND TUTORING

Parents who expect their child to be absent for an extended period of time due to illness or accident, should contact the Student Services Department about home tutoring.

IMMUNIZATIONS

By law, the Massachusetts Department of Public Health requires that all students be fully immunized prior to school entry. The Massachusetts school immunization requirements are on the District's website. Physicians are aware of these requirements as well as the required time intervals between doses. (Please note that each state has slightly different timetables for immunizations. If your child's pediatric practice is in another state, make sure your child is compliant with Massachusetts requirements). The State Department of Public Health mandates the school nurse to review the time intervals between the doses of

specific vaccines. If the intervals between doses are outside of the Department of Public Health guidelines an additional dose of a vaccine may be required. Parents will be informed individually if this is necessary. Every child must be properly vaccinated to attend school in Massachusetts. Exemptions may only be accepted for medical or religious reasons, and must be made in writing. Children who are homeless are allowed to enter pending verification of immunization.

Enforcement:

The school administration (principal, superintendent), in consultation with the school nurse, has the responsibility to refuse school admittance to students who have not received the required immunizations or who are not otherwise exempted. Unimmunized or partially immunized students whose private physicians certifies in writing that they are in the process of receiving the required immunizations, shall be allowed to attend school provided they receive the required immunizations when scheduled. They will be regarded as being in compliance with the law as long as they are actively pursuing the receipt of the immunizations.

2. It is the responsibility of the school nurse to review the records and inform the parent/guardian if the student is not in compliance. If the parent/guardian has difficulty obtaining the necessary immunizations, a choice of possible resources will be offered. Please refer to M.G.L. Chapter 76, Section 15, any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

MANDATED HEALTH SCREENINGS

The Massachusetts Department of Health mandates health screenings that are performed during the school year. These include height, weight, vision, hearing and postural or scoliosis screenings. For any vision, hearing, or postural screening outside normal limits, a referral will be sent home for further testing.

You have an option to not have your child participate in one or all screenings. You must however, make your decision to “OPT Out” of a screening in writing and send it to your child’s school nurse. Otherwise, your child will be automatically screened as per Massachusetts Department of Public Health (DPH) Regulations. “Opting out” only applies to screenings and DOES NOT apply to physical exams. The “OPT Out” option must be made annually (it does not carry over from year to year). The mandated health screening requirements may be located on the District’s website.

MEDICAL AND DENTAL APPOINTMENTS

Medical and dental appointments should be made, whenever possible, during non-school hours.

MEDICATION POLICY

The Southwick-Tolland-Granville Regional School District follows the laws and regulations of the Massachusetts Department of Public Health in the formulation of medication policies to ensure the health and safety of children who need medication during the school day. The following forms must be on file in your child’s health records before any medication can be administered at school or on a field trip. The forms are available from the nurse or may be downloaded from the district website.

1. A signed consent by parent or guardian to give medicine.
2. A signed medication order completed by your child’s licensed prescriber (physician, nurse practitioner, etc.).

The policies include over the counter medications such as acetaminophen, cough drops and ointments. Medicines must be in a pharmacy or manufacturer-labeled container. Students are not permitted to transport any medicine to or from school. Medicines must be delivered and picked up by a responsible

adult. No more than a thirty-day supply should be delivered to the school. **It is necessary to obtain new orders and parental permission every year.** Any medications not picked up by the last day of school will be destroyed.

The school nurse may not administer any medications, including over the counter medications, without proper orders and consents. Students are not allowed to carry medications in school, and may be referred for disciplinary action if found with medication. Please plan ahead to meet your child's medication needs. The school nurse is available to help you if needed.

Our school physician has provided medical directives for our students in grades 6-12. See the back of the emergency form.

PHYSICAL EXAMINATIONS

State law requires physical examinations of all school children within a year before entry into school, and at intervals of either three or four years thereafter. The Southwick-Tolland-Granville Regional School District requires physical examinations in grades K, 4, 7 and 10, and for all new students. Because your child's physician has a comprehensive knowledge of the health status of your child, private physician examinations are strongly encouraged. If the school nurse has concerns about a student's health she may require a student to have an exam to attend school. An exam within a year of entry into school is acceptable.

WELLNESS POLICY

Our district Wellness Policy addresses nutrition standards, nutrition education, physical activity, and other school-based activities designed to promote student wellness. It also includes an evaluation component. The complete policy is available on the District website.

WHEN TO KEEP A CHILD HOME

It is sometimes difficult to decide when a child should remain home from school. Here are some guidelines:

1. Child has vomiting or diarrhea.
2. Fever 100 degrees or higher, to remain home until fever free for 24 hours without the use of fever medications.
3. 24 hours after starting antibiotics, especially after conjunctivitis or strep throat.
4. Child with any contagious illness.
5. Excessive fatigue after illness.
6. When your child's doctor recommends rest at home following an illness, injury, or surgery.
7. After an injury or surgery when narcotic pain medication is still necessary.

Remember to obtain a note for school if your child misses school for any appointment with a doctor, dentist, orthodontist, or mental health provider.

Library /Resource Center/ Computer Lab

The Library Media Center is open daily. It is open all blocks to classes and to individual students working on projects. The library is open during all lunches and most days after school. Middle School students (7/8) who wish to use the library after school must get permission, and a pass, from the middle school office before 2:10 p.m.

Locker Assignments

Each student is assigned a locker for storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked and in order at all times. School combination locks are to be used. Students may not use non-school issued locks on their locker. Lockers are a permanent part of the school building and students are expected to keep them in usable condition. Malfunctioning lockers should be reported to the office.

Locks will be issued on the first day of 7th grade or the first day of attendance at Southwick Regional School. Students are responsible for their school issued lock for all years of attendance at Southwick Regional School. Students are expected to keep their issued lock on their assigned locker, take the lock home each summer, and return each school year with the lock to be put on their newly assigned locker. Lost or damaged locks must be replaced, at the student's expense, through the main office.

Locker Searches

Mass searching of lockers may be conducted by the administration if the safety and well-being of the student body and building are in jeopardy.

Individual student lockers may be searched by the administration if a search is considered necessary to maintain the integrity of the school environment and/or to protect other students.

In the interest of student-administrative relationships and the spirit of due process, the following will be taken into account when making a search of a student locker and/or his/her property.

- a. If possible, the student should be present during the search
- b. A third party (witness) should be present during the search
- c. An attempt should be made to secure prior student consent

A search may be made by a police officer with a valid warrant or in connection with a valid arrest. When police are involved, parents should be notified, the Principal or his designated representative from the school should be present during the search, and a complete report of the incident including witnesses and other pertinent information should be immediately recorded.

Lost & found

Articles or objects found should be turned into the main office. Students who have lost an article with the office during the school day but not during class periods. Student may also check the lost and found bin outside the auditorium.

Publicity Authorization and Release

The Southwick-Tolland-Granville Regional School District and Southwick Regional School may release and publish student work, photographs, motion pictures, video images, or other likeness of your child in connection with any and all news releases, public relations, or promotional materials or announcements, advertisements, web pages, or otherwise concerning your child's academic honors, sports activities, participation in school-sponsored musical, dramatic, or dance performances, or any other purpose in connection with your child's attendance at Southwick Regional School. If you, the parent or guardian, have any objections to the Publicity Authorization and Release policy, please write to the building principal and your child will be exempt from this policy.

Solicitation

State law prohibits solicitation of students on school grounds. Any person or persons making such claims should be reported to the office of the Superintendent of Schools. Organizations are not allowed to sell tickets or products in the schools. Supplies, equipment, and other forms of advertising (other than trade names) are not permitted. Vendors are not permitted to sell their products on school property.

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money, valuable electronic devices, or cameras to school, and to keep track of glasses or watches at all times. If it is necessary to bring more money than needed to pay for lunch, students should leave it at the office for safekeeping.

Vehicles on School Property/ Student Drivers

A student may, with the permission of a parent/guardian, be issued a permit to drive his/her vehicle to and from school under the following conditions.

- The student must complete the designated form provided by the school and have it signed by a parent/guardian.
- Student drivers must purchase a parking decal from the main office for \$100.00 (full year) or \$50.00 (half year- beginning of second semester). The fee is non-refundable. Decals are non-transferable.
- Parking decals must be displayed on the appropriate vehicle.
- Students must park in the designated student parking area.
- Student drivers must drive safely while on school property, observing speed limits, seat belt laws, and all other good driving as required by the school and the Registry of Motor Vehicles.
- Student cars are not to be used or occupied during school hours.
- Student driving is a privilege. Student drivers must meet acceptable scholastic, behavioral, and safe driving requirements to maintain driving privileges.
- Student cars illegally parked in unmarked or non-approved parking areas will be denied the privilege of driving to school for the remainder of the school year, subject to adequate notification.
- Failure to observe student driver expectations may, at the discretion of the administration, result in denial of the privilege of driving to school for a period of time or the remainder of the school year, subject to adequate notification.

Visitors

It is school policy to accept only those visitors who have legitimate business to attend at the school. Although parents and such visitors are welcome, they should obtain approval from the principal prior to their visit to the school and, upon entrance to the school, shall register in the office. It is understood that no visitor shall disrupt or interfere with the conduct of any class or educational activity. Students who wish to bring a guest to school must obtain prior approval from the office and secure a pass. Visitors are expected to leave promptly when they have completed their business.

Voter Registration

All students are encouraged to register to vote when they turn 18 years of age. Voter registration forms are available in the guidance office for all citizens 18 years or older. These forms may be returned to the town hall where the citizen resides or may be mailed by following the instructions on the form. Voting is an important right for all Americans.

VII. ATHLETICS & EXTRA-CURRICULAR ACTIVITIES

All student athletics and activities, regardless of when or where they take place, must comply with Southwick-Tolland-Granville Regional School District School Committee policies.

Athletics

Interscholastic athletics are governed by rules and regulations administered by the Massachusetts Interscholastic Athletic Association (MIAA). Each participating school must adhere to these regulations and any additional locally established regulations and/or policies.

Academic Achievement:

Eligibility for participation is governed by M.I.A.A. regulations for athletic participation.

Insurance: The athlete, to participate, must have certified, in writing, by the parent/guardian that sufficient insurance coverage is maintained through a family accident policy or that coverage is maintained by a school accident policy.

Physical Examination: Physical examinations are required annually before participation in competitive sports. A student in the Southwick-Tolland-Granville Regional School District must pass a physical examination within thirteen months of the start of each season. Students who meet these criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered physician, physician's assistant, or nurse practitioner.

Attendance: In order to participate in a game, meet, or practice, a student must be in attendance at school for at least half of the school day.

Alcohol, Tobacco, Drug Use: From the earliest fall practice date to the conclusion of the academic year, or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including vaporizer oils); marijuana, steroids, or any controlled substance. Students may be in possession of a legally defined drug specifically prescribed for the student's own uses by his/her doctor.

When the principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 50% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation.

When the principal confirms, following an opportunity for the student to be heard, that a second violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 75% of all interscholastic contests in that sport.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year (ie: A student plays only soccer; he/she violates the rule in winter and/or the spring of the same academic year; he/she would serve the penalty(ies) during the fall season of the next academic year).

When the principal confirms, following an opportunity for the student to be heard, that a third or subsequent violation has occurred, the student shall lose eligibility for the next twelve (12) consecutive calendar months.

Theft: Any team or squad member found guilty of theft will be suspended for the remainder of that athletic season.

Jewelry: Student athletes may not wear jewelry of any type (including body piercing) while participating in games or practices.

Training Policy: All training policies established by the coach and approved by the Athletic Director must be adhered to during the season of participation. Season refers to the first day of practice until the end of the season.

Sportsmanship and School Behavior: Failure to abide by the “rules of sportsmanship”, training requirements and/ or rules and regulations of the school, after due warning, could be just cause for temporary, seasonal, or terminal non-participation on any one of all athletic teams.

Student Organizations/ Clubs

All extra-curricular organizations and clubs must be approved by the administration and the School Committee and must meet established requirements.

- have an approved faculty advisor
- have a written constitution
- meet a minimum of 10 times per year
- have a minimum of 10 members
- organize within 30 calendar days after the opening of school in the fall
- originate and participate in at least one administrative approved activity or project
- carry on all activities under the supervision of the advisor
- if possible, affiliate with state or national associations

Academic Achievement:

Eligibility for participation in extra-curricular activities follows the same guidelines set forth for participation in athletics. Eligibility for participation in athletics has been established through the M.I.A.A. regulations for athletic participation.

Attendance: In order to participate in any extra-curricular activity, performance, dance, production, fundraiser, etc., a student must be in attendance at school for at least half of the school day.

Alcohol, Tobacco, Drug Use: A student shall not, regardless of the quantity, use, consume, buy/sell, or give away any beverage containing alcohol; any tobacco product (including vaporizer oils); marijuana; steroids; or any controlled substance while participation in any extra-curricular activity. Students may be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. When the principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose the privilege of participating in extra-curricular activities for the remainder of that semester.

Contests/ Sales/ Games of Chance:

Any contest in the school by an outside group must be approved by the School Committee.

The sale of food/beverages at school functions in other than the school cafeteria is prohibited. Permission may be granted, upon request to the administration and approval by the School Committee.

Games of chance are not permitted and/or utilized as a means of raising funds by a school class, club, or any other extra-curricular organization. Raffles will be allowed under the following conditions:

- prior, written, permission of the building principal and superintendent of schools
- fulfillment of legal regulations
 - a. selection of 3 adults to oversee operation
 - b. one of the three adults to serve as treasurer
 - c. permit obtained from Town Clerk
 - d. 5% of profits sent to the state of MA

Dances: All dances, including the prom, will be held at the discretion of the administration. Guests will be allowed only at the discretion of the administration. No guests age 21 or older will be allowed to attend. ALL guests must get prior approval from the administration before gaining admittance to any dance.

Police Presence: At the discretion of the principal or his/her designee, a law enforcement officer must be on duty for dances, games, and other activities open to the public.

Programs: The use of school students to provide programs or to participate in non-school activities is prohibited except by permission of the School Committee.

Senior Picnic: The senior class may hold a class picnic under the following conditions:

- At least 75% of the class agrees to attend.
- It must be held within a reasonable distance from the school.
- It must be held following exams.
- Transportation must be chartered or public conveyance.
- It shall be held at a reputable location.
- There will be no swimming in a pond, lake, or ocean.
- It shall be held at a location where no alcoholic beverages are served or sold.
- It must be held during daylight hours.
- There must be school personnel accompanying the class.

Student Activities Listings: Each year an updated listing of Student Activities will be available in the main office.

Sunday Activities: Student activities shall not be conducted before noon on Sundays. Athletics and activities may be held in the afternoon on a voluntary basis with the prior approval of the building principal.

Supervision: All school activities must be adequately and properly supervised by personnel of the school.

Transportation: Responsible adult drivers must be used to transport students to inter-school activities, on field trips, or any other functions away from the school, whenever it is impractical for a bus, or when one is not available. Permission to use school buses to transport student spectators to school-sponsored activities may be granted provided all requirements for filing field trip requests are properly executed.

VIII. SCHOOL COMMITTEE POLICIES

CODE: NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

Category: Foundations and Basic Commitments

Adopted: 3/9/05

File No.: AC

**Revised: 2/7/2017;
10/24/2017;**

The Southwick-Tolland-Granville Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

The Southwick-Tolland-Granville Regional School District does not exclude from participation, deny the benefits of the Southwick-Tolland-Granville Regional School District from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. Such discrimination will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated.

The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the Southwick-Tolland-Granville Regional School District; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work

environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Southwick-Tolland-Granville Regional School District Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX. Please also see Policy ACAB.

II. Responsibilities of all Persons Associated with Educational Community

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

III. Designated Officials for Addressing Discrimination and Harassment Complaints

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

The Civil Rights and Title VI Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391
jsullivan@stgrsd.org

Title IX Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391
jsullivan@stgrsd.org

Section 504/Title II Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391
jsullivan@stgrsd.org

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

V. Investigation of Complaints

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

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

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser once the investigation is complete. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

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

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

VI. Consequences of Violating Policy - Discipline & Discharge

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

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

VII. Confidentiality

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

VIII. State and Federal Authorities

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

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

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

Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr.

LEGAL REFS: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972 Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
Title IX of the Education Amendments of 1972

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability;
[ACAB](#), Sexual Harassment
[GBA](#), Equal Employment Opportunity
[IJ](#), Instructional Materials
[JB](#), Equal Educational Opportunities

CODE: TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Category: Foundations and Basic Commitments

Adopted: 3/9/05

File No.: ADC

Revised: 2/1/2022

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. 71:37H; 270:6

CROSS REFS.: GBED, Tobacco use on School Property by Staff Members Prohibited JICH, Alcohol, Tobacco and Drug Use by Students Prohibited
JICG, Tobacco Use

CODE: FACE COVERINGS

Category: Support Services

**Adopted: 8/18/2020; Rescinded 5/17/201;
8/30/2021**

File No.: EBCFA

Revised: 2/14/2022; 3/01/2022

The District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to ensure students remain in a full-time classroom learning environment.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth is strongly recommended to be worn by individuals who remain unvaccinated or are otherwise immunocompromised in school buildings, and on school grounds, even when social distancing is observed.

Individuals who are vaccinated are not required to wear a mask, but may do so if desired.

Students and staff returning from a 5 day quarantine following a positive COVID test must follow strict mask use, other than when eating, drinking, or outside, and conduct active monitoring for symptoms, through day 10 of exposure.

Masks will be required in all school health offices.

Guidance Statements: Massachusetts Department of Public Health

[https://www.mass.gov/info-details/covid-19-mask-requirements - mask-requirements-in-certain-locations-https://search.mass.gov/?q=school+health+offices](https://www.mass.gov/info-details/covid-19-mask-requirements-mask-requirements-in-certain-locations-https://search.mass.gov/?q=school+health+offices)

Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools Updated January 13, 2022.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

[Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance Updated February 9, 2022](https://www.doe.mass.edu/covid19/on-desktop/2022-0209mask-requirement-update.pdf)

<https://www.doe.mass.edu/covid19/on-desktop/2022-0209mask-requirement-update.pdf>

CODE: USE OF AUDIO AND VIDEO RECORDING DEVICES ON SCHOOL TRANSPORTATION VEHICLES
Category: Students
File No.: EEAEF
Adopted: 6/20/2017
Revised:

To ensure the provision of a safe and secure environment for students, it is the policy of the Southwick-Tolland-Granville Regional School District to utilize video and audio recording devices on any or all school transportation vehicles (i.e. school buses, vans, mini-vans) used to provide transportation for District students. This authority shall extend additionally to all vehicles contracted by the District for the transportation of its students.

The presence of video and audio recording devices on school transportation vehicles shall be announced by signage displayed prominently on the vehicle. No additional notice of video & audio recording devices on school grounds shall be required. After its initial adoption, the District shall provide notice of this policy annually to students and parents in the respective student/parent handbooks and also any beginning of the year bus letters that may go home. Drivers will be notified annually or upon hire.

All recordings are considered confidential and will only be viewed on an "as needed" basis by those individuals authorized by federal and state law and this policy.

After a recording on a school transportation vehicle has been made, the District will retain the recording in a secure location. Digital recordings shall require password protection to access software to view files. The District may access recordings for the purpose of investigating complaints against students, staff, and the public. Recordings may be used as evidence in the discipline/prosecution of students, staff and the public. Recordings used for said purpose shall be retained by the District until the final resolution of any discipline/prosecution, including the time period for appeal or a court ordered retention period (if any). Recordings not used for discipline, law enforcement or court action will be erased and the recorded media reused at the direction of the Superintendent or designee. Access to recordings shall be limited to the following individuals, unless expressly granted to another by the Superintendent of Schools.

- Superintendent of Schools
- Transportation Supervisor or designee
- School Business Manager or Chief Fiscal Officer
- School Principals
- Special Education Director
- Law Enforcement Officers
- Students and/or Parents of Students directly involved in a particular incident or complaint (subject to following considerations*)
- District Counsel
-

Any request for the viewing and/or listening of a recording must be approved by the Superintendent or designee. The Superintendent or designee will determine if an individual requesting to view and/or listen to the recording is considered authorized pursuant to federal and state law and this policy. A recording shall only be viewed if there is a report of a serious incident as determined by the Superintendent or designee, or a complaint relative to conduct. The Superintendent or designee will be responsible for maintaining a log of the date and names of all individuals who review a recording.

*Video and audio recordings used as part of disciplinary or other proceedings regarding students shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Release of such video and audio recordings will only occur pursuant to disclosure requirements of FERPA and such recordings may not be released to parents without the express, written permission of the parents of all identifiable students. Only the portion of the video and/or audio recording which is relevant to the incident or complaint will be reviewed or released in accordance with state and federal law and this policy.

CODE: FOOD ALLERGY POLICY
Category: SUPPORT SERVICES
File No.: EFAB

Adopted: 10/2/07
Revised:

The Southwick-Tolland-Granville Regional School District recognizes the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. The school district administration has developed and implemented a policy and protocol to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community on management of student allergies, and to plan for the needs of students with allergies. The schools are committed to working with allergic students and their parents to address the students' emotional and social needs in addition to their health needs.

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's responsibility

- Notify the school of the child's allergies each new school year.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including classroom, in the cafeteria, during school sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of a child on a written form.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Encourage parents to have allergic child wear Medic Alert necklace or bracelet.
- Educate the child in the self-management of their food allergy including:
 - ❖ safe and unsafe foods
 - ❖ strategies for avoiding exposure to unsafe foods
 - ❖ symptoms of allergic reactions
 - ❖ how and when to tell an adult they may be having an allergy-related problem
 - ❖ how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child after a reaction has occurred.
- Provide emergency contact information
- Parents are strongly encouraged to inform the bus or van driver, and any substitute driver when possible, about their child's allergy.

School's responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Assure that all staff who interact with the student on a regular basis (including bus, van, and substitute drivers) understand food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- All staff members who interact with the student on a regular basis will be trained on the management of student allergies. The training will address prevention efforts, information about common allergens, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan. The training will be provided annually at the start of the school year.
- Appropriate staff members will be trained regarding the administration of an Epi-pen, as outlined in the Department of Public Health regulations. All staff members will be informed of the location of the Epi-pens.

- Work with the district transportation administrator to assure that school bus/van driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce a “no eating” policy on school buses. Exceptions will be provided for those students with diabetes who may need a snack to treat a hypoglycemic episode or for circumstances where students are traveling for long periods of time. Students will be informed of this policy at the beginning of each school year, and said policy will be included in each school handbook.
- Discuss field trips with the family of food allergic child to plan appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Take threats or harassment against allergic child seriously.
- Substitute teachers, when applying for employment, will be provided information on the management of student allergies. This information will address prevention efforts, information about common allergies, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan.
- An Individual Health Care Plan and Allergy Action Plan that addresses management will be developed for each student with an allergy. A copy of the Allergy Action Plan will be provided to the classroom teacher and substitutes for all preschool to grade 5 students and to all core subject teachers for middle school students. The protocol will address how much information about student allergies will be provided to other personnel, such as specialists, as needed. The implementation of the District protocol and of the individual plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

Student's responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain food to which they are allergic.

Classroom management procedures

- Appropriate accommodations may be made in the classroom.
- Procedures will address education of parents and student and planning for special events involving food. The protocol will allow for age-appropriate classroom rules. For preschool to grade 4 students, the classroom teacher, in collaboration with the nurse and with input from parents of the food allergic child, will develop classroom specific protocol regarding management of food in the classroom.

Kitchen and cafeteria procedures

- All kitchen staff will only use latex-free gloves
- The school kitchen will prepare all products in a manner that will minimize the risk of cross contamination of foods. The preparation area and all utensils will be washed in hot, soapy water immediately after the completion of the task.
- All food products will be clearly labeled as to ingredients.
- Peanut/nut-free table (or areas of tables) will be provided as needed and will be clearly identified. Allergy tables are to be positioned in a manner that minimizes the isolation of allergic students. When feasible, other students will be encouraged to sit at allergen-free tables if appropriate measures are in place to minimize cross-contamination of the allergen-free tables.
- The staff on lunch duty will ensure that the allergen-free table(s) and chairs will be washed before lunches begin and after each group finishes. The same tables will be used each day and will be clearly marked as allergen-free. Volunteers and/or substitutes will be informed which tables are allergen-free.
- Staff and volunteers on lunch duty shall monitor the students' compliance with the food allergy protocol at allergen-free table(s). They should also be aware of any bullying or teasing behavior toward a food-allergic student and report any such incidents to the administrator.
- Students will be discouraged from sharing any food or utensils throughout the cafeteria

Procedure for handling epinephrine

- Each school must maintain a current supply of epinephrine by auto-injector (Epi-pens) and must comply with all Department of Public Health regulations for administration, storage, and record-keeping concerning epinephrine.
- The school nurse shall register with the Department of Public Health, and shall train other school personnel to administer epinephrine in accordance with 105 CMR 210.
- All staff members will be informed of the location of the Epi-pens.

Emergency response procedures

- All staff members supervising students with life-threatening allergies must have means of communication to call for assistance.
- The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school during the school day and must accompany food allergic student on field trips. The protocol must provide for the management of anaphylaxis in individuals with unknown allergies, including an authorization for administration of epinephrine by the school nurse signed by the school physician.

The implementation of the District protocol and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

CODE: UNPAID MEAL CHARGE POLICY

Category: Support Services

Adopted: 5/21/2020

File No.: EFDA

Revised:

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with unpaid meal charges (i.e. purchases of meals made against an account with an insufficient balance). However, unpaid meal charges can place a significant financial burden on the School District, as the school nutrition operation is intended to be a self-supporting program within the District and operational deficits must be funded by the general fund or other financial resources of the District. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meals account balances.

The provisions of this policy pertain to regular priced school meals only.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. All students will be assigned an account by the School Nutrition Office. After a student's account reaches zero or enters the negative, the student's parent/guardian will be notified by e-mail or phone call that funds must be deposited to avoid interruption to meal purchases. Student's with balances at or below \$0.00 will not be allowed to purchase "a la carte" items including, but not limited to, a second entrée, snack, ice cream, or an additional beverage. For students in grades Pre-K through 6, the student will still be allowed to purchase a qualifying reimbursable meal, and that meal will continue to be charged to the student's account at the standard meal rate based on their meal status. For students in grades 7 through 12, the student will be allowed to purchase a qualifying reimbursable meal until the student's meal account reaches the negative value equivalent to five (5) regular qualifying reimbursable meals. Students in grades 7 through 12 with account balances at or below the negative value equivalent to five (5) regular qualifying reimbursable meals who attempt to purchase meals shall be denied at the point of sale.

Payments

Parents/guardians are responsible for all meal payments to the School Nutrition Program. Notices of low or deficit balances will be sent directly to parents/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment-due notices or account statements to students unless a student is known to be an emancipated minor who is fully responsible for themselves, or is over the age of 18. If parents/guardians have questions or concerns regarding student purchases and/or account balances, they should contact the School Nutrition Office.

Parents/guardians must pay for meals in advance. Further details are available on the District's website and in student handbooks. Sufficient funds should be maintained in student accounts to minimize the possibility that a student may be without a sufficient balance on any given day. At the conclusion of the school year any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias will utilize computerized point-of-sale register systems that maintain records of all monies deposited and spent for each student and those records shall be available to parents through an online account or by speaking with the school's kitchen manager or the Director of School Nutrition. The point-of-sale system shall be designed to prevent direct identification of a student's meal status. Parents/guardians will receive notification of low-balance accounts via email or regular postal mail on a weekly basis, if applicable. For accounts with persistent negative balances, parents/guardians will be contacted by phone by the School Nutrition Office. Accounts that remain at a negative balance for 30-days or more will be referred to the District's Business Office for further collection efforts.

Refunds

Refunds of account balances for withdrawn and graduated students require a written request by the parent/guardian. Parents/guardians of graduated students also have the option to transfer funds to a sibling's account or to donate the balance to another student's account with a written request to the Director of School Nutrition.

Delinquent Accounts/Collections

Accounts that remain in a delinquent status may result in a student's loss of access to extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation-related activities.

The Superintendent of Schools shall ensure that there are appropriate and effective collection procedures and internal controls within the School District's Business Office that meet the requirements of law.

If a student is without a lunch and his/her meals account is in a delinquent status on a consistent basis, the school administration may investigate the situation more closely and take further action as necessary. If evidence of financial hardship exists or is suspected, parents/guardians will be encouraged to pursue eligibility for free or reduced price meals for their child. Each school handbook shall contain detailed instructions for parental assistance.

Policy Communications

This policy shall be communicated to all related staff and families at the beginning of each school year and to families transferring to the District during the school year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

CODE: VOCATIONAL-TECHNICAL EDUCATION
Category: INSTRUCTION
File No.: IHAI-1

Adopted: 2/25/76
Revised: 6/30/03; 2/15/05;
9/20/05; 5/5/15

To accommodate the rights and interests of all parties mentioned above, including the interests of the Southwick-Tolland-Granville Regional School District and to provide high quality Chapter 74 programming to the students residing in our district, the following policy/procedure is adopted.

The Southwick-Tolland-Granville Regional School District recognizes the right of a student residing in any of the three towns that together constitute our regional school district, to attend a training school in the Commonwealth of Massachusetts in accordance with M.G.L. c. 74 Sec. 7. Additionally, the Regional School District identifies the Career Technical Education Collaborative at the Lower Pioneer Valley Collaborative as the District's preferred high school for students who seek the educational opportunity stated in the above statute.

A student residing in any of the three towns that constitute the Southwick-Tolland-Granville Regional School District who seeks to be admitted to a high school for a Chapter 74 approved vocational technical education program may apply to any high school that offers a Chapter 74 approved vocational technical education program in which that student is interested. A student's request for non-resident tuition and transportation under the Chapter 74 vocational tuition and transportation option shall be submitted to the Superintendent of Schools by not later than April 1 of the year prior to matriculation, for the Superintendent's consideration based on pertinent criteria, including the availability of the same or substantially similar program at a high school closer to the student's residence or consistent with the District's stated preferred vocational technical high school. A student's parent or guardian or a school that has been disapproved for non-resident tuition by the Superintendent may request that the Commissioner of Elementary and Secondary Education review the denial of tuition in accordance with the guidelines cited above.

A student residing in the STGRSD who seeks to be admitted to a high school for a specific Chapter 74 approved vocational technical education program shall, in addition to applying to any other high school of the student's choosing that offers the program, apply to the preferred high school for the Regional School District. If that Chapter 74 program is offered at the District's preferred high school, and if that student is accepted at the preferred school, then the student shall attend the preferred high school for that Chapter 74 program.

CODE: ENGLISH LEARNER EDUCATION
Category: INSTRUCTION
File No.: IHBEA

Adopted: 5/3/05
Revised: TBD

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

CODE: ACCESS TO DIGITAL RESOURCES
Category: INSTRUCTION
File No.: IJND

Adopted: 5/7/2019
Revised:

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

Safety Procedures and Guidelines

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

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

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

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

Empowered Digital Use

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

Employee Use

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

Community Use

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

Disregard of Rules and Responsibility for Damages

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

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254 Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

CODE: EMPOWERED DIGITAL USE POLICY

Category: INSTRUCTION

File No.: IJNDB

Adopted: 6/7/05

Revised: 5/21/2019

Purpose

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

Availability

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

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

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

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- The District will comply with all relevant privacy laws relating to personal information that is disseminated using the District's system/network (including home/mobile phone numbers, mailing addresses, and passwords).
- Individuals will show respect for themselves and others when using technology including social media. (CROSS REF: IJNDD Policy on Social Media)
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.
- The Network is the property of the STGRSD and its storage systems are therefore subject to inspection by the administration at any time. As such, users should be aware that routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the STGRSD Empowered Digital Use District Policy, and/or the law. System users should not have an expectation of privacy to the contents of their personal files on the Network.
- If there is suspicion that a user has violated the Empowered Digital Use District Policy or the law an individual search will be conducted. The nature of the investigation will be in the context of the nature of the alleged violation.

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

Parent/Guardian Notification

The STGRSD Empowered Digital Use Policy establishes expectations for appropriate behavior when using District technology. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the STGRSD to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for communicating their particular set of family values to their children. The District will encourage parents/guardians to specify to their children what material they believe is and is not acceptable for their children to access through the Network. The District will utilize an Empowered Digital Use Form to inform students about what type of materials and behaviors are acceptable and expected. STGRSD will also provide students with instruction about personal safety and well-being while using the Internet and technology through the Massachusetts Digital Literacy and Computer Science curriculum.

District Limitation of Liability

The STGRSD makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its Network will be error free or without defect. The District will not be responsible for any damages users may suffer, including but not limited to loss of data, interruptions of service, or physical, psychological, or monetary damages. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for unauthorized financial obligations arising through the use of the system.

SOURCE: MASC

Adopted: August 2015

CROSS REF: IJNDD Policy on Social Media
Empowered Digital Use Form

CODE: POLICY ON SOCIAL MEDIA

Category: INSTRUCTION

Adopted: 4/12/2012

File No.: IJNDD

Revised: 5/21/2019

The Superintendent and the School Principals will annually remind existing and orient new District employees the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. District Employees may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through District approved systems, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator or the administrator's designee as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by supervisors of student groups (club advisers, coaches, etc...) shall be sent to all members of the group, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator or designee.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if District employees have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the

School Principals and Superintendent will promptly bring that inappropriate use to the attention of the District employee and may consider and apply disciplinary action up to and including termination.
SOURCE: MASC October 2016

CODE: STUDENT-TO-STUDENT HARASSMENT
Category: Students
File No.: JBA

Adopted: 2/15/11
Revised:

Harassment of students by other students will not be tolerated in the Southwick-Tolland-Granville Regional School District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, color national origin, sexual orientation religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly, a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy
LEGAL REF.:M.G.L. 151B:3A; Title VII, Section 703, Civil Rights Acts of 1964, as amended; Board of Education 603 CMR 26:0

REFS: "Words That Hurt," American School Board Journal, September 1999; National Education Policy Network, NSBA

CODE: HOMELESS EDUCATION POLICY
Category: Students
File No.: JFABC

Adopted: 10/4/05
Revised:

McKinney Vento Homeless Assistance Act

In compliance with the federal McKinney-Vento Homeless Education Assistance Act the STGRSD will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. If a homeless child or youth arrives without immunizations or medical records, the parent/guardian will be referred to the STGRSD Homeless Education Liaison. The Homeless Education Liaison will have the responsibility to obtain relevant academic records, immunizations and/or medical records and to ensure that homeless students are attending school while the records are obtained.

It is the policy of the STGRSD that a child is homeless if living in one of the following situations:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building or trailer
- Doubled-up with friends or relatives

If a child lives in any of the situations noted above, the STGRSD Homeless Education Liaison will:

- Help to immediately enroll the child in school
- Assist the child in staying in their old school or the school closest to where they are presently staying
- Put transportation in place to and from school
- Ensure that the child gets automatic free breakfast and lunch
- Ensure the child receives the same services as other students
- Ensure the child is aware of their right to attend classes even while the school and child seek to resolve a dispute over enrollment

Any questions can be directed to the STGRSD Homeless Liaison, Noell Somers 569-0111 or Peter Cirioni, State Coordinator (781) 339-6294

Or call one of these organizations:

Massachusetts Coalition for the Homeless, Robyn Frost
Toll-Free: (866) 205-1700, ext. 100

Greater Boston Legal Services, Steve Valero (617) 603-1654

New England Network for Child, Youth and Family Services, Melanie Wilson (978) 266-1998

CODE: STUDENT ABSENCES AND EXCUSES

Category: Students

File No.: JH

Adopted: 10/4/05

Revised: 10/21/14

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

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

Dropout Prevention

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

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

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

SOURCE: MASC

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

CODE: STUDENT RIGHTS AND RESPONSIBILITIES

Category: Students

File No.: JI

Adopted: 10/4/05

Revised:

The school committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injures his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right of privacy, which includes privacy in respect to the student's school records.

It is the school committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the school committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

SOURCE: MASC Policy

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

CODE: STUDENT CONDUCT

Category: Students

File No.: JIC

Adopted: 10/4/05

Revised: 10/21/14

04/24/2018

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not

violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal or designee shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals/designee and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

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

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal or designee shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal or designee must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal or designee shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal or designee must be able to document reasonable efforts to include the parent.

Emergency Removal

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

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

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

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

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

The principal or designee may use in-house suspension as an alternative to a short-term suspension. It is the principal's responsibility to inform the student of the disciplinary charge and to provide the student the opportunity to dispute the charges and explain the circumstances. If the principal determines that the student committed the offense, the principal must inform the student of the length of the suspension which may not exceed ten days cumulatively or consecutively, in a school year.

It is the principal's, or designee's, responsibility to orally inform the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the in-school suspension.

The principal must also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. The principal needs to schedule the parent/guardian meeting for the day of the suspension or as soon as possible, and must document at least two attempts to reach the parent for the purpose of orally informing the parent. Additionally, the principal must send written notice to the student and the parent/guardian about the in-school suspension, inviting the parent to a meeting if such meeting has not occurred, which must be delivered on the day of the suspension.

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

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

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

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

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

The Principal or designee shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed. The Principal or designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

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

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

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

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

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

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

If the Principal or designee decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal or designee; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's or designee's decision to the Superintendent or designee, but only if the Principal or designee has imposed a long-term suspension. Notice of the right of appeal shall be in

English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's or designee's determination on appeal.

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

Superintendent's Hearing

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

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

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

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

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

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

Expulsion

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

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

Academic Progress

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

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

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

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

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

Reporting

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

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

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H3/4; 76:17; 603 CMR 53.00

CODE: STUDENT DRESS CODE

Category: Students

Adopted: 5/24/05

File No.: JICA

Revised: 5/17/2022

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

CODE: STUDENT CONDUCT ON SCHOOL BUSES

Category: Students

Adopted: 12/6/05

File No.: JICC

Revised:

BUS REGULATIONS

Transportation by school bus to and from school is a privilege for all pupils who qualify according to the Rules and Regulations of the School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that

the right of a pupil to transportation to and from school is a qualified right dependent on good behavior. Some of the following regulations are supported by State Law, violations to parts of the following rules are punishable by fines:

1. On roads and highways where there are no sidewalks, students walk on the side facing traffic to and from a bus stop.
2. Students must be on time at pick-up point, the bus stop, five minutes before the regular pick-up time. Dogs should be restrained in homes until after bus leaves in the morning.
3. While waiting for the bus, students do not run, push, or play games. They must respect other people's property.
4. Students must be courteous! They will not push or shove on entering or leaving the bus. They will leave the bus promptly at their destination.
5. When crossing the highway after alighting from the bus, students cross only after the driver signals that it is safe to cross. They will pass ten feet in front of the bus and look for the traffic in both directions before crossing the highway.
6. Students will take their seats promptly on entering the bus and remain in it until they arrive at their destination.
7. Students will ride only on their assigned bus; seats may be assigned by the Bus Driver.
8. Students will not use profane, loud, or boisterous talk or make other noises that might distract the driver in whose hands are the lives of all children.
9. Students will be respectful to the bus driver. He/She has a very important task to perform and he/she needs help. His/Her eyes and ears need to be focused on the road in order to drive safely to and from school.
10. The school bus is a "classroom on wheels." Students will conduct themselves as they would in school. On the bus there will be no fighting or roughhousing, no insubordination, swearing or obscene gestures, no possession, consumption or sale of drugs or alcohol or any types of behavior where other school disciplinary conduct rules and regulations may apply.
11. Students will not enter into conversation with the driver while the bus is in motion, but will report any emergency to him/her at once!
12. No senior high school student at any time may ride home from school on an afternoon elementary or middle school bus without permission of his/her principal or assistant principal.
13. Students do not bring animals, pets, explosives, weapons of any sort, or large objects on the school bus.
14. Students keep their backpacks, books, musical instruments, and athletic equipment out of the aisles. They keep the bus neat and do not mark, cut, or break any part of the bus.
15. Students do not throw anything in the bus or out the windows. They do not put their hands, arms, or other parts of their body out the windows or rear exit door of the bus at any time.
16. Generally, there will be no eating or drinking on the bus. When eating and/or drinking on the bus is permitted it will be at the discretion of the bus driver.

The school administration may deprive pupils of the privilege of riding the school bus for a reasonable length of time if the pupils violate these rules. In all cases, a report must be made to the parents.

Warning Cards/Bus Cards:

Depending upon the seriousness of the situation, the following actions may be taken:

- 1st Offense – 0 to 5 days suspension of transportation privileges. Parent notification
- 2nd Offense – 5 to 10 days suspension of transportation privileges. Parent notification
- 3rd Offense - 10 to 15 days suspension of transportation privileges. Parent notification
- 4th Offense - Minimum of 15-day suspension of transportation privileges and a meeting with parent, student, and administration

ANY FURTHER VIOLATION WILL RESULT IN PERMANENT SUSPENSION OF BUS PRIVILEGES FOR THE YEAR

CODE: HAZING
Category: Students
File No.: JICFA-E

Adopted: 10/4/05
Revised:

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such 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 be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

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.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: MASC Policy

CODE:
Category:
File No.:

BULLYING
Students
JICFB

Adopted: 12/7/10
Revised: 01/07/14, 4/19/16, 9/15/2000

The School Committee 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 cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, 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 through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog 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/guardians 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 school 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,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the 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, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

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, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report

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

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

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

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

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, 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.

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

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

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

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

The investigation shall be completed as soon as reasonably possible, and the investigator will do his/her best to complete the investigation within fourteen school days from the date of the report. 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 Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students 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 Principal 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.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets 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 school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

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

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

JBA, Student-to-Student Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

SOURCE: MASC August 2013

Appendix C

STGRSD Summary for Parents/Guardians for Handbooks

On May 3, 2010, Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibited bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

This plan is updated to reflect M.G.L. c. 71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of "perpetrator" to include "a member of a school staff, including, but not limited to an educator, administrator, school, nurse, cafeteria worker, custodian,

bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended perpetrator definition.

These requirements are included in the district’s Bullying Prevention and Intervention Plan (“the Plan”). The Plan includes the requirements of the law, and information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, and to respond to it when it occurs.

This Plan will be reviewed biennially by the Superintendent and/or her/his designee, as mandated by M.G.L. c. 71, § 37O (5) (d). Consultation will include, at a minimum, notice on the STGRSD website, and a public comment period prior to adoption.

Definition of Terms

In order to work as collaboratively and as efficaciously as possible and to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language.

Aggressor, as defined in M.G. L. c.71, §37O, is a student or a member of a school staff including, but not limited to, and educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target or damage to the target’s property;
2. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. Creates a hostile environment at school for the target;
4. Infringes on the rights of the target at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education.

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

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

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Prohibition against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.
- Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Reporting Bullying

To support efforts to respond promptly and effectively to bullying and retaliation, the STGRSD has policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and each school's telephone number.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the district's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that a violation of the district's anti-bullying policy has occurred he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

The STGRSD will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development shall include, but shall not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) internet safety issues as they relate to cyberbullying.

Problem Resolution System

A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at <http://www.doe.mass.edu>, emails can be sent to compliance@doe.mass.edu, or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

APPENDIX A INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** _____
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)
2. **Check whether you are the:** ☐ Target of the behavior ☐ Reporter (not the target)
3. **Check whether you are a:** ☐ Student _____ Age ☐ Staff member (specify role)
☐ Parent ☐ Administrator ☐ Other (specify)
- Your contact information/telephone number:** _____
4. **If student, state your school:** _____
5. **If staff member, state your school or work site:** _____
6. **Information about the incident:**
Name of Target (of behavior): _____
Name of Aggressor (Person who engaged in the behavior): _____
Date(s) of Incident(s): _____
Time When Incident(s) Occurred: _____
Location of Incident(s) (Be as specific as possible): _____
7. **Witnesses: (List people who saw the incident or have information about it):**
Name: _____ ☐ Student ☐ Staff ☐ Other

Name: _____ ☐ Student ☐ Staff ☐ Other
 Name: _____ ☐ Student ☐ Staff ☐ Other

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

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
 (Note: Reports may be filed anonymously.)
 10. Form Given to: _____ Position: _____ Date: _____
 Signature _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____
 2. Interviews:
☐ Interviewed aggressor Name: _____ Date: _____
☐ Interviewed target Name: _____ Date: _____
☐ Interviewed witnesses Name: _____ Date: _____
 3. Any prior documented incidents by the aggressor? ☐ Yes ☐ No
 If yes, have incidents involved target or target group previously? ☐ Yes ☐ No
 Any previous incidents with findings of BULLYING, RETALIATION? ☐ Yes ☐ No
 Summary of Investigation: _____

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

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ Bullying ☐ Retaliation Incident documented as ☐ Yes ☐ No
☐ Discipline referral only
 2. Contacts: ☐ Target's parent/guardian Date: _____ ☐ Aggressor's parent/guardian Date: _____
☐ Guidance Counselor Date: _____ ☐ Law Enforcement Date: _____
 3. Action Taken: ☐ Loss of Privileges ☐ Detention ☐ Student Assistance referral ☐ Suspension
☐ Community Service ☐ Education ☐ Other
 4. Describe Safety Planning:
 Follow-up with Target: scheduled for _____ Initial and date when completed: _____
 Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____
 Report forwarded to Principal Date: _____ Report forwarded to Superintendent Date: _____
 Signature and Title _____ Date: _____

CODE: TOBACCO USE

Category: Students

File No.: JICG

Adopted: 10/4/05

**Revised: 5/21/2019;
3/15/2022**

Student smoking and the use of tobacco related products including any electronic or vapor devices including but not limited to e-cigarettes are prohibited in the schools, on school grounds, and on the buses.

Penalties for the possession of tobacco, smoking apparatus, or vaping materials:

- a. First Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for three days. Additionally, civil money penalties may be issued by the Town of Southwick.
- b. Second Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for five days. Additionally, civil money penalties may be issued by the Town of Southwick.
- c. Subsequent Offenses: School Administration will seek alternatives to suspension including, but not limited to, participation in an educational program, community service, and cessation programs. Refusal or failure to complete these alternatives will result in progressively increasing days of suspension. Additionally, civil money penalties may be issued by the Town of Southwick.

SOURCE: MASC Policy

LEGAL REF.: M.G.L. 71.37H
Town of Southwick Bylaws

CODE: ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

Category: STUDENTS

File No.: JICH

Adopted: 11/1/2016

Revised:

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

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

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L. 71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Alcohol, Tobacco and Drugs ; GBEC, Drug Free Workplace Policy

CODE: WEAPONS POLICY
Category: Students
File No.: JICI

Adopted: 10/4/05
Revised:

Violence, especially violence connected with weapons, will not be tolerated.

Weapons of any kind shall not be brought onto property under school jurisdiction. Weapons shall include, but not be limited to, hand guns, shot guns, rifles, knives, blackjacks, clubs, chemical sprays, explosives and ammunition. In this connection, student possession of a locker is nonexclusive against the school and its officials; that is, reasonable searches of lockers by school officials can be expected.

Principals shall comply with the Massachusetts Education Reform Act of 1993 Re: Chap. 71, Sec. 37H.

POSSESSION OF A WEAPON: Possibility of expulsion from school

USE OF A WEAPON (Brandishing, Assault): Immediate removal from school, notification of police, expulsion from school.

Principals shall notify parents, ensure due process and shall expedite action.

Principals shall insure that violators of the policy are provided appropriate intervention and counseling. Parent participation in the intervention process shall be encouraged.

CODE: USE OF ELECTRONIC DEVICES IN SCHOOL
Category: Students
File No.: JICJ

Adopted: 5/24/05
Revised:

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

Employees

1. Employees of Southwick-Tolland-Granville Regional School District are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job descriptions.
2. Employees who own a personal cell phone and /or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours and meetings which are obligations of the job.

Students

1. Students may possess and carry cell phones and PCDs; however, these units must be "off and away" during the academic school day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Only high school students may use cell phones during lunch blocks and passing times.
2. Non high school students may not use or operate cell phones or PCDs during the school day. The "school day" is defined as once the first hour starts and throughout the day until the last period is over.
3. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.

4. STGRSD School Administration will take possession of any cell phones or PCD's used during the school day and follow disciplinary action as outlined in the student handbook. Cell phones and PCD's will be returned only to a parent or guardian.

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

Category: **Foundations and Basic Commitments**

Adopted: 3/9/2005

File No.: **ACAB**

Revised: 11/5/2018, 8/18/2020

The Southwick-Tolland-Granville Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, pregnancy, pregnancy related condition, or disability (hereinafter "membership in a protected class") will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person's ability to participate in the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.

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

Degrading, demeaning, insulting, or abusive verbal or written statements;
Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
Telling degrading or offensive jokes;
Unwanted physical contact of any kind;
Physical violence, threats of bodily harm, physical intimidation, or stalking;
Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;
Defacing, damaging, or destroying school or another's property.

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

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

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

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

II. Responsibilities of all Persons Associated with Educational Community

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

III. Designated Officials for Addressing Discrimination and Harassment Complaints

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

The Civil Rights and Title VI Coordinator:

Jenny Sullivan
Director of Curriculum and Instruction
86 Powder Mill Road
Southwick, MA 01077
413-569-5391 extension 2609
Jsullivan@stgrsd.org

Title IX Coordinator:

Jenny Sullivan
Director of Curriculum and Instruction
86 Powder Mill Road
Southwick, MA 01077
413-569-5391 extension 2609
Jsullivan@stgrsd.org

The contact information for the Title IX Coordinator will always be prominently displayed on the school's website.

Section 504/Title II Coordinator:

Jenny Sullivan
Director of Curriculum and Instruction
86 Powder Mill Road
Southwick, MA 01077
413-569-5391 extension 2609
Jsullivan@stgrsd.org

IV. Procedure for Reporting Discrimination and Harassment

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

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

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

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

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

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

V. Investigation of Complaints

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

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

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser within thirty (30) school/working days of the complaint. The

determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

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

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

VI. Consequences of Violating Policy - Discipline & Discharge

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

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

VII. Confidentiality

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

VIII. State and Federal Authorities

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

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

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

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

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

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

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

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

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

Record Keeping for Sexual Harassment Complaints

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

Retaliation is prohibited.

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

Supportive Measures

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if not formal complaint is filed. The school must consider the alleged victim's wishes with respect to supportive measures. Supportive measures for those involved in the sexual harassment complaint process may include: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

Legal References: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Title VI of the Civil Rights Act of 1964
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), as amended
Board of Education 603 CMR 26:00
Rehabilitation Act of 1973, Section 504, as amended
Title II, Americans with Disabilities Act of 1992, as amended
M.G.L. 151B:3A
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2) -(b) (3,4,5,6,7) as revised through June 2020

CODE: CONCUSSION POLICY

Category: Students

Adopted: 12/20/11

File No.: JJIF

Revised: 12/7/2021

Southwick-Tolland-Granville Regional School District is committed to ensuring the health and safety of all our students. The following concussion policy is in compliance with the MIAA policy and with the Commonwealth of Massachusetts General Law (105 CMR 201): Head Injuries and Concussions in Extracurricular Athletic Activities.

The Athletic Director of Southwick Regional School shall be the person responsible for the implementation of these policies and protocols for all high school athletics.

As specified in the law, the athletic department shall require annual training in the prevention and recognition of sports-related head injury and keep documentation of said training on file for the following persons:

- Athletic Director
- Certified Athletic Trainers
- Coaches
- Volunteers
- School Physicians
- School Nurses
- Marching band directors
- Intramural supervisors
- Parents of a student who participates in athletics
- Students who participate in athletics

(Parents and students will sign off that they have received the materials at the mandatory information meeting)

Coaches, trainers, and volunteers will be responsible for teaching proper form, technique, and skills that minimize the risk for sports related head injury.

Parents must provide information regarding any prior head injury, including concussions, on the athletics emergency medical form and must inform the school of any head injury or concussion that may occur outside of school. Parents and students must fill out all appropriate forms, including a sports physical examination, in order to be deemed eligible to participate in athletics.

The following procedures will be followed in the event an athlete is suspected to have suffered a concussion:

- The athlete will be removed from participation and will not be allowed to return that day
- When available, the athletic trainer will conduct an evaluation and assessment of the concussion. The athletic trainer will then notify the parents/guardians and recommend referral to a physician if they suspect a concussion. If the athletic trainer is not available (i.e. away games), the coach will notify the parents/guardians and recommend that the athlete see their Primary Care Physician or another health care professional.
- The athletic trainer or coach will notify the athletic director and school nurse and fill out the Concussion Reporting Form.
- The school nurse will contact the athlete's teachers and guidance counselor to make any academic accommodations necessary.
- The athlete will only be allowed to return to play after being cleared by the medical provider that diagnosed the concussion, and after completion of the prescribed Return to Play Protocol (see "Return to Play Protocol" in the Athletic Handbook) conducted by the athletic trainer or, if no athletic trainer is available, the designee of the Athletic Director.

A copy of this policy will be made available in the Southwick Regional School handbook, the Southwick Regional School Athletics handbook, and on the school district webpage.

CODE: STUDENT CONDUCT

Category: Students

File No.: JK

Adopted: 10/4/05

Revised: 10/21/14

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the

classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37H](#); 71:37H1/2; 71:37H3/4; 71:[37L](#); [76:16](#); 76:[17](#); 603 CMR 53.00

CODE: PHYSICAL RESTRAINT OF STUDENTS
Category: Students
File No.: JKAA

Adopted: 12/4/01
Revised: 11/02/2015;
5/5/2020

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

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

The definitions of forms of restraint shall be as defined in 603CMR [46.02](#).

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

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

The Superintendent, or designee, will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

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

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

CODE: HEALTH REQUIREMENTS
Category: Students
File No.: JLCA

Adopted:
Revised: 5/24/05; 5/1/07;
3/3/2020

PHYSICAL EXAMS

Regular physical exams are important for all children and adolescents, especially those who do not have primary care providers. The objective is to identify and follow up on any health conditions that may interfere with learning. M.G.L. c. 71, s. 57 and related amendments and regulations (105 CMR 200.000-200.920) require physical exams of school children within six months before entry into school or during the first year after entrance, and at intervals of either three or four years after. The Southwick-Tolland-Granville Regional School District requires physical exams for grades kindergarten, four, seven and ten.

In addition, physical examinations are required annually before participation in competitive sports. A student in the Southwick-Tolland-Granville Regional School District must pass a physical examination within thirteen months of the start of each season. Students who meet this criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner.

ACTIVITY LIMITATIONS

If a student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations must be provided to the school so appropriate arrangements can be made if necessary.

VISION, HEARING, WEIGHT AND HEIGHT

Screenings will be performed annually on each student according to DPH guidelines with recommendations for further evaluation made to parents/guardians as indicated.

POSTURAL SCREENING

Postural screening will be done annually on all students in grades 5-9.

CODE: INOCULATION OF STUDENTS
Category: Students
File No.: JLCB

Adopted:
Revised:

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent, or that the child meets the statutory requirement governing homelessness.

Pursuant to the intent of M.G.L. Chapter 76, Section 15 any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

CODE: STUDENT FEES, FINES, AND CHARGES
Category: Students
File No.: JQ

Adopted: 10/4/05
Revised:

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Board approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC Policy

CODE: STUDENT RECORDS
Category: Students
File No.: JRA

Adopted: 10/4/05
Revised:

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, P.L. 93-380,
Amended P.L. 93-380, Amended P.L. 103-382, 1994

M.G.L. 66:10 71:34A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. Of Education 23.00 through 23:12 also

Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Public's Right to Know

CODE: STUDENT RECORDS
Category: Students
File No.: JRA-R

Adopted: 10/4/05
Revised: 5/22/07

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth, and under M.G.L.c.71, s.34F which directs that the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times. 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents and students rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the students' parent.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the students age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
3. The evaluation team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics 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, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

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. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

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

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

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or

3. The parent's access to the student 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 parent.
 - (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
 - (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
 - (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
 - (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
 - (f) Upon receipt of a court order which 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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10 71:34A, B, D, E, H
 Board of Education Student Record Regulations adopted 2/1077, June 1995 as amended June 2002.
603 CMR : Dept. Of Education 23.00 through 23:12 also
 Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

CODE: NON-CUSTODIAL PARENTS RIGHTS

Category: COMMUNITY RELATIONS

File No.: KBBA

Adopted: 3/20/07

Revised:

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

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

- (g) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 2. The parent has been denied visitation, or

3. The parent's access to the student 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 parent.
 - (h) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
 - (i) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
 - (j) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
 - (k) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
 - (l) (f) Upon receipt of a court order which 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.

LEGAL REF.: M.G.L. 71:34D; 71:34H
 603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC REVISED: January 25, 2007

CODE: VISITORS TO THE SCHOOL
Category: COMMUNITY RELATIONS
File No.: KI

Adopted: 12/6/05
Revised:

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional program taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

The following guidelines to classroom and school visits should be followed:

1. For security purposes it is requested that all visitors report to the principal's office upon entering and leaving the building and sign a log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the principal's office. Visitors must wear visible "Visitor" badges at all times.
2. The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. Under ordinary circumstances, classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
4. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

SOURCE: MASC Policy

DISTRICT PROCEDURES

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP/504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP/504 – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP/504 goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. 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.Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP/504, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or

- c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

NON-DISCRIMINATION STATEMENT

The Southwick-Tolland-Granville Regional School District conducts its program and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Acts of 1973 and Massachusetts General law Ch. 76, Section 5. It is the policy of the Southwick-Tolland-Granville Regional School District not to discriminate or to allow discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, and/or handicap or disability in any of its activities. This policy also ensures that students and staff should be free from retaliatory action and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations should immediately bring that complaint to the attention of the building Principal or Title IX Coordinator, if the principal is not involved in the complaint. The Principal will conduct a prompt and thorough investigation into the charges.

NOTIFICATIONS RELATIVE TO CIVIL RIGHTS

All programs, activities and employment opportunities provided by the Southwick-Tolland-Granville Regional School District are offered without regard to race, color, national origin, sex, gender identity, disability, religion, or sexual orientation. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below.

Unless otherwise noted, please contact Jennifer Willard, Superintendent, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 Tel: 413-569-5391 for questions or additional information.

<p><u>Title I: Title I of the Americans with Disabilities Act of 1990</u> Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of employment and education.</p>	<p><u>Title II: Title II of the Americans with Disabilities Act of 1990</u> Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.</p>
<p><u>NCLB: The No Child Left Behind Act of 2001, Title X, Part C – McKinney-Vento</u> The McKinney-Vento Homeless Education Assistance Act that requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing. Coordinator: Noell Somers, Director of Student Services, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111</p>	<p><u>Title IX: Title IX of the Education Amendments of 1972</u> Title IX provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Coordinator(s): Steve Presnal, Director of Finance and Operations and Jenny Sullivan, Director of Curriculum and Instruction, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-5391.</p>
<p><u>Section 504: Section 504 of the Rehabilitation Act of 1973</u> Prohibits discrimination, exclusion from participation, and denial of benefits based on disability. Coordinators: Joseph Turmel, Principal, Southwick Regional School, 93 Feeding Hills Road, Southwick, MA 01077 – Telephone: 413-569-6171; Erin Carrier, Principal, Powder Mill School, 94 Powder Mill Rd. Southwick, MA 01077, Telephone: 413-569-5951; Kimberley Saso, Principal, Woodland School, 80 Powder Mill Rd. Southwick, MA 01077, Telephone: 413-569-6598;</p>	<p><u>Title VI: Title VI of the Civil Rights Act of 1964</u> Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin</p>
<p><u>M.G.L. Ch. 76-5: Massachusetts General Laws, Chapter 76 Section 5</u> Prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation.</p>	<p><u>EEOA: The Equal Education Opportunities Act of 1974</u> Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin.</p>
<p><u>M.G.L.c.71A: Massachusetts General Laws, Chapter 71A</u> Governs the education of English learners.</p>	<p><u>FERPA: The Family Educational Rights and Privacy Act of 1974</u> Protects the privacy of student education records and gives parents certain rights with respect to those records.</p>
<p><u>IDEA 2004: The Individuals with Disabilities Education Act of 2004</u> Governs special education. (Coordinator: Noell Somers, Director of Student Services, STRSD, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111)</p>	<p><u>M.G.L.c.71B: Massachusetts General Laws, Chapter 71B</u> Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes.</p>

APPENDIX A

Southwick Regional School STUDENT-ATHLETE HANDBOOK

PHILOSOPHY

Participation on an athletic team is a rewarding experience which requires students to commit their time, energy, and spirit. Students are expected to be familiar with all school policies relating to athletics if they are to fully benefit from these programs.

GOALS

At Southwick-Tolland Regional High School, our goal in athletics is to enable students to experience the benefits of team membership, to improve physical fitness, and to develop appropriate attitudes toward competition, sportsmanship and self-discipline.

PRE-SEASON RESPONSIBILITY

Any candidate for an athletic team must meet the following requirements before attending a tryout or practice session:

1. Provide the nurse with evidence of a satisfactory physical examination. **Physicals are valid for 13 months. Athletes will be deemed ineligible 13 months from the date of their last known physical.**
2. Attend ONE of the Pre-Season Parent Information meetings and sign the Student-Athlete Handbook forms. All fall athletes and at least one parent **MUST** attend the fall meeting. Winter and spring only athletes need to attend one of the meetings prior to their season beginning.
3. An athlete must be younger than 19 years of age.
4. Transfer students must inform the Athletic Director of their transfer and obtain a waiver from their previous school.
5. Complete all financial responsibilities for equipment issued during the previous season. A "season" for a particular sport ends with the final MIAA Tournament event.
6. Upon making the team, pay the mandated \$50 athletic fee to the coach. Checks made out to STRHS. No uniforms or equipment will be issued until all fees are collected for the given team.
7. View the state mandated concussion information video.

TRY-OUTS

1. During try-outs, each coach will describe his or her expectations to the athletes.
2. Athletes must demonstrate their ability to meet these expectations.
3. If an athlete is not selected for a team, he or she may contact the coach personally for an explanation.
4. Once a student has been selected for a team, he/she may not quit joining another team or activity in the same season.
5. If he/she is not selected for a team, it is recommended that they explore participation in another sport or activity that did not have cuts.

TEAM SELECTION

The coach and coaching staff for each sport has the sole responsibility for:

1. Selecting the players.
2. Deciding the appropriate level of play for each athlete. Coaches will decide who plays at the varsity level based upon their assessment of the athlete's skill, commitment and attitude. The assessment continues throughout the season and can result in an athlete moving among levels.
3. Determining the amount of playing time for each athlete. Playing time is not a subject of discussion between parents and coaches. Athletes should take on the responsibility to communicate with coaches their playing status.

SCHOOL EQUIPMENT

1. Athletes are responsible for proper care and maintenance of all athletic equipment and uniforms issued to them.
2. Athletes will be charged replacement value for any equipment that is lost, stolen, or damaged.
3. All equipment must be returned within seven days of the end of the season.
4. Athletes may wear team uniforms only at times of scheduled team events.
5. No uniforms or equipment will be distributed to an athlete who still has an outstanding bill or uniform from a previous season or has not paid the athletic fee.

TEAM RULES

Coaches may have an additional set of team rules that are set forth and explained to the team at the beginning of the season. A coach may suspend or withhold playing time from a player due to breaking a team rule not mentioned in the above set of rules.

EXPECTATIONS

- 1) Each athlete is a student first. An athlete should not neglect their academic responsibilities; this includes but is not limited to homework and class work.
- 2) **CONDUCT** – All athletes are expected to lead by example for other members of the student body and are expected to act in an appropriate manner in class and on the field, court, track, or mat that will do credit to the team, the school and the community.
- 3) To participate in a practice, game, meet or match, the student must be in attendance in school at the **start of the school day**, on that day or the day before a non-school day. Any exception or early dismissal on the day of the contest will require the permission of the building principal and athletic director before participation can take place.
- 4) Athletic teams at the high school level is a minimum of five days a week commitment. Athletes must attend daily practices that may also include Saturdays. Any athlete that cannot attend a game or practice should notify the coach of the day(s), and reason(s) for not attending. Medical excuse (doctor's appointment), court date, bereavement, extended classroom, college visits are all excusable reasons for missing practice (proof may be required by the coach or Athletic Director).

Any athlete who misses school or practice due to an illness, it will be the coach's discretion on when the player is physically capable of playing in a game and how much time they will play. This decision will be based on the player's fitness level and fairness to players who have been at practice.

Vacations, detention, suspensions, work, or just not showing up for practice are not excusable reasons for missing practice or games. If an athlete misses a practice or game for any reason that is not excused, that athlete should expect to miss an equal amount of game time until the missed amount of time is made up.

EXAMPLE: An athlete goes on vacation for a week and misses three practices and two games (5 days), upon their return an athlete should expect to make up three practices and miss at least two additional games before they are reinserted into the team's line up.

- 5) An athlete that receives a detention or Saturday School must serve the detention on the date assigned. If the detention conflicts with an athletic event, the athlete will miss the event to fulfill their detention.
- 6) An athlete who is suspended from school is ineligible for athletics that day and must make up the equal amount of time missed.

- 7) **BONA-FIDE TEAM POLICY-** The following rule is set forth by the MIAA... The An athlete may NOT skip any portion of a practice or game, at the high school level, to participate in any outside athletic event that is recognized by the MIAA as a sport.

While participating on teams not associated with the high school is allowed, it is not encouraged. **If a student is found to participate in a club team instead of attending the High School practice or game, the athlete will be suspended for 25% of the season on the first offense. The second offense will result in an additional suspension for 25% of the season, and ineligibility for tournament participation.**

8) All safety equipment that applies to each sport must be worn at all times. Example – Field Hockey: mouth guards, shin pads, and goggles must be worn at all games and practices. No jewelry should be worn at any time. Proper attire must be worn as well. All athletes must wear shirts during practice.

- 9) Team members must ride the bus to away games and are expected to ride the bus home. If a team member does not take the bus home, they must provide the coach or athletic director a note 24 hours in advance. Athletes will only be allowed to leave with a parent/guardian, NO SIBLINGS or FRIENDS! Parents may email the Athletic Director directly at dsanschagrין@stgrsd.org

CODE: ATHLETIC POLICIES

Category: Students

Adopted: 8/17/99

File No.: JJIBA

**Revised: 2/28/06; 6/5/07;
6/17/08**

Interscholastic athletics are governed by rules and regulations administered by the Massachusetts Interscholastic Athletic Association (MIAA). Each participation school must adhere to these regulations and any additional locally established regulations and/or policies.

Academic Achievement: Each participant must have passed at least thirty (30) credits the preceding school year in order to participate on the team during the months of September and October. During the current year of participation the player must continue to be passing fifteen (15) credits of work the immediate marking period preceding the sport season in which he/she wishes to participate.

Insurance: The athlete, to participate, must have certified, in writing, by the parent/guardian that sufficient insurance coverage is maintained through a family accident policy or that coverage is maintained by a school accident policy.

Physical Examination: Physical examinations are required annually before participation in competitive sports. A student in the Southwick-Tolland-Granville Regional School District must pass a physical examination within thirteen months of the start of each season. Students who meet these criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner.

Attendance: To participate in a game, meet, or practice, a student must be in school attendance at the start of the school day.

Use of Tobacco, Alcohol or Drugs: From the earliest fall practice date to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. Students may be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

When the Principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 50% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a

participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation.

When the Principal confirms, following an opportunity for the student to be heard, that a second violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 75% of all interscholastic contests in that sport.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only soccer: he/she violates the rule in winter and/or the spring of same academic year: he/she would serve the penalty(ies) during the fall season of the next academic year.)

When the Principal confirms, following an opportunity for the student to be heard, that a third or subsequent violation has occurred, the student shall lose eligibility for the next twelve (12) consecutive calendar months.

Theft: Any team or squad member found guilty of theft will be suspended for the remainder of that sport season.

Jewelry: Student athletes may not wear jewelry of any type (including body piercing) while participating in games or practice.

Training Policy: All training policies established by the coach and approved by the Director of Athletics must be adhered to during the season of participation. Season refers to the first day of practice until the end of the season.

Sportsmanship and School Behavior: Failure to abide by the "rules of sportsmanship", training requirements and/or rules and regulations of the school, after due warning, could be just cause for temporary, seasonal or terminal non-participation on any one of all athletic teams.

NOTE: A student may appeal to the principal the decision of a coach or advisor to suspend or terminate that student's membership in the team or activity. If the matter is not resolved, the student may appeal to the superintendent. Any appeal will be reviewed based on paragraph 5 of district Policy JICDD.

Changes made to the Powder Mill School Student Handbook 2022-2023

Page 1: Changed date to 2022-2023 on cover page
Added: PMS school email address

Page 2: Updated school committee members:
Removed: Jeffrey Houle
Added: Patrick Jubb
Added: Erika Emmelmann

Page 2: Updated School Directory
Removed: Cherie Curran, Assistant Principal
Added: TBD, Assistant Principal
Updated Title Change for Jenny Sullivan to: Assistant Superintendent of Curriculum and Instruction

Page 3: Removed: 2021-2022 District Calendar
Added: 2022-2023 District Calendar

Pages 4 - 5: Table of Contents: Updated page numbers

I.	ATTENDANCE (pages 7-9)
II.	SCHOOL NURSE AND HEALTH (pages 9-11)
III.	ACADEMICS (pages 12-15)
IV.	GENERAL STUDENT INFORMATION (pages 15-19)
V.	STUDENT CONDUCT AND DISCIPLINE (pages 19-22)
VI.	DISTRICT POLICIES (pages 23-63)
VII.	DISTRICT PROCEDURES (pages 63-66))

Page 7: Blackboard Connect Phone Messaging
Removed: ConnectEd
Changed to: Blackboard Connect

Page 7: Drop Off and Pick Up Procedures
Removed: outdated procedures
Changed to: updated information to reflect current procedures

Page 15: Animals in School
Removed: outdated information
Changed to: updated policy information found on district website

Page 16: Emergency Drill Procedures
Updated with current information

Page 17: Meals:
Removed: outdated information
Changed to: updated information from Food Service Department to reflect current procedures

Page 23: Non-Discrimination policy including Harassment and Retaliation, File No.: AC
Removed: current policy
Changed to: revised version scheduled for approval

Page 26: Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure, File No.: ACAB
Removed: current policy
Changed to: revised version 8/18/2022

Page 29: Tobacco Products on School Premises Prohibited, File No. ADC
Removed: current policy

Changed to: revised version 2/1/2022

Page 29: Face Coverings, File No.: EBCFA

Removed: current policy

Added: revised version 3/1/2022

Page 34: Unpaid Meal Charge Policy, File No.: EFDA

Added: policy page adopted 5/21/2020

Page 35: English Learner Education, File No. IHBEA

Removed: current policy

Changed to: revised version 3/29/2022

Page 39: Student-To-Student Harassment, File No. JBA

Removed: current policy

Changed to: revised version

Page 44: Student Dress Code, File No. JICA

Removed: current policy

Changed to: revised version 5/17/2022

Page 48: Bullying Prevention, File No. JICFB

Removed: old policy

Changed to: revised version 9/15/2020

Page 50/51: Bullying Prevention, cont.

Added: Appendix B & C

Page 54: Tobacco Use, File No.: JICG

Removed: current policy

Changed to: revised version 3/15/2022

Page 58: Concussion Policy, File No.: JJIF

Removed: current policy

Changed to: revised version 12/7/2021

Page 61: Student Records, File No.: JRA

Removed: current policy

Changed to: revised version

Page 65: Notifications Relative to Civil Rights

Removed: outdated staff contact information

Changed to: current staff contact information

Page 66: Title 1 Compact

Added: new compact effective during the school year 2022-2023

POWDER MILL SCHOOL

94 Powder Mill Road
Southwick, MA 01077
(413) 569-5951
www.pms.stgrsd.org

STUDENT HANDBOOK

District website - www.stgrsd.org

2022-2023



SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL COMMITTEE

Theodore Locke
Tolland Representative
email: tlocke@stgrsd.org

Pamela Petschke
Granville Representative
email: ppetschke@stgrsd.org

Jonathan Schantz
Southwick Representative
email: jschantz@stgrsd.org

Ryan Korobkov
Southwick Representative
email: rkorobkov@stgrsd.org

Robert Stevenson
Southwick Representative
email: rstevenson@stgrsd.org

Patrick Jubb
Southwick Representative
email: pjubb@stgrsd.org

Erika Emmelmann
Southwick Representative
email: ee Emmelmann@stgrsd.org

School Committee meeting dates and times can be found on the
Southwick-Tolland-Granville Regional School District website:
www.stgrsd.org

CENTRAL ADMINISTRATION

86 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5391
superintendent@stgrsd.org

Jennifer Willard.....Superintendent of Schools
Stephen Presnal.....Director of Finance and Operations
Robin Gunn.....Director of Student Services
Jenny Sullivan.....Assistant Superintendent of Curriculum and Instruction

SCHOOL DIRECTORY

Woodland School (Pre-K – 2).....Kimberley Saso, Principal
80 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 6598
School Hours: 9:00 a.m. – 3:20 p.m.

Powder Mill School (3 – 6).....Erin Fahey Carrier, Principal
TBD, Assistant Principal
94 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5951
School Hours: 8:05 a.m. – 2:40 p.m.

Southwick Regional School (7 – 12).....Joseph Turmel, Principal
Serena Shorter, Assistant Principal
Michael Pescitelli, Assistant Principal
93 Feeding Hills Road, Southwick, MA 01077
Telephone: (413) 569 – 6171
School Hours: 7:35 a.m. – 2:10 p.m.



SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

2022/2023 Calendar

<p>8/29 Staff Opening Day 8/30 Staff PD 8/31 Staff PD</p>	<div> <div> <div>AUGUST 2022</div> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table> </div> <div> <div>School Hours</div> <table> <tr> <th></th><th>Full Day</th><th>Half-Day</th></tr> <tr> <td>SRS</td><td>7:35 am - 2:10 pm</td><td>7:35 am - 11:00 am</td></tr> <tr> <td>PMS</td><td>8:15 am - 2:40 pm</td><td>8:15 am - 11:30 am</td></tr> <tr> <td>WS</td><td>9:00 am - 3:20 pm</td><td>9:00 am - 12:00 pm</td></tr> </table> </div> <div> <div>Symbols</div> <div>★ First Day School</div> <div>□ No School</div> <div>○ Half-Day</div> </div> </div>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					Full Day	Half-Day	SRS	7:35 am - 2:10 pm	7:35 am - 11:00 am	PMS	8:15 am - 2:40 pm	8:15 am - 11:30 am	WS	9:00 am - 3:20 pm	9:00 am - 12:00 pm																																						
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<p>9/1 First Day School 1-12 9/1 Pre K&Kindergarten Screening 9/2 PreK Orientation 9/5 Labor Day: Offices Closed 9/6 Kindergarten Orientation 9/6 PreK First Day 9/7 Kindergarten First Day</p>	<div> <div> <div>SEPTEMBER 2022</div> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> </div> <div> <div>FEBRUARY 2023</div> <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </table> </div> <div> <p>2/20 Washington's Birthday Day: Offices Closed 2/20-2/24 Winter Vacation</p> </div> </div>	S	M	T	W	Th	F	S						2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28												
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<p>Please Note: This calendar may be changed by School Committee action or by inclement weather conditions. Such changes will be announced as far in advance as possible. School cancellations (i.e. snow days) will extend the school year.</p>		<p>School Committee Approval: 4/12/2022 amc Rev 1.3</p>																																																																																											

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At Powder Mill School

We show **R**espect
We take **O**wnership
We always **C**ooperate
We are **K**ind
We have **S**elf Control



I. ATTENDANCE

Massachusetts's law requires that schools be in session 180 days per year. In accordance with the General Laws of the State of Massachusetts, Chapter 76, Section 1, every child between the minimum ages, as established by the Board of Education, shall attend a public day school or some other school approved by the School Committee for the number of days as required by the Board of Education. Also, Chapter 76, Section 2 states that: "Every person having control of a child shall ensure their attendance for the number of days as required by the Board of Education."

The above provisions clearly specify that a student must attend school every day that school is in session unless the student has a legitimate excused absence. It is the parents'/guardians' sole responsibility to see to it that their son/daughter is in school.

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

- The parent(s) / guardian(s) will contact the administration in advance of the planned vacation.
- The student will be held responsible for making specific arrangements with their teacher(s) for assignments. Work will be offered to students upon their return from an absence from school. Please do not expect teachers to prepare student assignments in advance of your child's trip. All work will be offered to the student upon the return of the student to class. Full credit will be given for completed work.

BLACKBOARD CONNECT PHONE LINE

Families are notified of many school related topics through a notification service called Blackboard Connect. Some examples are unexcused absences, early dismissals, school closings, newsletters and district messages.

It is important that the school office has your most current contact information including email and phone number on file so that you will receive all pertinent communication.

DROP OFF AND PICK UP PROCEDURES

There are two drop-off locations, one for third and fourth graders and their siblings, and the second for all other students. Please have your Silent Dismissal number displayed on the passenger side of your dashboard, hanging from your rear view mirror, or in your passenger side window. When you arrive, students should be ready to get out of the car. Make sure they know how to remove their seat belt, open the car door, and shut the door behind them. Adults should not be exiting their vehicles.

Auditorium Door: Third and fourth graders and their siblings will be dropped off and picked up outside of the auditorium. Parents will enter the Feeding Hills Road lot, follow the arrows to serpentine through the parking area, dropping off or picking their child(ren) at the covered entrance.

Front Loop – Main Office Door: All other families will be dropped off and picked up outside of the main office. Parents will enter the front loop from the south side taking a right turn. Do not block traffic on Powder Mill Road by waiting to take a left turn into the loop. Remind your child they can get out of the car anywhere along the front of the building. Please do not let them wait until they are directly in front of the door.

Drop off will be between 8:05 - 8:15 each morning. Pick up will be from 2:40 - 2:55.

If children attend the Rec Center in the mornings (before school) or in the afternoons (after school), they will be admitted /dismissed through an exchange between the school staff and the Rec Center staff at the Superintendent's entrance.

EARLY DISMISSAL

If a child needs to be dismissed at any time during the day, a parent must send in a note with their child in the morning and come to the office and sign out the child. The student will be called to the office for dismissal. An emergency card is

maintained for each child in the school. Students will be released only to the people whose names appear on the emergency card or have been authorized by the parent/guardian.

END OF DAY DISMISSAL

Children will ride their assigned bus each day unless they are a pick-up. Parents of children who will be picked up, will need to send a note into the office each day their child is not riding their assigned bus home. Parents who are picking up students in grades 3 & 4 and their siblings will do so at the auditorium door, students in grades 5 & 6 will be picked up outside the main office entrance.

If children attend the Rec Center in the afternoons (after school), they will be dismissed through an exchange between the school staff and the Rec Center staff. Parents who wish their child to be dismissed as a “walker” will need to send in a note indicating such; without a note, the child will be dismissed through their usual dismissal routine (e.g. assigned bus or as a pick-up).

Between 2:20 p.m. and 2:40 p.m., students are moving about the building returning from special classes or preparing for regular dismissal at 2:40 p.m. Please do not request to dismiss a student at this time. Because so many children are in transit, we feel that the safest and most orderly procedure will be for parents to wait until the regular dismissal time at 2:40 p.m.

You must take your normal bus home. Any exception to this (i.e. walking home) will not be allowed unless a note is received from your parent/guardian – signed in advance by the assistant principal or designee.

NOTIFICATION OF ABSENCES

If your child is absent from school, please:

- Call - 569-5951. Please give your child's full name, the date of the absence and the reason your child is not in school. If you are requesting homework, a call must be placed in the morning. Homework can be picked up in the office at the end of the school day or sent home with another student.
- If the child will be out an extended time, please let the Office know. Otherwise, a phone call must be made to the school each day your child is absent.
- If a phone call or direct communication was not made, **a written note must be sent to the school within 2 days of the absence.**
- If your child has been absent due to illness and you have seen your physician, please provide the school with documentation from medical personnel.

Twenty absences per year will be considered excessive and may jeopardize a student's promotional status and may result in submission of a report to the Department of Children and Families.

NOTIFICATION OF EXCESSIVE ABSENCE AND APPEALS

1. When a student has been absent five (5) days in a half year or ten (10) days in a year, the parent or guardian will be mailed a notice of this occurrence.
2. When a student has violated the Attendance Policy by being absent ten (10) or more days for any reason, other than medical, in either half year or twenty (20) or more days in a year, the parent/guardian will be notified of the potential impact on the report card; a mandatory conference (e.g. phone; meeting) will be scheduled with the Principal and parents.
3. **A PARENT/GUARDIAN must notify the Administration of a desire to appeal in writing within five (5) school days of receiving a notice of the attendance violation to request an appeal of failing grades.**

The Appeal process will consist of the Principal (or designee) and at the discretion of the Administration, as deemed appropriate. Parents/guardians may present their appeal for a change of grades at the informal meeting. The parent/guardian will be informed of the date and time of a meeting to address the request. An Appeal will consider:

1. Information presented
2. Documentation from medical personnel
3. The overall student attendance record

4. Other information deemed appropriate by the Administration

The decision of the Appeals Board is final

5. The Appeal may override the Attendance Policy
6. The decisions of the Appeal will be rendered within five (5) school days of the appeals meeting

***FOR MORE INFORMATION ABOUT ATTENDANCE SEE DISTRICT POLICY AT THE BACK OF THE HANDBOOK.**

SCHOOL CANCELLATIONS AND DELAYS

Closing school because of weather conditions or other emergencies will be broadcast online on the Southwick-Tolland-Granville Regional School District Facebook page, on TV stations WWLP 22 News, Western Mass News CBS 3, ABC 40 and Fox 6, and NECN. Voice and text messages will also be sent via phone to all households via the ConnectEd system.

When a delay of school is called:

1. Busses will run two hours later.
2. School will begin at 10:05 a.m.
3. Lunch will be served at the usual time.
4. Dismissal will be at 2:40 p.m.

TARDINESS

Students must be in their classroom at 8:15 a.m. when Powder Mill School begins. A student must attend school at least half a day to be considered present. A late arriving child should sign in at the office with a parent. The child may then go directly to their classroom. Students who have been tardy for three (3) unexcused times in a marking term will be given a warning and a letter will be sent home. When a student is tardy five (5) times a school adjustment counselor will contact the parent and after ten (10) times the parent will be contacted for a meeting with administration.

WALKERS AND BICYCLES

Children who walk to school should stay on the sidewalks or walk on the left side facing traffic if there are no sidewalks. There is a school crossing guard at a strategic location. Children are to cross the intersection where there is a crossing guard. The riding of bicycles are permitted but other wheeled vehicles (e.g. skateboards; wheelies) are prohibited. **No student is permitted to ride a bicycle on school grounds or to or from school without wearing an approved protective helmet. Bicycles need to be stored in the bike rack located by the cafeteria and locked by its owner.**

II. SCHOOL NURSE AND HEALTH

The school nurse is available to work with you to accommodate your child's health needs while at school. From cuts and bumps and stomach aches, to chronic health conditions, the nurse is here to assist your child in remaining healthy and productive in school. Feel free to contact the school nurse with any questions, concerns or to obtain necessary forms.

ACTIVITY LIMITATIONS

If your student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations, must be provided to the school so appropriate arrangements can be made, if necessary.

EMERGENCY CARD

Each fall parents will receive a Student Health and Information Emergency Form. It is essential that the form be completed annually, and that the information is current at all times. Medical conditions such as allergies, asthma, epilepsy, diabetes, etc. should be indicated on the card. Please update any changes throughout the year. This form can be downloaded from the district website.

FIELD TRIPS

Permission forms for field trips are sent home by the students' teachers prior to the trip. Please complete the form as soon as possible. You must write any medical conditions and medications your child may need on the field trip form and indicate if you give the teacher permission to administer the medicine on the field trip. If your child needs to take any medicine, a physician order and parental consent must be on file with the nurse. Medications to be taken on the trip will be delegated to a teacher to administer. It can take some time to make necessary arrangements for your child's safe enjoyment of a field trip. Your cooperation is essential. Please discuss field trips with the school nurse at any time.

FIRST AID

First Aid will be administered for minor injuries received during the school day. When a student becomes ill or is seriously injured, the parent is notified immediately. If a parent cannot be reached in an emergency, the child will be transported to the hospital.

HOMEBOUND TUTORING

Parents who expect their child to be absent for an extended period of time due to illness or accident, should contact the Student Services Department about home tutoring.

IMMUNIZATIONS

By law, the Massachusetts Department of Public Health requires that all students be fully immunized prior to school entry. The Massachusetts school immunization requirements are on the District's website. Physicians are aware of these requirements as well as the required time intervals between doses. (Please note that each state has slightly different timetables for immunizations. If your child's pediatric practice is in another state, make sure your child is compliant with Massachusetts requirements). The State Department of Public Health mandates the school nurse to review the time intervals between the doses of specific vaccines. If the intervals between doses are outside of the Department of Public Health guidelines an additional dose of a vaccine may be required. Parents will be informed individually if this is necessary. Every child must be properly vaccinated to attend school in Massachusetts. Exemptions may only be accepted for medical or religious reasons and must be made in writing. Children who are homeless are allowed to enter pending verification of immunization.

Enforcement:

1. The school administration (principal, superintendent), in consultation with the school nurse, has the responsibility to refuse school admittance to students who have not received the required immunizations or who are not otherwise exempted. Unimmunized or partially immunized students whose private physician certifies in writing that they are in the process of receiving the required immunizations, shall be allowed to attend school provided they receive the required immunizations when scheduled. They will be regarded as being in compliance with the law as long as they are actively pursuing the receipt of the immunizations.
2. It is the responsibility of the school nurse to review the records and to inform the parent/guardian if the student is not in compliance. If the parent/guardian has difficulty obtaining the necessary immunizations, a choice of possible resources will be offered. (Please refer to M.G.L. Chapter 76, Section 15.) Any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

MANDATED HEALTH SCREENINGS

The Massachusetts Department of Health mandates health screenings that are performed during the school year. These include height, weight, vision, hearing and postural or scoliosis screenings. For any vision, hearing, or postural screening outside normal limits, a referral will be sent home for further testing.

You have an option to not have your child participate in one or all screenings. You must however, make your decision to "OPT Out" of a screening in writing and send it to your child's school nurse. Otherwise, your child will be automatically screened as per Massachusetts Department of Public Health (DPH) Regulations. "Opting out" only applies to screenings

and DOES NOT apply to physical exams. The “OPT Out” option must be made annually (it does not carry over from year to year). The mandated health screening requirements may be located on the District’s website.

MEDICAL AND DENTAL APPOINTMENTS

Medical and dental appointments should be made, whenever possible, during non-school hours.

MEDICATION POLICY

The Southwick Regional School District follows the laws and regulations of the Massachusetts Department of Public Health in the formulation of medication policies to ensure the health and safety of children who need medication during the school day. The following forms must be on file in your child’s health records before any medication can be administered at school or on a field trip.

The forms are available from the nurse or may be downloaded from the district website.

1. A signed consent by parent or guardian to give medicine.
2. A signed medication order completed by your child’s licensed prescriber (physician, nurse practitioner, etc.).

The policies include over the counter medications such as acetaminophen, cough drops and ointments. Medicines must be in a pharmacy or manufacturer-labeled container. Students are not permitted to transport any medicine to or from school. Medicines must be delivered and picked up by a responsible adult. No more than a thirty-day supply should be delivered to the school. **It is necessary to obtain new orders and parental permission every year.** Any medications not picked up by the last day of school will be destroyed.

The school nurse may not administer any medications, including over the counter medications, without proper orders and consents. Students are not allowed to carry medications in school and may be referred for disciplinary action if found with medication. Please plan ahead to meet your child’s medication needs. The school nurse is available to help you if needed. Our school physician has provided medical directives for our students in grades 6-12. See the back of the emergency form.

PHYSICAL EXAMINATIONS

State law requires physical examinations of all school children within a year before entry into school, and at intervals of either three or four years thereafter. The Southwick Regional School District requires physical examinations in grades K, 4, 7 and 10, and for all new students. Because your child’s physician has a comprehensive knowledge of the health status of your child, private physician examinations are strongly encouraged. If the school nurse has concerns about a student’s health, she may require a student to have an exam to attend school. An exam within a year of entry into school is acceptable.

WELLNESS POLICY

Our district Wellness Policy addresses nutrition standards, nutrition education, physical activity, and other school-based activities designed to promote student wellness. It also includes an evaluation component. A Wellness Policy Introduction pamphlet is available at PMS. The complete policy is available on the District website.

WHEN TO KEEP A CHILD HOME

It is sometimes difficult to decide when a child should remain home from school. Here are some guidelines:

1. Child has vomiting or diarrhea.
2. Fever 100 degrees or higher, to remain home until fever free for 24 hours without the use of fever medications.
3. 24 hours after starting antibiotics, especially after conjunctivitis or strep throat.
4. Child with any contagious illness.
5. Excessive fatigue after illness.
6. When your child’s doctor recommends rest at home following an illness, injury, or surgery.
7. After an injury or surgery when narcotic pain medication is still necessary.

Remember to obtain a note for school if your child misses school for any appointment with a doctor, dentist, orthodontist, or mental health provider.

III. ACADEMICS

COUNSELING AND GUIDANCE SERVICES

Guidance counseling services are available at Powder Mill School. Primary responsibilities include the following:

1. To provide individual and group counseling services to students which enable them to understand the developmental changes occurring at this level.
2. To monitor students' academic progress.
3. To help students understand their emotional and social development and its effect upon their lives.
4. To help students understand the world of work so that they may begin to explore areas of occupational interest.
5. To work with teaching teams to provide quality education for children.
6. To work with parents and social agencies as appropriate to foster student improvement. To be a resource for parents regarding problem solving and parenting support for their child.
7. To work with the Student Services Department and to participate in evaluations on an as needed basis.
8. Develop, organize, and interpret results of appropriate testing programs required by the State and district as well as those used by the school for its special purposes.
9. Organize and implement appropriate orientation programs for incoming 3rd graders and outgoing 6th graders.

ENGLISH LANGUAGE LEARNERS PROGRAM (ELL)

Students, for whom English is not their primary language, have equal rights of access to all courses of study in regular, special, technical and vocational school programs. They also have the right to participate in all school-sponsored activities.

All students entering the Southwick-Tolland-Granville Regional School District who speak a language other than English at home are evaluated for English language proficiency. If services are recommended, parents are advised of their choices. They have the right to accept or reject the services available. Instruction for English Language Learners (ELL) is provided for all students who have a limited proficiency in English. Services are tailored to the individual language and educational needs of the student. For further information contact the ELL Coordinator.

ACADEMIC GRADES

Grades are one form of communication among students, parents and the school. They are a measure of the student's academic progress based upon set criteria. They become a part of a student's permanent record card.

A report card, taken in its entirety, is the result of the teachers' endeavors to evaluate the whole child. The evaluation of skills, effort and progress will be based upon a child's educational and behavioral development.

GRADING SCALE

A+ = 97-100	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D = 65-69
B = 83-86	E = 0-64
B- = 80-82	P = Passing

Identification of Competencies:

Grade of A: Student - demonstrates these competencies:

1. Organizes work carefully and successfully
2. Overall performance shows evidence of excellent study habits
3. Participates constructively in class activities
4. Mastery of unit or term's skills to a superior level

Grade of B: Student - demonstrates these competencies:

1. Organizes work carefully and successfully
2. Overall performance shows evidence of good study habits
3. Participates constructively in class activities
4. Mastery of unit or term's skills to a high level

Grade of C: Student - demonstrates these competencies:

1. Attempts to organize work carefully and successfully
2. Overall performance shows evidence of satisfactory study habit
3. Participates constructively in class activities.
4. Attainment of unit or term's skills at a proficient level.

Grade of D: Student - demonstrates these deficiencies:

1. Has difficulty organizing work carefully and successfully
2. Overall performance shows evidence of poor study habits
3. Has difficulty participating constructively in class activities
4. Attainment of unit or term's skills is below level

E. Student - demonstrates these deficiencies:

1. Has much difficulty organizing work carefully and successfully
2. Overall performance shows evidence of very poor study habits
3. Has much difficulty participating constructively in class activities
4. Attainment of unit or term's skills is significantly below level

+s & -s - indicate either the high or low range of a particular letter grade. They are not used with a letter grade of "D" or "E", but they will be used with grades of "A" "B" and "C".

EFFORT GRADES

Effort grades are another way to inform parents and students of progress. The numbers used are:

- 1 OUTSTANDING
- 2 SATISFACTORY
- 3 INCONSISTENT
- 4 UNSATISFACTORY

1 - OUTSTANDING

- A. Completes all class work and homework assigned in an exemplary and punctual manner.
- B. Is very attentive in class.
- C. Is constantly ready for learning (i.e. pencil, textbooks, notebooks, etc.).
- D. Is motivated to take initiative and goes beyond expectations.
- E. Wants to achieve and therefore is an example for learning for fellow students.

2 - SATISFACTORY

- A. Completes assigned work in an orderly and punctual manner.
- B. Is usually attentive in class.
- C. Is most often prepared for learning.
- D. Is motivated to do what is required.
- E. Wants to achieve and therefore is an example for learning for fellow students.

3 - INCONSISTENT

- A. Sometimes completes work assigned but needs to be prompted.
- B. Seems uninterested or inattentive at times.
- C. Is sometimes not prepared for class.
- D. Is sometimes unmotivated, needs to take initiative to meet expectations.
- E. Is sometimes indifferent to achievement and therefore hinders learning for self and others.

4 - UNSATISFACTORY

- A. Usually does not complete assignments.
- B. Assignments are usually disorganized.
- C. Is inattentive and seems uninterested.
- D. Is frequently not ready for learning.
- E. Is unmotivated, rarely takes initiative and does not meet expectations.
- F. Is indifferent to achievement and therefore hinders learning for self and others.

HOMEWORK GUIDELINES

These guidelines are to help parents, students, and teachers understand the purpose, consequences, and reasons for homework. If you wish to communicate any questions, concerns, or comments about homework, please contact your child's teacher.

All teachers have email addresses and voice mail extensions and can easily be contacted regarding homework assignments.

There are purposes for giving homework at Powder Mill School:

- It can foster student initiative, independence, and responsibility.
- It can be of value in supplementing and reinforcing work done in school.
- Homework can bring the home and school together in a common bond.

Feel free to answer your child's questions and explain or demonstrate a process that is posing a problem for your child. However, keep in mind that it is your child's homework, not yours. Your role is one of helping, advising, and planning for a time and place, rather than one of actually doing the work.

Students need a clear understanding of why and how homework is given. They need to understand the consequences and grading implications if it is not done when required. At Powder Mill School homework is not used for punishment. This is not consistent with the purpose for which homework is intended. Homework may be graded or commented on each time it is given. Grading is one form of evaluation. Comments on students' homework are also a beneficial form of feedback for students.

The following guidelines have been established to assist both teachers and parents to monitor homework. Generally, students should spend this much time each night completing homework assignments. This is only a guide.

The guidelines are as follows:

Grade 3	30 – 45 minutes each night
Grade 4	30 – 45 minutes each night

Grade 5 45 – 60 minutes each night

Grade 6 45 – 60 minutes each night

Students may receive homework 2 times a week in ELA and 2 times a week in Math.

Homework may consist of:

- A spiral back activity to keep prior learning fresh.
- 1 or 2 rich questions that involve problem solving.
- Test practice that requires students to show work.
- Nightly independent reading practice with a response to text.

Individual students may be excused from specific daily assignments for very special circumstances. Parents should send in a note explaining why the student was not able to complete the assignment. Perhaps an illness, death in the family, or important family activity interfered with schoolwork. The teacher will take this into consideration on an individual basis.

REPORT CARDS – CONFERENCES

Parent/Teacher Conferences are held twice each year. Dates are noted on the school calendar. Report cards are issued four times a year for all grades.

SPECIAL EDUCATION

Children with disabilities are provided with a range of services to meet their educational needs. Eligibility for services is determined through an evaluation process in accordance with Massachusetts Chapter 766 Regulations.

Consultation teams have been set up at the three schools in order to explore options and strategies to meet the needs of children who are having academic or social/emotional difficulties. These teams are comprised of administration, guidance, regular and special education teachers. They may refer a child for a special education evaluation if a disability is suspected.

Parental permission must be obtained in order to proceed with an evaluation. Parents are invited to meet with the professionals who evaluate their child and to participate in decision making about their child's educational plan.

Each school offers special education services to help address individual needs of children with disabilities. These include speech and language therapy, occupational and physical therapies, vision and hearing services, instruction in a "Pull-Out" room setting, and assistance within the general classroom. The participation of disabled students in school activities and programs is encouraged as is their inclusion in appropriate academic classes. Questions about available services may be addressed to the Principal or to the Director of Student Services, 569-0111.

IV. GENERAL STUDENT INFORMATION

ANIMALS IN SCHOOL

Animals may only be brought to school in accordance with District policy IMG Animals in Schools. A copy of that policy is available in the District policy manual on the website: www.stgrsd.org. Pets should not be brought to school during dismissal and or drop-off.

AUDITORIUM AND ASSEMBLY RULES

Assembly programs are an important aspect of our school programs. Often, they supplement instruction in the classroom or are of high interest and offer different experiences to expand one's mind. Expectations for student behavior, attendance and participation are the same as they are within our classrooms.

COMPUTER/INTERNET USE

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and disciplinary action up to and including suspension. Each student who is given Internet access privileges or receives an account will be part of a discussion with a district faculty member pertaining to the proper use of the Internet. Since the

computers are school property, administration reserves the right to inspect computer files at any time. Please reference the full district policy at back of handbook.

CORI CHECKS **(CRIMINAL OFFENDER RECORD INFORMATION)**

The Southwick-Tolland-Granville Regional School District requires CORI checks for the purposes of screening current and otherwise-qualified prospective school-based personnel and volunteers who will have the opportunity for unsupervised contact with children. All chaperones must have a CORI check for field trips.

EMERGENCY DRILL PROCEDURE

Fire drills at regular intervals are required by law and are an important safety precaution. During a fire drill or other emergency drills, at the first signal given, everyone must obey orders promptly. During a fire drill or evacuation, everyone must clear the building by prescribed routes as quickly as possible. The teacher in each classroom will give students instructions. Any student who endangers safety may be disciplined.

Emergency Lock Down and Evacuation drills are held periodically during the school year and every drill should be treated as if there actually was an emergency. All passing done during drills will be done quickly and quietly to avoid confusion. Pay attention to your teacher so that you will be able to hear emergency instruction. **NOTE:** Parents should set up an emergency procedure so that their child knows what to do and where to go if, due to an emergency, they arrive home when a responsible adult is not there.

In the event of an actual emergency, please do not go to the school. You will receive information via Blackboard Connect notification system.

ETHICS LAW

The Southwick-Tolland-Granville Regional School District discourages gifts to classroom teachers in accordance with M.G.L. c. 268A, section 3.

LOCKERS AND PADLOCKS

You will be assigned a locker in which to keep personal property and materials related to school life. You are expected to bring all school materials to school with you and to be responsible for them. **All large belongings must be left in locker (i.e., backpacks, coats, saddlebags, large pocketbooks, etc.).** It is required that students keep lockers free from stickers, tape and/or other material that may cause damage to the finish of the lockers. Items which are not necessary for school or are illegal are not allowed in school. Lockers and personal belongings will be searched by the principal or his/her designee if there is reasonable suspicion that there is something illegal, dangerous, or disruptive to the operation of the school.

Students are responsible for care and maintenance of assigned locks and lockers. Locks will be assigned to fifth and sixth grade students only. Damaged or **lost locks** must be replaced at the student's expense. Students are encouraged not to share their lock combination with peers.

LOCKERS, SEARCHES AND SEIZURES

Students may be assigned lockers, laboratory tables, desks and similar property of the school system for their use while in school. Property of the school department assigned to a student for his/her use during the school year is subject to inspection and search at any time for any reason. If an illegal substance/object, or evidence of activity which violates the law or the disciplinary code, is found during any inspection or search, it will be confiscated, and appropriate action will be taken against the student.

In addition, professional and administrative personnel may search a student's belongings (e.g., clothes, backpack, handbag, wallet, etc.) or to search the student when a staff person has reasonable cause to believe that the student has an illegal substance/object, or evidence of activity which violates the law or disciplinary code. If an illegal substance/object, or evidence of activity which violates the law or the disciplinary code, is found during any search, it will be confiscated, and appropriate action will be taken against the student.

Mass searching of lockers may be conducted by the administration if the safety and well-being of the student body and building is in jeopardy. The administration of the school may search a student's locker, if a search is considered necessary to maintain the integrity of the school environment and to protect other students.

In the best interest of student-administrative relationships and in the spirit of due process, the following should be taken into account when making a search of the student and/or his property.

- a. if possible, the student should be present when making the search;
- b. a third party (a witness) should be present; and
- c. an attempt should be made to secure prior student consent.

A search may be made by a police officer with a valid warrant or in connection with a valid arrest. However, if police are involved, parents should be notified, the Principal or his designated representative from the school should be present at the time of the search. A complete report of the incident together with witnesses and other pertinent information should be immediately recorded.

LOST AND FOUND

There will be a lost and found located in the cafeteria. If you have lost a valuable object, including your books, report it at once to the office. The school suggests you do not bring valuables or large sums of money to school. Loss of personal or school-issued property is the responsibility of the individual student. Be certain to clearly mark all possessions brought to school. Lost articles which are not claimed within a reasonable time will be given to a charitable organization.

MEALS

Children need healthy meals to learn. Powder Mill offers healthy meals every school day. All schools have a hot lunch program set up under the National School Lunch Program and administered through the Massachusetts State Department of Education and United States Department of Agriculture.

The District uses a Point-of-Sale system. Parents register on-line at www.SchoolCafe.com using information provided to them by the School Nutrition Department. They will be able to pay for meals, as well as see what their child is eating and add any restrictions to sales. Students may also bring checks into school which will be deposited into their Point-of-Sale account if done before 9:30 in the morning; **no money will be accepted at the register during lunch**. No change will be given to students in school; any change will be credited to their account. All purchases made in the cafeteria will be done through the Point-of-Sale, so if your child wants to buy snack, money should be placed in their account as detailed above.

During the school year, when there is a scheduled half-day of school (e.g., Collaboration Day), we will offer a lunch to any student. These bag lunches are served with an entrée, fruit, vegetable and milk. Students will be asked to order in the morning, like usual, and their bagged lunch will be available to pick up in the cafeteria at dismissal. Please see the website for the menu of hot meals offered and for pricing. All meals offered will be charged according to the standard lunch costs. Please be advised that the menu is subject change without notice.

Students who would like to have breakfast should pick up their breakfast from the Grab & Go Cart, located at arrival entrances, and proceed to their classroom.

Children who carry their own lunch must be sure their lunch box or bag has their name on it. Students should not share any food they bring from home. If a student forgets his/her money or lunch, he/she will be provided with a regular meal, and the charge will be added to the students' lunch account. Students with a balance will only be allowed to debit one full meal per day, per meal service, i.e. one breakfast and one lunch per day.

Information for free or reduced priced lunches is sent home with every student the first week of school. Additionally, if at any point during the school year a family wishes their children to participate, and feels that their income is within the eligibility guidelines, they should request an application from the school office or they can apply confidentially online at www.SchoolCafe.com. Parents will be notified of their children's eligibility by mail within 10 days. See nutrition page for help or links.

Any account with a positive balance at the end of the school year will be rolled into the students' accounts for the next year, regardless of which school they attend in the district. Any questions regarding this policy should be directed to the Director of School Nutrition, Matthew Lillibridge by emailing food@stgrsd.org

EVALUATION/OBSERVATION PROCEDURE

Southwick-Tolland-Granville encourages the involvement of parents and community members in the education of our students. The district has a duty to protect the safety and confidentiality of its students, as well as to ensure that the educational process is not unnecessarily disrupted. As a result, certain rules and procedures must be followed to ensure that visits are beneficial to the visitors and not harmful to the students or the educational process. The STGRSD Evaluation/Observation form allows a parent/guardian, consultant or evaluator to observe a student or program. These are available by contacting the building principal.

PARENTAL CONCERNS AND COMPLAINTS

It is not unusual for questions and/or concerns to arise during the course of a school year. Building a partnership between parents and teachers is the first step in ensuring quality education for our students. Calling or meeting with your child's teacher is the best and most productive way of addressing any issue.

If you have a concern about your child, you should contact the following people in this order:

1. Speak with the teacher first. Your child's teacher is the person most familiar with your child and the most knowledgeable when it comes to curriculum and grade level concerns. The teacher may also recommend meeting with additional school personnel if appropriate.
2. If you are not satisfied with the solutions suggested by your child's teacher, contact school administrators. They will meet with you and the teacher to find a mutually acceptable solution to your problem.
3. If, after meeting with your child's teacher and the Powder Mill Administration, you are unable to satisfy your concerns, you may contact the Superintendent of Schools.

PARENT TEACHER ORGANIZATION

The Powder Mill and Woodland Schools' (PAWS) Parent Teacher Organization meetings are held monthly. If you are new to our school or even if you are already familiar with P.T.O. we encourage you to attend our meetings and become active in our school community.

PUBLICITY AUTHORIZATION AND RELEASE

The Southwick-Tolland-Granville Regional School District and Powder Mill School may release and publish student work, photographs, motion pictures, video images or other likeness of your child in connection with any and all news releases, public relations or promotional materials or announcements, advertisements, web pages or otherwise, concerning your child's academic honors, sports activities, participation in school-sponsored musical, dramatic or dance-performances, or any other purpose in connection with your child's attendance at Powder Mill School. If you have any objections to Publicity Authorization and Release policy, please write to the building principal and your son/daughter will be exempt from this policy.

RECESS

Outdoor recess is part of the school program. Children are expected to come to school properly clothed for weather conditions. During inclement weather, and/or when the temperature is below 20°F, recess is held indoors. Recess exclusions require a physician's written statement.

It is strongly recommended that flip flops not be worn to school. The children often twist ankles and stub toes when wearing these on the playground. If they are worn to school, the children are not allowed to use the playscape.

SCHOOL COUNCIL

The School Council consists of parents, teachers, administrators, and community representatives, who work together each year as an advisory board to the Principal. This council works to continually improve education at Powder Mill School. The group meets each month. An election for parent representatives is held at the April/May P.T.O. meeting. Member elections are held every two years. Please refer to the Principal for a current membership list.

SCHOOL PROPERTY

Damage to a school building is a violation of M.G.L. Chapter 266, Section 98. Books and supplies are provided at public expense. It is expected that the children will be responsible for the reasonable use of these materials and in the event of

loss or damage will pay for full replacement of each item. Reimbursement is also expected in the event of damage to the buildings, furniture or equipment caused by misconduct or an act, which a given child would be reasonably expected to avoid.

SUBSTITUTE TEACHERS

Substitute teachers are our guests and help the school day proceed productively. Students have the responsibility to represent themselves and the school in a positive way. They are expected to be polite and helpful to the substitutes. All school rules apply when substitutes are in the classroom.

TEACHER QUALIFICATIONS

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive Federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, Southwick-Tolland-Granville Regional District will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Southwick-Tolland-Granville Regional School District is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom.

VOLUNTEER PROGRAM

Volunteers play an important role throughout our school. Some volunteers assist in classrooms by helping small groups or individual students with reading or mathematics projects. Others work in our library helping children checkout books each week and re-shelving those that are returned. For those parents who cannot come to school, there are often projects that can be completed at home. If you would like to be a part of this exciting program, please contact your classroom teacher or call us at the school office at 569-5951. You must complete a CORI form to be a volunteer or chaperone.

V. STUDENT CONDUCT AND DISCIPLINE

The Southwick-Tolland-Granville Regional School District complies with all conditions and procedures outlined in Chapter 222: An Act relative to student access to education services and exclusion from school.

BUS BEHAVIOR

Parents must declare standard pick-up and drop-off locations for their children that will remain in effect for the school year. You must take your normal bus home and get on and off at your assigned stop. If you wish to request a different a.m. pick-up and/or drop-off location, the designated location must remain the same Monday through Friday. Any exception to this (i.e. walking home) will not be allowed unless a note is received from your parent/guardian - signed in advance and received by the Office. Reference full district policy at back of handbook.

Here are some suggestions to help your children use the bus safely. Please review them with your children periodically.

1. Waiting for the bus:

- a. Children should stay out of the road except when they must cross the street.
- b. They should not trespass on private property.
- c. Younger children who are not attending school should not accompany your child to the bus stop without an adult.
- d. Children should wait in an orderly manner. Rough behavior or running is not allowed at the bus stop.
- e. As the bus approaches, they are to line up at least 10 feet off the road and should approach the bus only when the driver has opened the door.

2. Riding the Bus:

- a. Children should listen carefully to the driver's instructions.
- b. They should get on the bus quickly and be seated. Children may be expected to sit three in a seat.
- c. Children are expected to help keep the bus clean. Eating on the bus is not allowed.
- d. Students should keep all parts of their bodies inside the bus.
- e. Children must remain in their seats when the bus is moving.
- f. Children should restrict their talking to only those children sitting next to them. Shouting is not allowed.

3. Camera usage on all buses: Audio and video cameras may be present on our STGRSD school buses.

When the bus driver reports inappropriate behavior, an administrator will speak to the students. If the behavior continues and a second bus warning is issued, the parent will be notified, and the child will serve 1 session in the time-out room during recess. If a 3rd bus warning is issued the parent will be notified and the child may be temporarily or permanently removed from the bus. Parents will then be responsible for seeing that the child is transported to school.

INFORMATION FOR STUDENTS ABOUT SCHOOL DISCIPLINE

Learning occurs everywhere and at all times; however, formal education, a most essential part of that learning, occurs best in an environment free of distraction, fear or discomfort. The main goal in school is education. We believe that each student and each teacher have the following rights:

1. To work in pleasant, safe, and comfortable surroundings.
2. Freedom from insulting or abusive treatment from others.
3. To have an atmosphere that encourages learning.

Effective discipline is created by policy and action and has a positive effect on both student and teacher. The focus is upon helping the student to direct his/her efforts effectively toward educational growth. Discipline provides direction as well as limits and frees the student to learn and the teacher to teach.

Students and parents alike should also understand that our rules are based on policies established by the Southwick-Tolland-Granville Regional School Committee. Several are printed at the end of this handbook. They should be carefully reviewed by both students and their parents.

ENFORCEMENT OF DISCIPLINE REGULATIONS

Enforcement of the regulations is the responsibility of all staff members. All rules will be enforced, and consequences will be directly related to the frequency and severity of actions. When determining disciplinary consequences, developmental differences of Powder Mill students will be taken into consideration.

Infractions

Teachers are expected to handle situations such as:

1. Arriving late for class
2. Arriving for class unprepared
3. Chewing gum or eating candy
4. Causing minor disruptions
5. Profane, obscene, or other improper language
6. Disrespect or insubordination
7. Defiant behavior

Students will be referred to administration for these or other significant infractions:

1. Threatening, intimidating or harassing others
2. Abusive language

3. Serious incidents of fighting
4. Any act which threatens the safety of others
5. Possession of any dangerous weapon or implement
6. Theft or damage to personal property of others
7. Possession of any illegal substance or apparatus
8. Acts of vandalism
9. Starting a fire or pulling a false alarm

Consequences

Warning -	A discussion of the infraction and a review of the expectations.
Time Out/ Detention -	Assignment of Time Out/Detention time in a silent setting supervised by a member of the staff. (Time Outs will be given to third grade students only.)
Parent Contact -	A telephone call, e-mail, or note home to parents informing them of their child's misbehavior and reviewing with them the expectations.
Parent Meeting -	A meeting between school personnel, parents, and student to review the child's misbehavior and the expectations.
Internal Suspension -	Assignment to a room in the main office area in isolation from the rest of the student body and under the supervision of administrative personnel with assignments provided by the teachers. If a student's behavior is inappropriate while on an internal, then an external suspension may be necessary.
External Suspension -	Exclusion from school for a specific period of time. The student will be immediately isolated from the student body and the parent will be called to the school to take the student home. Student will be allowed back in school after a meeting is held with school administration. Any work missed during the suspension period must be done at home and turned in to the teacher the morning the student returns. Failure to do so will result in a zero for the work.
Repeated Internal - followed expelled from school.	A meeting with the administrative team may be required. The conference may be and External by a referral to juvenile court, with the possibility of the student being Suspensions

POWDER MILL SCHOOL THREE STRIKES PLAN

Time Out/Detention Procedure

1. Teacher will assign Time Out/Detention and record the action.
2. If the student does not attend the assigned Time Out/Detention, the teacher will reassign the Time Out/Detention and administration will assign a secondary Time Out/Detention and the parent will be notified.

What Happens During Time Out/ Detention?

A Time Out/Detention for a violation of the classroom policy is an assigned period of time with the student in which there is direct supervision with teacher or administrator. A Time Out/Detention will be assigned during recess, lunch or after school. A requirement of the Time Out/Detention will be for the student to process the behavior.

Students assigned a Time Out/Detention will report to the staff member in charge. Students are expected to be quiet and working for the entire session.

Repetitive Behaviors

If a student receives **three behavioral Time Outs/Detentions within the same term**, then the following actions will be taken:

1. All documentation must be forwarded to the main office and reviewed by administration.
2. Administration will notify teacher of the decision to move forward, request further clarification, or return file.
3. If a decision is made to move forward, a mandatory meeting between the teacher, parent, student and administrator will be held. During this meeting:
 - The teacher will present the parent with a clear description of the student's behavior in the classroom and methods of intervention attempted at the classroom level.
 - The administrator, teacher and parent will discuss the future expectations placed upon the student when he/she re-enters the classroom.
 - Both the student and parent will be informed that, for the balance of the marking term, the next action taken with respect to the student's misbehavior will be an internal suspension.

FIRES AND FALSE ALARMS

Deliberately starting a fire or pulling a false alarm is not only a dangerous act but is against the law. The safety of fellow students, staff, and firefighters are at stake.

RULES:

1. Students will not willfully start a fire within the school building or on school grounds.
2. Students may not pull or call in a false alarm.

ANY STUDENT CAUGHT STARTING A FIRE OR PUTTING IN A FALSE ALARM MUST HAVE HIS/HER NAME TURNED OVER TO THE POLICE AND FIRE DEPARTMENTS, WHO IN TURN, MUST PROSECUTE THE CASE IN JUVENILE COURT. THE RESULT COULD BE A CONVICTION AND A FINE. IN ADDITION, THE STUDENT WILL BE SUSPENDED FROM SCHOOL.

PHYSICAL RESTRAINT

The Southwick-Tolland-Granville Regional School District complies with the Department of Education (D.O.E.) restraint regulations, 603 C.M.R. 46.00 et seq., as required by law. These regulations apply not only while attending school, but also at school-sponsored events and activities, whether or not on school property. Copies of this law are available at <http://www.doe.mass.edu/lawsregs/603cmr46.html>, and in the office of the principal.

In Southwick-Tolland-Granville Regional School District schools, we use non-violent restraint such as redirection, escorts to quiet areas, talking to students and other such methods. Physical restraint is only used as a last resort.

PLAGIARISM

Any student found engaging in cheating (e.g., copying from another student's assignment, term paper, quiz or exam) will receive a zero grade. Written work copied verbatim from source books, periodicals, or any other source, without being given proper documentation is considered plagiarism and will not be accepted. Any student who willingly allows his written assignment, term paper, quiz or exam to be copied, will also receive a zero grade for that assignment, term paper, quiz or exam.

Consequences: Teacher action.

The Assistant Principal and your parents will be informed.

You will not receive credit on the quiz or test.

You may be assigned a detention.

PROHIBITED ARTICLES

Dangerous weapons, including, but not limited to, a gun or a knife or controlled substances are prohibited.

Also prohibited are tobacco products, fireworks, laser pointers, knives, toy guns, skateboards, CD players, hardballs, toys, stuffed animals, handheld gaming systems, chewing gum and anything else that disrupts the educational process. Toys attached to backpacks can be dangerous for students getting on and off the bus. Therefore, these are also prohibited.

The school cannot assume responsibility for valuable articles brought in by the children or parents. In general, toys, handheld games, electronic devices, etc. should not be brought to school unless requested by the teacher. There will be no skateboard, roller shoes or non-educational toys allowed in school unless authorized by administration.

VI. DISTRICT POLICIES

CODE: NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

Category: Foundations and Basic Commitments

Adopted: 3/9/05

File No.: AC

**Revised: 2/7/2017;
10/24/2017;**

The Southwick-Tolland-Granville Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

The Southwick-Tolland-Granville Regional School District does not exclude from participation, deny the benefits of the Southwick-Tolland-Granville Regional School District from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. Such discrimination will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated.

The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the Southwick-Tolland-Granville Regional School District; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Southwick-Tolland-Granville Regional School District Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX. Please also see Policy ACAB.

II. Responsibilities of all Persons Associated with Educational Community

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

III. Designated Officials for Addressing Discrimination and Harassment Complaints

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

The Civil Rights and Title VI Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391
jsullivan@stgrsd.org

Title IX Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391
jsullivan@stgrsd.org

Section 504/Title II Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391
jsullivan@stgrsd.org

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

V. Investigation of Complaints

Upon receipt of a report or complaint of discrimination and/or harassment, the relevant Coordinator(s) should conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information, including witnesses or other evidence, relevant to the consideration

and resolution of the complaint. The Coordinator(s) will also endeavor to promptly interview and obtain detailed written statements from potential witnesses. If further documentation or information is necessary, the Coordinator(s) will notify the appropriate party, asking that the information be provided within ten (10) school/working days. The Civil Rights Coordinator may also assign a designee to conduct the investigation in consultation with the Civil Rights Coordinator.

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

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser once the investigation is complete. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

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

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

VI. Consequences of Violating Policy - Discipline & Discharge

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

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

VII. Confidentiality

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

VIII. State and Federal Authorities

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

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

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

Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972 Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title IX of the Education Amendments of 1972

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability;

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

CONTRACT REFS.: All Contract Agreements

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

Category: Foundations and Basic Commitments

Adopted: 3/9/2005

File No.: ACAB

Revised: 11/5/2018, 8/18/2020

The Southwick-Tolland-Granville Regional School Committee and the Southwick-Tolland-Granville Regional School District are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

Massachusetts General Laws Ch. [119, Section 51 A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

REPORTING

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

Title IX Coordinator:

Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

INVESTIGATIONS

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

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

RECORD KEEPING

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

RETALIATION IS PROHIBITED

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

SUPPORTIVE MEASURES

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if 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: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Southwick-Tolland-Granville Regional School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR [26:00](#)

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CODE: TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Category: Foundations and Basic Commitments

File No.: ADC

Adopted: 3/9/05

Revised: 2/1/2022

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

CROSS REFS.: [GBED](#), Tobacco use on School Property by Staff Members Prohibited

[JICH](#), Alcohol, Tobacco and Drug Use by Students Prohibited

[JICG](#), Tobacco Use

CODE: FACE COVERINGS

Category: Support Services

File No.: EBCFA

**Adopted: 8/18/2020; Rescinded 5/17/201;
8/30/2021**

Revised: 2/14/2022; 3/01/2022

The District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to ensure students remain in a full-time classroom learning environment.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth is strongly recommended to be worn by individuals who remain unvaccinated or are otherwise immunocompromised in school buildings, and on school grounds, even when social distancing is observed.

Individuals who are vaccinated are not required to wear a mask, but may do so if desired.

Students and staff returning from 5 day quarantine following a positive COVID test must follow strict mask use, other than when eating, drinking, or outside, and conduct active monitoring for symptoms, through day 10 of exposure.

Masks will be required in all school health offices.

Guidance Statements: Massachusetts Department of Public Health

[https://www.mass.gov/info-details/covid-19-mask-requirements - mask-requirements-in-certain-locations-https://search.mass.gov/?q=school+health+offices](https://www.mass.gov/info-details/covid-19-mask-requirements-mask-requirements-in-certain-locations-https://search.mass.gov/?q=school+health+offices)

Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools
Updated January 13, 2022.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19

Guidance Updated February 9, 2022

<https://www.doe.mass.edu/covid19/on-desktop/2022-0209mask-requirement-update.pdf>

SOURCE: MASC – February 10, 2022

**CODE: BUS STOP PROCEDURE FOR ELEMENTARY
STUDENTS**

Category: Students

File No.: EEAED

Adopted: 5/17/16

Revised: 11/05/2018

K – 2 Bus Stop Standard Procedure:

The health and safety of young children is a primary concern of the Southwick Tolland Granville Regional School District. Therefore, no Preschool, Kindergarten or Special Needs Child (as identified) will be left at a bus stop unless there is a responsible adult present who will assume all responsibility for the child. A parent/guardian may submit a note to dismiss a child to an older sibling or to another adult. If there is no sibling or responsible adult present to retrieve the child, the child will be brought back to the school. Students beyond the kindergarten level will be released from the bus unless the bus driver has concern for the child's safety. Bus drivers will have the discretion to determine if a child should be returned to the school.

Grades K-2 Bus Stop Exception:

Occasionally, a child's designated bus stop is in a location that requires an adult to drive to the bus stop to retrieve his or her child (e.g., bus drop off is not in the child's own neighborhood – it may be a parking lot of a business). When this is the case for a student in grades K-2 and a responsible adult is not present at the bus stop, the child will be brought back to the school; unless a parent/guardian submits a note to dismiss a child to an older sibling or to another adult who will assume all responsibility for the child.

In the event no parent or designee is at the bus stop the procedure will be:

1. The bus driver will contact the district and may bring the child back to the school
2. The school will call the parent/guardian or emergency contact
3. If the parent has not been reached after a reasonable amount of time, the police will be notified.
4. The police and/or school personnel will remain with the child until a responsible adult/guardian is reached.

CODE: USE OF VIDEO AND AUDIO RECORDING DEVICES ON SCHOOL TRANSPORTATION VEHICLES

Category: **Students**
File No.: **EAEAF**

Adopted: 6/20/2017
Revised:

To ensure the provision of a safe and secure environment for students, it is the policy of the Southwick-Tolland-Granville Regional School District to utilize video and audio recording devices on any or all school transportation vehicles (i.e. school buses, vans, mini-vans) used to provide transportation for District students. This authority shall extend additionally to all vehicles contracted by the District for the transportation of its students.

The presence of video and audio recording devices on school transportation vehicles shall be announced by signage displayed prominently on the vehicle. No additional notice of video & audio recording devices on school grounds shall be required. After its initial adoption, the District shall provide notice of this policy annually to students and parents in the respective student/parent handbooks and also any beginning of the year bus letters that may go home. Drivers will be notified annually or upon hire.

All recordings are considered confidential and will only be viewed on an "as needed" basis by those individuals authorized by federal and state law and this policy.

After a recording on a school transportation vehicle has been made, the District will retain the recording in a secure location. Digital recordings shall require password protection to access software to view files. The District may access recordings for the purpose of investigating complaints against students, staff, and the public. Recordings may be used as evidence in the discipline/prosecution of students, staff and the public. Recordings used for said purpose shall be retained by the District until the final resolution of any discipline/prosecution, including the time period for appeal or a court ordered retention period (if any). Recordings not used for discipline, law enforcement or court action will be erased and the recorded media reused at the direction of the Superintendent or designee. Access to recordings shall be limited to the following individuals, unless expressly granted to another by the Superintendent of Schools.

- Superintendent of Schools
- Transportation Supervisor or designee
- School Business Manager or Chief Fiscal Officer
- School Principals
- Special Education Director
- Law Enforcement Officers
- Students and/or Parents of Students directly involved in a particular incident or complaint (subject to following considerations*)
- District Counsel

Any request for the viewing and/or listening of a recording must be approved by the Superintendent or designee. The Superintendent or designee will determine if an individual requesting to view and/or listen to the recording is considered authorized pursuant to federal and state law and this policy. A recording shall only be viewed if there is a report of a

serious incident as determined by the Superintendent or designee, or a complaint relative to conduct. The Superintendent or designee will be responsible for maintaining a log of the date and names of all individuals who review a recording.

*Video and audio recordings used as part of disciplinary or other proceedings regarding students shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Release of such video and audio recordings will only occur pursuant to disclosure requirements of FERPA and such recordings may not be released to parents without the express, written permission of the parents of all identifiable students. Only the portion of the video and/or audio recording which is relevant to the incident or complaint will be reviewed or released in accordance with state and federal law and this policy.

CODE: FOOD ALLERGY POLICY
Category: SUPPORT SERVICES
File No.: EFAB

Adopted: 10/2/07
Revised:

The Southwick-Tolland-Granville Regional School District recognizes the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. The school district administration has developed and implemented a policy and protocol to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community on management of student allergies, and to plan for the needs of students with allergies. The schools are committed to working with allergic students and their parents to address the students' emotional and social needs in addition to their health needs.

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's responsibility

- Notify the school of the child's allergies each new school year.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including classroom, in the cafeteria, during school sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of a child on a written form.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Encourage parents to have allergic child wear Medic Alert necklace or bracelet.
- Educate the child in the self-management of their food allergy including:
 - ❖ safe and unsafe foods
 - ❖ strategies for avoiding exposure to unsafe foods
 - ❖ symptoms of allergic reactions
 - ❖ how and when to tell an adult they may be having an allergy-related problem
 - ❖ how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child after a reaction has occurred.
- Provide emergency contact information
- Parents are strongly encouraged to inform the bus or van driver, and any substitute driver when possible, about their child's allergy.

School's responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Assure that all staff who interact with the student on a regular basis (including bus, van, and substitute drivers) understand food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- All staff members who interact with the student on a regular basis will be trained on the management of student allergies. The training will address prevention efforts, information about common allergens, recognition of signs

of an allergic reaction including anaphylaxis, and the emergency response plan. The training will be provided annually at the start of the school year.

- Appropriate staff members will be trained regarding the administration of an Epi-pen, as outlined in the Department of Public Health regulations. All staff members will be informed of the location of the Epi-pens.
- Work with the district transportation administrator to assure that school bus/van driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce a “no eating” policy on school buses. Exceptions will be provided for those students with diabetes who may need a snack to treat a hypoglycemic episode or for circumstances where students are traveling for long periods of time. Students will be informed of this policy at the beginning of each school year, and said policy will be included in each school handbook.
- Discuss field trips with the family of food allergic child to plan appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Take threats or harassment against allergic child seriously.
- Substitute teachers, when applying for employment, will be provided information on the management of student allergies. This information will address prevention efforts, information about common allergies, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan.
- An Individual Health Care Plan and Allergy Action Plan that addresses management will be developed for each student with an allergy. A copy of the Allergy Action Plan will be provided to the classroom teacher and substitutes for all preschool to grade 5 students and to all core subject teachers for middle school students. The protocol will address how much information about student allergies will be provided to other personnel, such as specialists, as needed. The implementation of the District protocol and of the individual plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

Student's responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something, they believe may contain food to which they are allergic.

Classroom management procedures

- Appropriate accommodations may be made in the classroom.
- Procedures will address education of parents and student and planning for special events involving food. The protocol will allow for age-appropriate classroom rules. For preschool to grade 4 students, the classroom teacher, in collaboration with the nurse and with input from parents of the food allergic child, will develop classroom specific protocol regarding management of food in the classroom.

Kitchen and cafeteria procedures

- All kitchen staff will only use latex-free gloves
- The school kitchen will prepare all products in a manner that will minimize the risk of cross contamination of foods. The preparation area and all utensils will be washed in hot, soapy water immediately after the completion of the task.
- All food products will be clearly labeled as to ingredients.
- Peanut/nut-free table (or areas of tables) will be provided as needed and will be clearly identified. Allergy tables are to be positioned in a manner that minimizes the isolation of allergic students. When feasible, other students will be encouraged to sit at allergen-free tables if appropriate measures are in place to minimize cross-contamination of the allergen-free tables.
- The staff on lunch duty will ensure that the allergen-free table(s) and chairs will be washed before lunches begin and after each group finishes. The same tables will be used each day and will be clearly marked as allergen-free. Volunteers and/or substitutes will be informed which tables are allergen-free.
- Staff and volunteers on lunch duty shall monitor the students' compliance with the food allergy protocol at allergen-free table(s). They should also be aware of any bullying or teasing behavior toward a food-allergic student and report any such incidents to the administrator.
- Students will be discouraged from sharing any food or utensils throughout the cafeteria.

Procedure for handling epinephrine

- Each school must maintain a current supply of epinephrine by auto-injector (Epi-pens) and must comply with all Department of Public Health regulations for administration, storage, and record-keeping concerning epinephrine.
- The school nurse shall register with the Department of Public Health, and shall train other school personnel to administer epinephrine in accordance with 105 CMR 210.
- All staff members will be informed of the location of the Epi-pens.

Emergency response procedures

- All staff members supervising students with life-threatening allergies must have means of communication to call for assistance.
- The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school during the school day and must accompany food allergic student on field trips. The protocol must provide for the management of anaphylaxis in individuals with unknown allergies, including an authorization for administration of epinephrine by the school nurse signed by the school physician.

The implementation of the District protocol and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

CODE: UNPAID MEAL CHARGE POLICY

Category: Support Services

File No.: EFDA

Adopted: 5/21/2020

Revised:

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with unpaid meal charges (i.e. purchases of meals made against an account with an insufficient balance). However, unpaid meal charges can place a significant financial burden on the School District, as the school nutrition operation is intended to be a self-supporting program within the District and operational deficits must be funded by the general fund or other financial resources of the District. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meals account balances.

The provisions of this policy pertain to regular priced school meals only.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. All students will be assigned an account by the School Nutrition Office. After a student's account reaches zero or enters the negative, the student's parent/guardian will be notified by e-mail or phone call that funds must be deposited to avoid interruption to meal purchases. Student's with balances at or below \$0.00 will not be allowed to purchase "a la carte" items including, but not limited to, a second entrée, snack, ice cream, or an additional beverage. For students in grades Pre-K through 6, the student will still be allowed to purchase a qualifying reimbursable meal, and that meal will continue to be charged to the student's account at the standard meal rate based on their meal status. For students in grades 7 through 12, the student will be allowed to purchase a qualifying reimbursable meal until the student's meal account reaches the negative value equivalent to five (5) regular qualifying reimbursable meals. Students in grades 7 through 12 with account balances at or below the negative value equivalent to five (5) regular qualifying reimbursable meals who attempt to purchase meals shall be denied at the point of sale.

Payments

Parents/guardians are responsible for all meal payments to the School Nutrition Program. Notices of low or deficit balances will be sent directly to parents/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment-due notices or account statements to students unless a student is known to be an emancipated minor who is fully responsible for themselves, or is over the age of 18. If parents/guardians have questions or concerns regarding student purchases and/or account balances, they should contact the School Nutrition Office.

Parents/guardians must pay for meals in advance. Further details are available on the District's website and in student handbooks. Sufficient funds should be maintained in student accounts to minimize the possibility that a student may be without a sufficient balance on any given day. At the conclusion of the school year any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias will utilize computerized point-of-sale register systems that maintain records of all monies deposited and spent for each student and those records shall be available to parents through an online account or by speaking with the school's kitchen manager or the Director of School Nutrition. The point-of-sale system shall be designed to prevent direct identification of a student's meal status. Parents/guardians will receive notification of low-balance accounts via email or regular postal mail on a weekly basis, if applicable. For accounts with persistent negative balances, parents/guardians will be contacted by phone by the School Nutrition Office. Accounts that remain at a negative balance for 30-days or more will be referred to the District's Business Office for further collection efforts.

Refunds

Refunds of account balances for withdrawn and graduated students require a written request by the parent/guardian. Parents/guardians of graduated students also have the option to transfer funds to a sibling's account or to donate the balance to another student's account with a written request to the Director of School Nutrition.

Delinquent Accounts/Collections

Accounts that remain in a delinquent status may result in a student's loss of access to extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation-related activities.

The Superintendent of Schools shall ensure that there are appropriate and effective collection procedures and internal controls within the School District's Business Office that meet the requirements of law.

If a student is without a lunch and his/her meals account is in a delinquent status on a consistent basis, the school administration may investigate the situation more closely and take further action as necessary. If evidence of financial hardship exists or is suspected, parents/guardians will be encouraged to pursue eligibility for free or reduced price meals for their child. Each school handbook shall contain detailed instructions for parental assistance

Policy Communications

This policy shall be communicated to all related staff and families at the beginning of each school year and to families transferring to the District during the school year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

CODE: VOCATIONAL-TECHNICAL EDUCATION
Category: INSTRUCTION
File No.: IHAI-1

Adopted: 2/25/76
Revised: 6/30/03; 2/15/05;
9/20/05; 5/5/15

To accommodate the rights and interests of all parties mentioned above, including the interests of the Southwick-Tolland-Granville Regional School District and to provide high quality Chapter 74 programming to the students residing in our district, the following policy/procedure is adopted.

The Southwick-Tolland-Granville Regional School District recognizes the right of a student residing in any of the three towns that together constitute our regional school district, to attend a training school in the Commonwealth of Massachusetts in accordance with M.G.L. c. 74 Sec. 7. Additionally, the Regional School District identifies the Career

Technical Education Collaborative at the Lower Pioneer Valley Collaborative as the District's preferred high school for students who seek the educational opportunity stated in the above statute.

A student residing in any of the three towns that constitute the Southwick-Tolland-Granville Regional School District who seeks to be admitted to a high school for a Chapter 74 approved vocational technical education program may apply to any high school that offers a Chapter 74 approved vocational technical education program in which that student is interested. A student's request for non-resident tuition and transportation under the Chapter 74 vocational tuition and transportation option shall be submitted to the Superintendent of Schools by not later than April 1 of the year prior to matriculation, for the Superintendent's consideration based on pertinent criteria, including the availability of the same or substantially similar program at a high school closer to the student's residence or consistent with the District's stated preferred vocational technical high school. A student's parent or guardian or a school that has been disapproved for non-resident tuition by the Superintendent may request that the Commissioner of Elementary and Secondary Education review the denial of tuition in accordance with the guidelines cited above.

A student residing in the STGRSD who seeks to be admitted to a high school for a specific Chapter 74 approved vocational technical education program shall, in addition to applying to any other high school of the student's choosing that offers the program, apply to the preferred high school for the Regional School District. If that Chapter 74 program is offered at the District's preferred high school, and if that student is accepted at the preferred school, then the student shall attend the preferred high school for that Chapter 74 program.

CODE: ENGLISH LEARNER EDUCATION
Category: INSTRUCTION
File No.: IHBEA

Adopted: 5/3/05
Revised: 3/29/2022

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR [14.00](#)

CODE: EMPOWERED DIGITAL USE POLICY

Category: INSTRUCTION

File No.: IJNDB

Adopted: 6/7/05

Revised: 5/21/2019

Purpose

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

Availability

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

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

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

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- The District will comply with all relevant privacy laws relating to personal information that is disseminated using the District's system/network (including home/mobile phone numbers, mailing addresses, and passwords).
- Individuals will show respect for themselves and others when using technology including social media. (CROSS REF: IJNDD Policy on Social Media)
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.
- The Network is the property of the STGRSD and its storage systems are therefore subject to inspection by the administration at any time. As such, users should be aware that routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the STGRSD Empowered Digital Use District Policy, and/or the law. System users should not have an expectation of privacy to the contents of their personal files on the Network.
- If there is suspicion that a user has violated the Empowered Digital Use District Policy or the law an individual search will be conducted. The nature of the investigation will be in the context of the nature of the alleged violation.

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

Parent/Guardian Notification

The STGRSD Empowered Digital Use Policy establishes expectations for appropriate behavior when using District technology. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the STGRSD to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for communicating their particular set of family values to their children. The District will encourage parents/guardians to specify to their children what material they believe is and is not acceptable for their children to access through the Network. The District will utilize an Empowered Digital Use Form to inform students about what type of materials and behaviors are acceptable and expected. STGRSD will also provide students with instruction about personal safety and well-being while using the Internet and technology through the Massachusetts Digital Literacy and Computer Science curriculum.

District Limitation of Liability

The STGRSD makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its Network will be error free or without defect. The District will not be responsible for any damages users may suffer, including but not limited to loss of data, interruptions of service, or physical, psychological, or monetary damages.

The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for unauthorized financial obligations arising through the use of the system.

SOURCE: MASC

Adopted: August 2015

CROSS REF: IJNDD Policy on Social Media
Empowered Digital Use Form

CODE: ACCESS TO DIGITAL RESOURCES

Category: INSTRUCTION

File No.: IJND

Adopted: 5/7/2019

Revised:

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

Safety Procedures and Guidelines

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

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

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

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

Empowered Digital Use

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

Employee Use

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

Community Use

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

Disregard of Rules and Responsibility for Damages

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

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

CODE: POLICY ON SOCIAL MEDIA
Category: INSTRUCTION
File No.: IJNDD

Adopted: 4/12/2012
Revised: 5/21/2019

The Superintendent and the School Principals will annually remind existing and orient new District employees the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. District Employees may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through District approved systems, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator or the administrator's designee as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by supervisors of student groups (club advisers, coaches, etc...) shall be sent to all members of the group, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator or designee.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology
- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if District employees have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the District employee and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016

CODE: STUDENT-TO-STUDENT HARASSMENT
Category: Students
File No.: JBA

Adopted: 2/15/11
Revised:

Harassment of students by other students will not be tolerated in the Southwick-Tolland-Granville Regional School District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, color national origin, sexual orientation religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly, a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy

LEGAL REF.: M.G.L. 151B:3A
Title VII, Section 703, Civil Rights Acts of 1964, as amended
Board of Education 603 CMR 26:0

REFS: "Words That Hurt," American School Board Journal, September 1999
National Education Policy Network, NSBA

CODE: HOMELESS EDUCATION POLICY

Category: Students

File No.: JFABC

Adopted: 10/4/05

Revised:

McKinney Vento Homeless Assistance Act

In compliance with the federal McKinney-Vento Homeless Education Assistance Act the STGRSD will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. If a homeless child or youth arrives without immunizations or medical records, the parent/guardian will be referred to the STGRSD Homeless Education Liaison. The Homeless Education Liaison will have the responsibility to obtain relevant academic records, immunizations and/or medical records and to ensure that homeless students are attending school while the records are obtained.

It is the policy of the STGRSD that a child is homeless if living in one of the following situations:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building or trailer
- Doubled-up with friends or relatives

If a child lives in any of the situations noted above, the STGRSD Homeless Education Liaison will:

- Help to immediately enroll the child in school
- Assist the child in staying in their old school or the school closest to where they are presently staying
- Put transportation in place to and from school
- Ensure that the child gets automatic free breakfast and lunch
- Ensure the child receives the same services as other students
- Ensure the child is aware of their right to attend classes even while the school and child seek to resolve a dispute over enrollment

Any questions can be directed to the STGRSD Homeless Liaison, Robin Gunn 569-0111 or Peter Cirioni, State Coordinator (781) 339-6294

Or call one of these organizations:

Massachusetts Coalition for the Homeless, Robyn Frost

CODE: STUDENT ABSENCES AND EXCUSES

Category: Students

File No.: JH

Adopted: 10/4/05

Revised: 10/21/14

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

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

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal or designee has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days. The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent or designee has documented a good faith effort to include the parent/guardian.

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

SOURCE: MASC

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

CODE: STUDENT RIGHTS AND RESPONSIBILITIES
Category: Students
File No.: JI

Adopted: 10/4/05
Revised:

The school committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injures his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right of privacy, which includes privacy in respect to the student's school records.

It is the school committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the school committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

SOURCE: MASC Policy

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

CODE: STUDENT CONDUCT
Category: Students
File No.: JIC

Adopted: 10/4/05
Revised: 10/21/14
04/24/2018

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

Each Principal or designee shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals/designee and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

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

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal or designee shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal or designee must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal or designee shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal or designee must be able to document reasonable efforts to include the parent.

Emergency Removal

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

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

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

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

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

The principal or designee may use in-house suspension as an alternative to a short-term suspension. It is the principal's responsibility to inform the student of the disciplinary charge and to provide the student the opportunity to dispute the charges and explain the circumstances. If the principal determines that the student committed the offense, the principal must inform the student of the length of the suspension which may not exceed ten days cumulatively or consecutively, in a school year.

It is the principal's, or designee's, responsibility to orally inform the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the in-school suspension.

The principal must also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. The principal needs to schedule the parent/guardian meeting for the day of the suspension or as soon as possible, and must document at least two attempts to reach the parent for the purpose of orally informing the parent. Additionally, the principal must send written notice to the student and the parent/guardian about the in-school suspension, inviting the parent to a meeting if such meeting has not occurred, which must be delivered on the day of the suspension.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent's Hearing

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

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

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

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

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording

of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's or designee's hearing for long-term suspension.

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

Expulsion

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

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

Academic Progress

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

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

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

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

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

Reporting

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

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

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H3/4; 76:17; 603 CMR 53.00

CODE: STUDENT DRESS CODE
Category: Students
File No.: JICA

Adopted: 5/24/05
Revised: 5/17/2022

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

CODE: STUDENT CONDUCT ON SCHOOL BUSES
Category: Students
File No.: JICC

Adopted: 12/6/05
Revised:

BUS REGULATIONS

Transportation by school bus to and from school is a privilege for all pupils who qualify according to the Rules and Regulations of the School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that the right of a pupil to transportation to and from school is a qualified right dependent on good behavior. Some of the following regulations are supported by State Law, violations to parts of the following rules are punishable by fines:

1. On roads and highways where there are no sidewalks, students walk on the side facing traffic to and from a bus stop.
2. Students must be on time at pick-up point, the bus stop, five minutes before the regular pick-up time. Dogs should be restrained in homes until after bus leaves in the morning.
3. While waiting for the bus, students do not run, push, or play games. They must respect other people's property.
4. Students must be courteous! They will not push or shove on entering or leaving the bus. They will leave the bus promptly at their destination.
5. When crossing the highway after alighting from the bus, students cross only after the driver signals that it is safe to cross. They will pass ten feet in front of the bus and look for the traffic in both directions before crossing the highway.
6. Students will take their seats promptly on entering the bus and remain in it until they arrive at their destination.
7. Students will ride only on their assigned bus; seats may be assigned by the Bus Driver.
8. Students will not use profane, loud, or boisterous talk or make other noises that might distract the driver in whose hands are the lives of all children.
9. Students will be respectful to the bus driver. He/She has a very important task to perform and he/she needs help. His/Her eyes and ears need to be focused on the road in order to drive safely to and from school.
10. The school bus is a "classroom on wheels." Students will conduct themselves as they would in school. On the bus there will be no fighting or roughhousing, no insubordination, swearing or obscene gestures, no possession, consumption or sale of drugs or alcohol or any types of behavior where other school disciplinary conduct rules and regulations may apply.
11. Students will not enter into conversation with the driver while the bus is in motion, but will report any emergency to him/her at once!
12. No senior high school student at any time may ride home from school on an afternoon elementary or middle school bus without permission of his/her principal or assistant principal.
13. Students do not bring animals, pets, explosives, weapons of any sort, or large objects on the school bus.
14. Students keep their backpacks, books, musical instruments, and athletic equipment out of the aisles. They keep the bus neat and do not mark, cut, or break any part of the bus.
15. Students do not throw anything in the bus or out the windows. They do not put their hands, arms, or other parts of their body out the windows or rear exit door of the bus at any time.
16. Generally, there will be no eating or drinking on the bus. When eating and/or drinking on the bus is permitted it will be at the discretion of the bus driver.

The school administration may deprive pupils of the privilege of riding the school bus for a reasonable length of time if the pupils violate these rules. In all cases, a report must be made to the parents.

Warning Cards/Bus Cards:

Depending upon the seriousness of the situation, the following actions may be taken:

- 1st Offense – 0 to 5 days suspension of transportation privileges. Parent notification
- 2nd Offense – 5 to 10 days suspension of transportation privileges. Parent notification
- 3rd Offense - 10 to 15 days suspension of transportation privileges. Parent notification
- 4th Offense - Minimum of 15-day suspension of transportation privileges and a meeting with parent, student, and administration

ANY FURTHER VIOLATION WILL RESULT IN PERMANENT SUSPENSION OF BUS PRIVILEGES FOR THE YEAR

CODE: HAZING
Category: Students
File No.: JICFA-E

Adopted: 10/4/05
Revised:

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such 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 be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

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.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: MASC Policy

CODE: BULLYING PREVENTION**Category: Students****File No.: JICFB****Adopted: 12/7/10****Revised: 01/07/14, 4/19/16
9/15/2020**

The School Committee 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 cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, 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 through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog 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/guardians 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 school 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,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the 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, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

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, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report

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

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

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

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

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, 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.

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

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

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

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

The investigation shall be completed as soon as reasonably possible, and the investigator will do his/her best to complete the investigation within fourteen school days from the date of the report. 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 Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students 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 Principal 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.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets 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 school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR [26:00](#)
M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

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

CROSS REFS.: [AC](#), Nondiscrimination
[ACAB](#), Sexual Harassment
JBA, Student-to-Student Harassment
[JIC](#), Student Discipline
[JICFA](#), Prohibition of Hazing

SOURCE: MASC August 2013

Appendix B

You can prevent bullying from happening if you follow this code of behavior.

1. Be kind to each other.
2. Do not use words that would cause a classmate to feel sad, upset, or ashamed.
3. Keep your hands to yourself. Do not hit, kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
4. Consider other people's feelings at all times before you speak.
5. Do not say or do anything to threaten another student.
6. Do not do or say anything that would make another student scared.

7. Do not tease, taunt, mock, embarrass, or humiliate your classmates.
8. If you are being bullied, tell an adult right away.
9. If you know another student is being bullied, tell an adult right away.
10. If you bully another student, you will be disciplined, up to and including expulsion from school.

Cyber-bullying Prevention:

1. Do not write anything in an email, text, tweet, online post, or in any other electronic forum that you would not say out loud for everyone to hear. Remember that these written messages are out of your control once you send or post them, and they may continue to exist long after you have deleted your copy.
2. Follow the rules above for preventing bullying and apply them to electronic communications.
3. If you are being cyber-bullied, tell an adult right away.
4. If you know another student is being cyber-bullied, tell an adult right away.
5. If you engage in cyber-bullying, you will be disciplined up to and including expulsion from school.

Appendix C

On May 3, 2010, Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibited bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

This plan is updated to reflect M.G.L. c. 71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended perpetrator definition.

These requirements are included in the district’s Bullying Prevention and Intervention Plan (“the Plan”). The Plan includes the requirements of the law, and information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, and to respond to it when it occurs.

This Plan will be reviewed biennially by the Superintendent and/or her/his designee, as mandated by M.G.L. c. 71, § 37O (5) (d). Consultation will include, at a minimum, notice on the STGRSD website, and a public comment period prior to adoption.

Definition of Terms

In order to work as collaboratively and as efficaciously as possible and to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language.

Aggressor, as defined in M.G. L. c.71, §37O, is a student or a member of a school staff including, but not limited to, and educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target or damage to the target’s property;
2. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. Creates a hostile environment at school for the target;
4. Infringes on the rights of the target at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Prohibition against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.
- Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Reporting Bullying

To support efforts to respond promptly and effectively to bullying and retaliation, the STGRSD has policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and each school's telephone number.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the district's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that a violation of the district's anti-bullying policy has occurred he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

The STGRSD will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

The content of such professional development shall include, but shall not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyberbullying; and (vi) internet safety issues as they relate to cyberbullying.

Problem Resolution System

A parent/guardian who wishes to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). The information can be found at <http://www.doe.mass.edu>, emails can be sent to compliance@doe.mass.edu, or individuals can call 781.338.3700. Hard copies of this information are also available at the Office of the Assistant Superintendent.

TOBACCO USE

CODE:

Category: Students

File No.: JICG

Adopted: 10/4/05

Revised: 5/21/2019;
3/15/2022

Student smoking and the use of tobacco related products including any electronic or vapor devices including but not limited to e-cigarettes are prohibited in the schools, on school grounds, and on the buses.

Penalties for the possession of tobacco, smoking apparatus, or vaping materials:

- a. First Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for three days. Additionally, civil money penalties may be issued by the Town of Southwick.
- b. Second Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for five days. Additionally, civil money penalties may be issued by the Town of Southwick.
- c. Subsequent Offenses: School Administration will seek alternatives to suspension including, but not limited to, participation in an educational program, community service, and cessation programs. Refusal or failure to complete

these alternatives will result in progressively increasing days of suspension. Additionally, civil money penalties may be issued by the Town of Southwick.

SOURCE: MASC Policy

LEGAL REF.: M.G.L. 71.37H
Town of Southwick Bylaws

CODE: ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED
Category: STUDENTS **Adopted: 11/1/2016**
File No.: JICH **Revised:**

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

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

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Alcohol, Tobacco and Drugs ; GBEC, Drug Free Workplace Policy

CODE: WEAPONS POLICY
Category: Students **Adopted: 10/4/05**
File No.: JICI **Revised:**

Violence, especially violence connected with weapons, will not be tolerated.

Weapons of any kind shall not be brought onto property under school jurisdiction. Weapons shall include, but not be limited to, hand guns, shot guns, rifles, knives, blackjacks, clubs, chemical sprays, explosives and ammunition. In this connection, student possession of a locker is nonexclusive against the school and its officials; that is, reasonable searches of lockers by school officials can be expected.

Principals shall comply with the Massachusetts Education Reform Act of 1993 Re: Chap. 71, Sec. 37H.

POSSESSION OF A WEAPON: Possibility of expulsion from school

USE OF A WEAPON (Brandishing, Assault): Immediate removal from school, notification of police, expulsion from school.

Principals shall notify parents, ensure due process and shall expedite action.

Principals shall insure that violators of the policy are provided appropriate intervention and counseling. Parent participation in the intervention process shall be encouraged.

CODE: USE OF ELECTRONIC DEVICES IN SCHOOL**Category: Students****File No.: JICJ****Adopted: 5/24/05****Revised:**

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

Employees

1. Employees of Southwick-Tolland-Granville Regional School District are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job descriptions.
2. Employees who own a personal cell phone and /or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours and meetings which are obligations of the job.

Students

1. Students may possess and carry cell phones and PCDs; however, these units must be "off and away" during the academic school day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Only high school students may use cell phones during lunch blocks and passing times.
2. Non high school students may not use or operate cell phones or PCDs during the school day. The "school day" is defined as once the first hour starts and throughout the day until the last period is over.
3. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.
4. STGRSD School Administration will take possession of any cell phones or PCD's used during the school day and follow disciplinary action as outlined in the student handbook. Cell phones and PCD's will be returned only to a parent or guardian.

CODE: CONCUSSION POLICY**Category: Students****File No.: JJIF****Adopted: 12/20/11****Revised: 12/7/2021**

Southwick-Tolland-Granville Regional School District is committed to ensuring the health and safety of all our students. The following concussion policy is in compliance with the MIAA policy and with the Commonwealth of Massachusetts General Law (105 CMR 201): Head Injuries and Concussions in Extracurricular Athletic Activities.

The Athletic Director of Southwick Regional School shall be the person responsible for the implementation of these policies and protocols for all high school athletics.

As specified in the law, the athletic department shall require annual training in the prevention and recognition of sports-related head injury and keep documentation of said training on file for the following persons:

- Athletic Director
- Certified Athletic Trainers
- Coaches
- Volunteers
- School Physicians
- School Nurses
- Marching band directors
- Intramural supervisors
- Parents of a student who participates in athletics
- Students who participate in athletics

(Parents and students will sign off that they have received the materials at the mandatory information meeting)

Coaches, trainers, and volunteers will be responsible for teaching proper form, technique, and skills that minimize the risk for sports related head injury.

Parents must provide information regarding any prior head injury, including concussions, on the athletics emergency medical form and must inform the school of any head injury or concussion that may occur outside of school. Parents and students must fill out all appropriate forms, including a sports physical examination, in order to be deemed eligible to participate in athletics.

The following procedures will be followed in the event an athlete is suspected to have suffered a concussion:

- The athlete will be removed from participation and will not be allowed to return that day
- When available, the athletic trainer will conduct an evaluation and assessment of the concussion. The athletic trainer will then notify the parents/guardians and recommend referral to a physician if they suspect a concussion. If the athletic trainer is not available (i.e. away games), the coach will notify the parents/guardians and recommend that the athlete see their Primary Care Physician or another health care professional.
- The athletic trainer or coach will notify the athletic director and school nurse and fill out the Concussion Reporting Form.
- The school nurse will contact the athlete's teachers and guidance counselor to make any academic accommodations necessary.
- The athlete will only be allowed to return to play after being cleared by the medical provider that diagnosed the concussion, and after completion of the prescribed Return to Play Protocol (see "Return to Play Protocol" in the Athletic Handbook) conducted by the athletic trainer or, if no athletic trainer is available, the designee of the Athletic Director.

A copy of this policy will be made available in the Southwick Regional School handbook, the Southwick Regional School Athletics handbook, and on the school district webpage.

CODE: STUDENT CONDUCT
Category: Students
File No.: JK

Adopted: 10/4/05
Revised: 10/21/14

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37H](#); 71:37H1/2; 71:37H3/4; 71:[37L](#); [76:16](#); 76:[17](#); 603 CMR 53.00

CODE: PHYSICAL RESTRAINT OF STUDENTS
Category: Students
File No.: JKAA

Adopted: 12/4/01
Revised: 11/02/2015;
5/5/2020

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

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

The definitions of forms of restraint shall be as defined in 603CMR [46.02](#).

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

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

The Superintendent, or designee, will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#),
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

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

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

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

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37G](#); 603 CMR [46.00](#)

CODE: HEALTH REQUIREMENTS
Category: Students
File No.: JLCA

Adopted:
Revised: 5/24/05; 5/1/07;
3/3/2020

PHYSICAL EXAMS

Regular physical exams are important for all children and adolescents, especially those who do not have primary care providers. The objective is to identify and follow up on any health conditions that may interfere with learning. M.G.L. c. 71, s. 57 and related amendments and regulations (105 CMR 200.000-200.920) require physical exams of school children within six months before entry into school or during the first year after entrance, and at intervals of either three or four

years after. The Southwick-Tolland-Granville Regional School District requires physical exams for grades kindergarten, four, seven and ten.

In addition, physical examinations are required annually before participation in competitive sports. A student in the Southwick-Tolland-Granville Regional School District must pass a physical examination within thirteen months of the start of each season. Students who meet this criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner.

ACTIVITY LIMITATIONS

If a student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations must be provided to the school so appropriate arrangements can be made if necessary.

VISION, HEARING, WEIGHT AND HEIGHT

Screenings will be performed annually on each student according to DPH guidelines with recommendations for further evaluation made to parents/guardians as indicated.

POSTURAL SCREENING

Postural screening will be done annually on all students in grades 5-9.

CODE: INNOCULATION OF STUDENTS

Category: Students

File No.: JLCB

Adopted:

Revised:

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent, or that the child meets the statutory requirement governing homelessness.

Pursuant to the intent of M.G.L. Chapter 76, Section 15 any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

CODE: STUDENT FEES, FINES, AND CHARGES

Category: Students

File No.: JQ

Adopted: 10/4/05

Revised:

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Board approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC Policy

CODE: STUDENT RECORDS
Category: Students
File No.: JRA

Adopted: 10/4/05
Revised:

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, P.L. 93-380,
Amended P.L. 93-380, Amended P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.
603 CMR: Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

CODE: STUDENT RECORDS
Category: Students
File No.: JRA-R

Adopted: 10/4/05
Revised: 5/22/07

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth, and under M.G.L.c.71, s.34F which directs that the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times. 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents and students rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the students' parent.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the students age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
3. The evaluation team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the persons' employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the students name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

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. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each students' record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9) (a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

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

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

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or
 - 3. The parent's access to the student 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 parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) (f) Upon receipt of a court order which 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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077, June 1995 as amended June 2002.
603 CMR : Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF: KDB, Publics Right to Know

CODE: NON-CUSTODIAL PARENTS RIGHTS
Category: COMMUNITY RELATIONS
File No.: KBBA

Adopted: 3/20/07
Revised:

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

- (g) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 2. The parent has been denied visitation, or
 3. The parent's access to the student 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 parent.
- (h) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (i) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (j) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (k) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (l) (f) Upon receipt of a court order which 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.

LEGAL REF.: M.G.L. 71:34D; 71:34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC
REVISED: January 25, 2007

CODE: VISITORS TO THE SCHOOLS
Category: COMMUNITY RELATIONS
File No.: KI

Adopted: 12/6/05
Revised:

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional program taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

The following guidelines to classroom and school visits should be followed:

1. For security purposes it is requested that all visitors report to the principal's office upon entering and leaving the building and sign a log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the principal's office. Visitors must wear visible "Visitor" badges at all times.
2. The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. Under ordinary circumstances, classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
4. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

SOURCE: MASC Policy

VII. DISTRICT PROCEDURES

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP/504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP/504 – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP/504 goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. 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.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP/504, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

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

NON-DISCRIMINATION STATEMENT

The Southwick-Tolland-Granville Regional School District conducts its program and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Acts of 1973 and Massachusetts General law Ch. 76, Section 5. It is the policy of the Southwick-Tolland-Granville Regional School District not to discriminate or to allow discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, and/or handicap or disability in any of its activities. This policy also ensures that students and staff should be free from retaliatory action and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations should immediately bring that complaint to the attention of the building Principal or Title IX Coordinator, if the principal is not involved in the complaint. The Principal will conduct a prompt and thorough investigation into the charges.

NOTIFICATIONS RELATIVE TO CIVIL RIGHTS

All programs, activities and employment opportunities provided by the Southwick-Tolland-Granville Regional School District are offered without regard to race, color, national origin, sex, gender identity, disability, religion, or sexual orientation. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below.

Unless otherwise noted, please contact Jennifer Willard, Superintendent, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 Tel: 413-569-5391 for questions or additional information.

Title I: Title I of the Americans with Disabilities Act of 1990

Title II: Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of employment and education.

NCLB: The No Child Left Behind Act of 2001, Title X, Part C – McKinney-Vento

The McKinney-Vento Homeless Education Assistance Act that requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing. STGRSD Coordinator: Robin Gunn, Director of Student Services, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111

Section 504: Section 504 of the Rehabilitation Act of 1973

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability. STGRSD Coordinator: Jennifer Yelin, 504 Coordinator, 93 Feeding Hills Road, Southwick, MA 01077 – Telephone: 413-569-6171

M.G.L. Ch. 76-5: Massachusetts General Laws, Chapter 76 Section 5

Prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation.

M.G.L.c.71A: Massachusetts General Laws, Chapter 71A

Governs the education of English learners.

IDEA 2004: The Individuals with Disabilities Education Act of 2004

Governs special education. STGRSD Coordinator: Robin Gunn, Director of Student Services, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title IX: Title IX of the Education Amendments of 1972

Title IX provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Coordinator(s): Steve Presnal, Director of Finance and Operations and Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-5391.

Title VI: Title VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin

EEOA: The Equal Education Opportunities Act of 1974

Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin.

FERPA: The Family Educational Rights and Privacy Act of 1974

Protects the privacy of student education records and gives parents certain rights with respect to those records.

M.G.L.c.71B: Massachusetts General Laws, Chapter 71B

Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes.

TITLE 1 COMPACT

Powder Mill School includes the following school/student/family accountability contract in its Student & Family Handbook which is posted to the school website annually. By signing that they have read the handbook, parents and students agree to their respective responsibilities.

Powder Mill School and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards.

This compact is in effect during school year 2022-2023.

School Responsibilities

Powder Mill School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent/guardian-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide families with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
4. Provide families reasonable access to staff. Specifically, staff will be available for consultation with families as follows:
5. Provide families opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Family Responsibilities

We, as families, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.



WOODLAND SCHOOL

80 Powder Mill Road, Southwick, MA 01077

Phone: (413) 569-6598

FAX: (413) 569-1721

Kimberley Saso

Principal

<https://ws.stgrsd.org/>

Woodland School: Student Handbook Changes for 2022-2023

Cover Page

- **Change:** 2021-2022 to 2022-2023
Add: address, phone number, school website, district website
Change: "Handbook for Parents" to "Student Handbook"

Table of Contents

- **Edit:** District Policies 20-72
Change to: District Policies Pages 21-74
- **Edit:** District Procedures Pages 72-75
Change to: District Procedure Pages 75-77
- **Removed:** under Woodland Information, "Face Covering Requirement"
- **Removed:** under District Policies, the following District Policy Codes (due to being rescinded):
 - Bilingual Instruction (IHBE); rescinded 3/1/2022
 - Academic Achievement (IK); rescinded 3/29/2022
- **Add:** Alcohol, Tobacco, and Drug Use by Students Prohibited

Page 3

- **Remove:** 2021-2022 District Calendar
Add: 2022-2023 District Calendar

Page 4

- **Update:** Jenny Sullivan's title
From: Director of Curriculum and Instruction
To: Assistant Superintendent of Curriculum and Instruction

(Page 4 Changes cont.)

- **Change: Powder Mill Assistant Principal**
From: Cherie Curran
To: TBD

Woodland Information

- **Removed:** Requirement to Mask Wearing (Face Covering Requirement)
- **Page 6**
Edit: Updated verbiage to reference District Policy IMG.

Page 11

- **Edit: Drop Off and Pick Up Procedures**
Verbiage: "Please let buses join the line as they arrive." (re: morning drop off)

Page 12

- **Edit:** Handbook Acknowledgement Forms
Change to: "Each parent, guardian and student...must sign the handbook acknowledge form..."
This is due to Title 1 Home Compact.

Page 13

- **Remove:** Dental Survey

Page 16-17

- **Edit:** School Lunch Program
Changes were made due to the school meal waivers ending. Verbiage includes information about:
 - the Point of Sale (POS) system,
 - adding funds to accounts (SchoolCafe.com, cash/checks)
 - how students will retrieve breakfast
 - meal costs (see district website)
 - information regarding free and reduced lunch

District Policies

Page 21-25:

- **Updated: District Policy** "Nondiscrimination including Harassment and Retaliation"
File No.: AC; Revision to be approved 6/7/2022

- **Page 25-29:**
Updated: District Policy “Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure”
File No.: ACAB; Revision to be approved 6/7/2022

Page 29-30:

- **Edited District Policy Title:**
From (2021-2022): “Smoking on School Premises”
To (2022-2023): “Tobacco Products on School Premises Prohibited”
- **Updated: District Policy** “Tobacco Products on School Premises Prohibited”
File No.: ADC; Revision: 2/1/2022

Page 30-31:

- **Updated: District Policy** “FACE COVERINGS”
File No.: EBCFA; Revision: 3/1/2022

Page 38:

- **Edited District Policy Title:**
From (2021-2022): “English as a Second Language”
To (2022-2023): “English Language Learner”
- **Updated: District Policy** “English Language Learner”
File No.: IHBEA

Page 43-44:

- **Added: District Policy:** “Student to Student Harassment”
File No.: JBA; Adopted 2/15/2011

Page 51-52:

- **Updated: District Policy** “Code of Dress and Grooming”
File No.: JICA; Revision: 5/17/2022

Page 61-62:

- **Added: District Policy** “Tobacco Use”
File No.: JICG; Adopted: 10/4/2005; Revised: 5/21/2019, 3/15/2022

Page 62:

- **Added: District Policy** “Alcohol, Tobacco, and Drug Use by Student Prohibited”
File No.: JICH; Adopted: 11/1/2016

Page 63-64:

- **Updated: District Policy** “CONCUSSION POLICY”
File No.: JJIF; Revision 12/7/2021

Page 68-69:

- **Added: District Policy: “Student Records”**
File No.: JRA; Adopted 10/4/2005
(Note: Woodland Handbook already had “Student Records”, File No.: JRA-R)

Page 77:

- **Section 504**
Updated: 504 Coordinator
From: Building Principals
To: Jennifer Yelin
- **IDEA 2004**
Edited: STRSD to STGRSD
- **Title IX**
Update: Jenny Sullivan’s title
From: Director of Curriculum and Instruction
To: Assistant Superintendent of Curriculum and Instruction

Woodland School STUDENT HANDBOOK 2022-2023

Preschool – Grade 2



80 Powder Mill Road Southwick, MA 01077
413-569-6598

Woodland School: <https://ws.stgrsd.org/>

District: <https://stgrsd.org/>

The Woodland Way

We are kind. We never give up. We find joy in learning.

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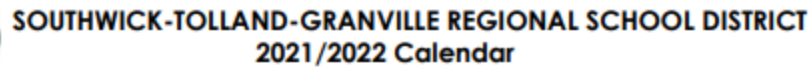
Animals in School
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3

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL COMMITTEE

Theodore Locke
Tolland Representative
email: tlocke@stgrsd.org

Pamela Petschke
Granville Representative
email: ppetschke@stgrsd.org

Jonathan Schantz
Southwick Representative
email: jschantz@stgrsd.org

Ryan Korobkov
Southwick Representative
email: rkorobkov@stgrsd.org

Robert Stevenson
Southwick Representative
email: rstevenson@stgrsd.org

Patrick Jubb
Southwick Representative
email: pjubb@stgrsd.org

Erika Emmelmann
Southwick Representative
email: ee Emmelmann@stgrsd.org

School Committee meeting dates and times can be found on the
Southwick-Tolland-Granville Regional School District website: www.stgrsd.org

CENTRAL ADMINISTRATION

86 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5391
superintendent@stgrsd.org

Jennifer Willard.....Superintendent of Schools
Stephen Presnal.....Director of Finance and Operations
Robin Gunn.....Director of Student Services
Jenny Sullivan.....Assistant Superintendent of Curriculum & Instruction

SCHOOL DIRECTORY

Woodland School (Pre-K – 2).....Kimberley Saso, Principal
80 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 6598
School Hours: 9:00 a.m. – 3:20 p.m.

Powder Mill School (3 – 6).....Erin Fahey Carrier, Principal
TBD, Assistant Principal
94 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569 – 5951
School Hours: 8:05 a.m. – 2:40 p.m.

Southwick Regional School (7 – 12).....Joseph Turmel, Principal
Serena Shorter, Assistant Principal
Michael Pescitelli, Assistant Principal
93 Feeding Hills Road, Southwick, MA 01077
Telephone: (413) 569 – 6171
School Hours: 7:35 a.m. – 2:10 p.m.

WOODLAND SCHOOL CARES

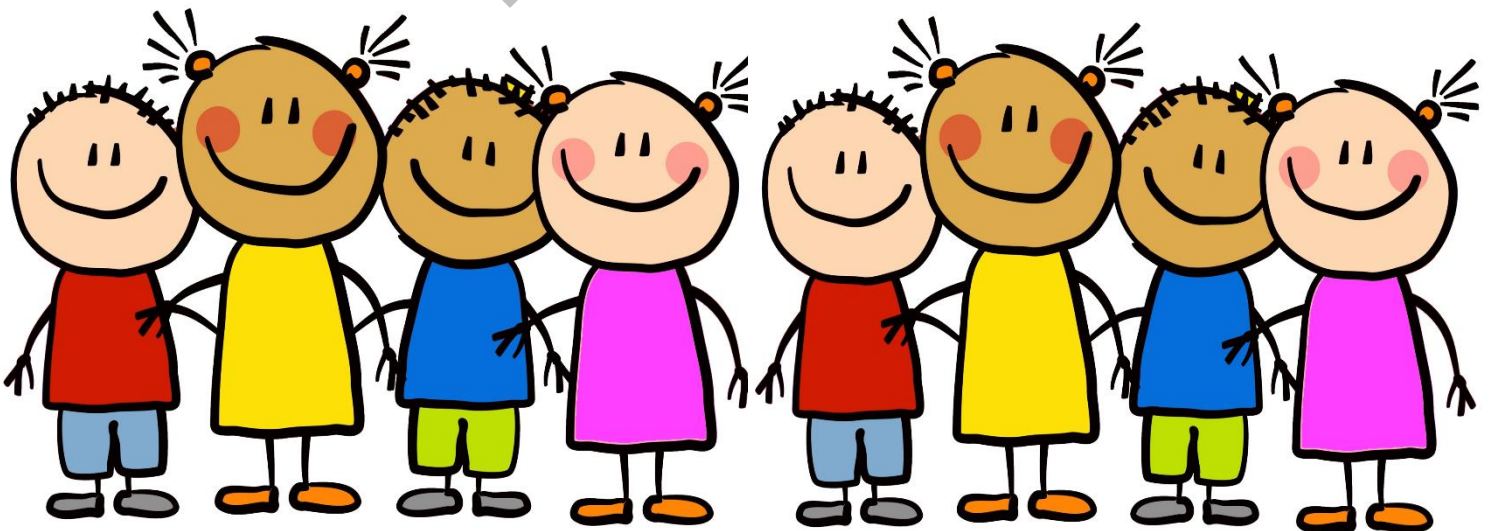
We **C**ooperate

We **A**ct Responsibly

We **R**espect All

We **E**xhibit Effort

We **S**how Self Control



ANIMALS IN SCHOOL

Animals may only be brought to school in accordance with District policy IMG Animals in Schools. A copy of that policy is available in the District policy manual on the website: www.stgrsd.org. Pets should not be brought to school during dismissal and or drop-off.

ATTENDANCE INFORMATION

Massachusetts's law requires that schools be in session 180 days per year. In accordance with the General Laws of the State of Massachusetts, Chapter 76, Section 1, every child between the minimum ages as established by the Board of Education shall attend a public day school or some other school approved by the school committee for the number of days as required by the Board of Education. Also, Chapter 76, Section 2 states that: Every person having control of a child shall ensure their attendance for the number of days as required by the Board of Education.

The above provisions clearly specify that a student must attend school every day that school is in session unless the student has a legitimate excused absence. It is the parents'/guardians' sole responsibility to see to it that their son/daughter is in school.

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

- The parent(s) / guardian(s) will contact the administration in advance of the planned vacation.
- The student will be held responsible for making specific arrangements with their teacher(s) for assignments. Work will be offered to students upon their return from an absence from school. Please do not expect teachers to prepare student assignments in advance of your child's trip. All work will be offered to the student upon the return of the student to class. Full credit will be given for completed work.

PARENT NOTIFICATION OF CHILD'S ABSENCE

If your child is absent from school, please do the following:

- Call 569-6598 and Press #1 to record your child's absence. Please give your child's full name, the date of the absence and the reason your child is not in school. Your message can be left at any time, however, if you are requesting homework, a call must be placed in the morning. Homework can be picked up in the office at the end of the school day or sent home with another student.
- If the child will be out an extended time, please let us know. Otherwise, a phone call must be made to the school each day your child is absent.
- If a phone call or direct communication was not made, a written note must be sent to the school within 2 days of the absence.
- If your child has been absent due to illness and you have seen your physician, please provide the school with documentation from medical personnel.

Twenty absences per year will be considered excessive and may jeopardize a student's promotional status and may result in filing a 51A – child neglect consultation and/or reporting to the Department of Children and families.

NOTIFICATION OF EXCESSIVE ABSENCE AND APPEALS

1. When a student has been absent five (5) days in a half year or ten (10) days in a year, the parent or guardian will be mailed a notice of this occurrence.
2. When a student has violated the Attendance Policy by being absent ten (10) or more days for any reason other than medical in either half a year or twenty (20) or more days in a year, the parent/guardian will be notified of the impact on academic growth and a mandatory conference (e.g. phone; meeting; etc.) will be scheduled with the Principal and parents.
3. A PARENT/GUARDIAN must notify the Administration of a desire to appeal in writing within five (5) school days of receiving a notice of the attendance violation to request an appeal of failing grades.

The Appeals process will consist of the Principal (or designee) and others at the discretion of the Administration, as deemed appropriate. Parents/guardians may present their appeal for a change of grades at the informal meeting. The parent/guardian will be informed of the date and time of a meeting to address the request. The Appeals Board will consider:

1. Information presented
2. Documentation from medical personnel
3. The overall student attendance record
4. Other information deemed appropriate by the Administration

The decision of the Appeals is final

5. The Appeal may override the Attendance Policy
6. The decisions of the Appeal will be rendered within five (5) school days of the appeals meeting

***FOR MORE INFORMATION ABOUT ATTENDANCE SEE DISTRICT POLICY AT THE BACK OF THE HANDBOOK.**

TARDINESS

Students should be in their classroom at 9:00 A.M. when Woodland School begins. A student must attend school at least half a day to be considered present. A late arriving child should sign in at the office with a parent. The child may then go directly to their classroom. Students who have been tardy for three (3) unexcused times in a marking term will be given a warning and a letter will be sent home. Unexcused tardies will become excused with a medical note from a doctor.

DISMISSAL

If a child needs to be dismissed at any time during the day, a parent must send in a note with their child in the A.M., come to the office, and sign out the child. The student will be called to the office for dismissal. An emergency card is maintained for each child in the school. Students will be released only to the people whose names appear on the emergency card or have been authorized by the parent/guardian.

Children that go to after school programs will need a note sent in at the beginning of the year, or program, to notify the school and will need to follow up with subsequent notes for any changes in student's dismissal or routine.

If there is an emergency, a parent or guardian may phone the office during the day with dismissal instructions. Or, if a parent or guardian is picking up a child without prior notification, s/he should report to the office first.

Between 3:05 P.M. and 3:10 P.M., students are moving about the building returning from special classes or preparing for regular dismissal at 3:20 P.M. Please do not request to dismiss a student at this time. Because so many children are in transit, we feel that the safest and most orderly procedure will be for parents to wait until the regular dismissal time at 3:20 P.M.

BLACKBOARD CONNECT PHONE LINE

Families are notified of many school related topics through a notification service called Blackboard Connect. Some examples are unexcused absences, early dismissals, school closings, newsletters and district messages. It is important that the school office has your most current contact information including email and phone number on file so that you will receive all pertinent communication.

BUS SAFETY



Kindergarten through Grade 2 Bus Stop Standard Procedure:

Kindergarteners must be met at their bus stop by a responsible adult. If there is no adult present to retrieve a kindergarten student, the child will be brought back to the school. Students beyond the kindergarten level will be released from the bus unless the bus driver has concern for the child's safety. Bus drivers will have the discretion to determine if a child should be returned to the school.

Grades Kindergarten through Grade 2 Bus Stop Exception:

Occasionally, a child's designated bus stop is in a location that requires an adult to drive to the bus stop to retrieve his or her child (e.g. bus drop off is not in the child's own neighborhood – it may be a parking lot of a business). When this is the case for a student in grades Kindergarten through Grade 2 and the adult is not present at the bus stop, the child will be brought back to the school.

Parents must declare standard five (5) day pick-up and five (5) drop-off locations for their children that will remain in effect for the entire school year. Students are only allowed to ride their assigned bus.

Here are some suggestions to help your children use the bus safely. Please review them with your children periodically.

1. Waiting for the bus:
 - a. Children should stay out of the road except when they must cross the street.
 - b. They should not trespass on private property.
 - c. Younger children who are not attending school should not accompany your child to the bus stop without an adult.
 - d. Children should wait in an orderly manner. Rough behavior or running is dangerous.
 - e. As the bus approaches, they are to line up at least 10 feet off the road and should approach the bus only when the driver has opened the door and signaled to the students that it is safe to approach the bus.
2. Riding the Bus:
 - a. Children should listen carefully to the driver's instructions.
 - b. They should get on the bus quickly and be seated. Children may be expected to sit three in a seat.
 - c. Children are expected to help keep the bus clean. Eating on the bus is not allowed.
 - d. Students should keep all parts of their bodies inside the bus.
 - e. Children must remain in their seats when the bus is moving.
 - f. Children should restrict their talking to those children sitting next to them.
 - g. Shouting is not allowed.
3. Camera usage on all buses: Audio and video cameras may be present on our STGRSD school buses.

When the bus driver reports inappropriate behavior, an administrator will speak to the students. If the behavior continues and a second bus warning is issued, the parent will be notified. If a third bus warning is issued the parent will be notified and the child may be temporarily or permanently removed from the bus. Parents will then be responsible for seeing that the child is transported to school.

CANCELLATIONS AND DELAYS

Closing school because of weather conditions or other emergencies will be broadcast online on the Southwick-Tolland-Granville Regional School District Facebook page, on TV stations WWLP 22 News; Western Mass News CBS 3, ABC 40 and Fox 6; and NECN. Voice and text messages will also be sent via phone to all households via the Blackboard Connect system.

When school opening is delayed, due to inclement weather, the delay is announced over the local radio and television stations, as well as, on the Southwick-Tolland-Granville Regional School District Facebook Page.

1. Busses will run two hours later.
2. School will begin at 11:00 A.M.
3. Lunch will be served at the usual time.
4. Dismissal will be at 3:20 P.M.

CARE OF BOOKS, SUPPLIES AND PUBLIC PROPERTY

Books and supplies are provided at public expense. It is expected that the children will be responsible for the reasonable use of these materials and in the event of loss or damage will pay for full replacement of each item.

Reimbursement is also expected in the event of damage to the buildings, furniture or equipment caused by misconduct or an act, which a given child would be reasonably expected to avoid.

CORI (CRIMINAL OFFENDER RECORD INFORMATION)

The Southwick-Tolland-Granville Regional School District requires CORI checks for the purposes of screening current and otherwise-qualified prospective school-based personnel and volunteers who will have the opportunity for unsupervised contact with children.

DAILY SCHEDULE

Preschool

Mon - Fri Morning Session.....9:00 A.M. - 11:30 A.M. Afternoon Session..... 12:30 P.M. - 3:00 P.M.

Kindergarten through Grade 2: 9:00 A.M. – 3:20 P.M.

DISCIPLINE PROCEDURE

The STGRSD complies with all conditions and procedures outlined in Chapter 222: An act relative to student access to educational services and exclusion from school.

The discipline procedures are designed to cover the general rules and regulations of Woodland School. However, it is not intended to be all inclusive and individual teachers or administration may have their own rules and regulations pertaining to the management of their classes or the school.

In elementary schools most discipline is usually handled by the classroom teachers. If a situation arises that is serious enough for a student to be sent from the room, the student will be sent to the principal's office. The teacher will notify the office that the student is being sent and the reason for his/her removal from the classroom. For more serious infractions, the teacher or administrator will also contact the student's parent/guardian and inform them of the situation.

Below is a list of possible infractions:

1. Talking or fooling around in class
2. Wasting time in class
3. Causing minor disruptions which impede the learning process
4. Chewing gum or eating candy
5. Lack of work completion
6. Breaking classroom regulations
7. Profane, obscene, or other improper language
8. Fighting
9. Any act which imperils or threatens the safety of others
10. Possession of any dangerous weapon or implement
11. Theft or damage to personal property of others
12. Possession of any illegal substance or apparatus
13. Acts of vandalism
14. Starting a fire or pulling a false alarm

Consequences or Interventions

Student discipline is confidential. Each situation is dealt with on the basis of the individual circumstances. The following list represents typical interventions that could be invoked by faculty and school administration.

1. Verbal warning
2. Seat changed
3. Discussion of problem with teacher or team of teachers
4. Notification to parents
5. Parent conference
6. Behavioral contract
7. Financial restitution
8. Lunch detention
9. Conflict resolution
10. Positive behavioral intervention supports
11. After-school detention
12. Adjustment counseling referral
13. Outside counseling referral

14. Time-out
15. In-school suspension
16. Out-of-school suspension
17. Expulsion from school
18. Suspension or expulsion from bus transportation
19. Police referral

Any student on external or internal suspension will not be allowed to participate in any school activities during period of suspension.

DROP OFF AND PICK UP PROCEDURES

For families transporting their child(ren) to and from school, families will drive down to the school, drive along the last row of parking spots and the transportation department fence, proceed to the end and pull up alongside the curbing. Parents can drop off in the morning 8:45-9:00 AM and pick up in the afternoon, 3:20-3:30 PM.

Students will enter school at the main entrance or middle entrance and will dismiss from the main entrance. We will signal when your child can get out of the vehicle in the morning. Please stay in your car unless your child needs help getting out or into their car seat or seat belt. **Please let buses join the line as they arrive.**

We will continue to use Silent Dismissal as our dismissal program to help with parent pick up.

On the first day of pick up, you will receive a display tag which will be used for future pick-ups. These tags will help us in notifying the classroom teacher when you have arrived for your child(ren). For families with multiple children, one tag includes all children in a family.

EMERGENCY DRILL PROCEDURE

Fire drills at regular intervals are required by law and are an important safety precaution. During a fire drill or other emergency drills, at the first signal given, everyone must obey orders promptly. During a fire drill or evacuation, everyone must clear the building by prescribed routes as quickly as possible. The teacher in each classroom will give students instructions. Any student who endangers safety may be disciplined.

Emergency Lock Down and Evacuation drills are held periodically during the school year and every drill should be treated as if there actually was an emergency. All passing done during drills will be done quickly and quietly to avoid confusion. Pay attention to your teacher so that you will be able to hear emergency instruction. **NOTE:** Parents should set up an emergency procedure so that their child knows what to do and where to go if, due to an emergency, they arrive home when a responsible adult is not there.

In the event of an actual emergency, please do not go to the school. You will receive information via Blackboard Connect notification system.

ENGLISH LANGUAGE LEARNERS PROGRAM (ELL)

Students for whom English is not their primary language have equal rights of access to all courses of study in regular, special, technical and vocational school programs. They also have the right to participate in all school-sponsored activities.

All students entering the Southwick-Tolland-Granville Regional School District who speak a language other than English at home are evaluated for English language proficiency. If services are recommended, parents are advised of their choices. They have the right to accept or reject the services available.

Instruction for English Language Learners (ELL) is provided for all students who have a limited proficiency in English. Services are tailored to the individual language and educational needs of the student. For further information contact the ELL Coordinator.

ETHICS LAW

The Southwick-Tolland-Granville Regional School District discourages gifts to classroom teachers in accordance with M.G.L. c. 268A, section 3.

HANDBOOK ACKNOWLEDGEMENT FORMS

Each parent, guardian and the student him/herself must sign the handbook acknowledgement form, indicating that he/she has received and read a copy. If the signed acknowledgement form is not received by the third week in September, then the school district will nonetheless presume that the parent, guardian and student him/herself has received and read this document.

KINDERGARTEN REGISTRATION



Kindergarten registration takes place in the spring. Parents of prospective kindergarten students are requested to contact Woodland School. To be eligible for Kindergarten, a child must be five years old by September 1st of the year entering. A birth certificate, proof of residency, records of immunizations and a physical examination form, including lead results, from the doctor must be presented at the time of registration. Transfer students may enter school any time during the year upon presentation of proper transfer records.

LOST AND FOUND

It is strongly urged that the parent put their child's name on all outer clothing. The "Lost and Found" is located in the dining room. The large quantities lost each year make it necessary to dispose of items to a local charity periodically.

MEDICAL INFORMATION

School Nurse and Health – The school nurse is available to work with you to accommodate your child's health needs while at school. From cuts, bumps and stomach aches, to chronic health conditions, the nurse is here to assist your child in remaining healthy and productive in school. Feel free to contact the school nurse with any questions, concerns or to obtain necessary forms.

Activity Limitations – If your student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations, must be provided to the school so appropriate arrangements can be made, if necessary.

Emergency Form - Each fall parents will receive a Student Health and Emergency Form. It is essential that the form be completed annually and that the information is current at all times. Medical conditions such as allergies, asthma, epilepsy, diabetes, etc. should be indicated on the form. Please update any changes throughout the year. This form can be downloaded from the District website under Departments, then selecting Health Services.

Field Trips – Permission forms for field trips are sent home by the students’ teachers prior to the field trip. Please complete the form as soon as possible. You must write any medication your child may need in the large box on the Field Trip Form and indicate if you give the teacher permission to administer the medicine on the field trip. Be sure to write any medical condition in the box, also (i.e. diabetes, migraine headaches, motion sickness, reactions to bee stings, etc.). If your child needs to take any medicine, a Physician and Parent Med Consent Form must be on file with the nurse. (This form can be found on the District website under Departments, then select Health Services.) Medications to be taken on the field trip will be delegated to a teacher to administer. It can take some time to make necessary arrangements for your child’s safe enjoyment of a field trip. Your cooperation is essential. Please discuss field trips with the school nurse at any time.

First Aid will be administered for minor injuries received during the school day. When a student becomes ill or is seriously injured, the parent is notified immediately. If a parent cannot be reached in an emergency, the child will be transported to the hospital.

Homebound Tutoring - Parents who expect their child to be absent for an extended period of time due to illness or accident, should contact the Student Services Department about home tutoring.

Immunizations – By law, The Massachusetts Department of Public Health requires that all students be fully immunized prior to school entry. The Massachusetts school immunization requirements are on the District’s website. Physicians are aware of these requirements, as well as, the required time intervals between doses. (Please note that each state has slightly different timetables for immunizations. If your child’s pediatric practice is in another state, make sure your child is compliant with Massachusetts requirements.) The State Department of Public Health mandates the school nurse to review the time intervals between the doses of specific vaccines. If the intervals between doses are outside of the Department of Public Health guidelines, an additional dose of vaccine may be required. Parents will be informed individually if this is necessary. Every child must be properly vaccinated to attend school in Massachusetts. Exemptions may be accepted for medical or religious reasons, and must be made in writing. Children who are homeless are allowed to enter pending verification of immunization.

Enforcement:

1. The school administration (principal, superintendent), in consultation with the school nurse, has the responsibility to refuse school admittance to students who have not received the required immunizations or who are not, otherwise, exempted. Unimmunized, or partially immunized students, whose private physicians certify in writing they are in the process of receiving the required immunizations, shall be allowed to attend school, provided they receive the required immunizations when scheduled. They will be regarded as being in compliance with the law, as long as, they are actively pursuing the receipt of immunizations.
2. It is the responsibility of the school nurse to review the records and inform the parent/guardian if the student is not in compliance. If the parent/guardian has difficulty obtaining the necessary immunizations, a choice of possible resources will be offered. Please refer to M.G.L. Chapter 76, Section 15, any student found to be in non-compliance with the immunization requirements is subject to immediate exclusion from school and shall not be readmitted until the parent or guardian satisfies the requirement of the statute or, in the alternative, provides evidence to substantiate an exemption as described above.

Medical and Dental Appointments should be made, whenever possible, during non-school hours.

Medication Policy – The Southwick-Tolland-Granville Regional School District follows the laws and regulations of the Massachusetts Department of Public Health in the formulation of medication policies to ensure the health and safety of children who need medication during the school day. The following forms must be on file in your child’s health records before any medication can be administered at school or on a field trip.

The forms are available from the nurse or may be downloaded from the District website.

1. A signed consent by parent or guardian to give the medicine.
2. A signed medication order completed by your child's licensed prescriber (physician, nurse practitioner, etc.)

The policies include over-the-counter medicine such as acetaminophen, cough drops and ointments. Medicines must be in a pharmacy or manufacturer-labeled container. Students are not permitted to transport any medicine to or from school. Medicines must be delivered to the school. **It is necessary to obtain new orders and parental permission every year.** Any medications not picked up by the last day of school will be destroyed.

The school nurse may not administer any medications, including over the counter medications, without proper orders and consents. Students are not allowed to carry medications in school, and may be referred for disciplinary action if found with medication. Please plan ahead to meet your child's medication needs. The school nurse is available to help you, if needed.

Our school physician has provided medical directives for our students. See bottom of the Student Health and Emergency Form.

Physical Examinations – State law requires physical examinations of all school children within a year before entry into school, and at intervals of either three or four years thereafter. The Southwick-Tolland-Granville Regional School District requires physical examinations in Grades K, 4, 7 and 10, and for all new students, and because your child's physician has a comprehensive knowledge of the health status of your child, private physician examinations are strongly encouraged. If the school nurse has concerns about a student's health, she may require a student to have an exam to attend school. An exam within a year of entry into school is acceptable.

Mandated Health Screenings – The Massachusetts Department of Health mandates health screenings that are performed during the school year. These include height, weight, vision, hearing and postural or scoliosis screenings. For any vision, hearing or postural screening outside normal limits, a referral will be sent home for further testing.

You have an option to not have your child participate in one or all screenings. You must however, make your decision to "OPT Out" of a screening in writing and send it to your child's school nurse. Otherwise, your child will be automatically screened as per Massachusetts Department of Public Health (DPH) Regulations. "Opting out" only applies to screenings and DOES NOT apply to physical exams. The "OPT Out" option must be made annually (it does not carry over from year to year). The mandated health screening requirements may be located on the District's website.

Wellness Policy – Our District Wellness Policy addresses nutrition standards, nutrition education, physical activity and other school-based activities designed to promote student wellness. It also includes an evaluation component. The complete policy is available on the District website.

When to Keep a Child Home – It is sometimes difficult to decide when a child should remain home from school. Here are some guidelines:

1. Child has vomiting or diarrhea.
2. Fever 100 degrees or higher, to remain home until fever free for 24 hours without the use of fever medications.
3. 24 hours after starting antibiotics, especially after conjunctivitis or strep throat.
4. Child with any contagious illness.
5. Excessive fatigue after illness.
6. When your child's doctor recommends rest at home following an illness, injury, or surgery.
7. After an injury or surgery when narcotic pain medication is still necessary.

Remember to obtain a note for school if your child misses school for any appointment with a doctor, dentist, orthodontist, or mental health provider.

POWDER MILL AND WOODLAND SCHOOLS' PARENT-TEACHER ORGANIZATION: PAWS

The Powder Mill and Woodland Schools' (PAWS) Parent Teacher Organization meetings are held monthly. If you are new to either school or even if you are already familiar with P.T.O. we encourage you to attend our meetings and become active in our school community.

PARENTAL CONCERNS/COMPLAINTS

It is not unusual for questions and/or concerns to arise during the course of a school year. Building a partnership between parents and teachers is the first step in ensuring quality education for our students. Calling or meeting with your child's teacher is the best and most productive way of addressing any issue.

If you have a concern about your child's performance, his or her classroom or academic program, you should contact the following people in this order:

- Speak with the teacher first. Your child's teacher is the person most familiar with your child and the most knowledgeable when it comes to curriculum and grade level concerns. The teacher may also re-recommend meeting with additional school personnel if appropriate.
- If you are not satisfied with the solutions suggested by your child's teacher, contact school administrators. They will meet with you and the teacher to find a mutually acceptable solution to your problem.
- If, after meeting with your child's teacher and the Woodland Administration, you are unable to satisfy your concerns, you may contact the Superintendent of Schools.

PHYSICAL RESTRAINT

The Southwick-Tolland-Granville Regional School District complies with the Department of Education (D.O.E.) restraint regulations, 603 C.M.R. 46.00 et seq., as required by law. These regulations apply not only while attending school, but also at school-sponsored events and activities, whether or not on school property. Copies of this law are available at <http://www.doe.mass.edu/lawsregs/603cmr46.html>, and in the office of the principal.

In Southwick-Tolland-Granville Regional School District schools, we use non-violent restraint such as redirection, escorts to quiet areas, talking to students and other such methods. Physical restraint is only used as a last resort.

PRESCHOOL SCREENING



The Preschool Team offers screening of three and four year old children at least once a month for Southwick, Tolland and Granville families. We also do screenings as the first step in a special needs referral throughout the year. Children are screened in the areas of vision, hearing, speech and language development. Preschoolers, who display some developmental delays based on screening results, are then followed up with a referral from Special Needs in accordance with Chapter 766.

The STGRSD Preschool Program is for students with disabilities. Public schools are required to offer free and appropriate educational services for children ages three to five (and older) who have a disability by state and federal requirements under the Individuals with Disabilities Education Act (IDEA).

The STGRSD Preschool Program is open to a limited number of peer role models/partner slots on a first-come-first-serve-basis. Peer partners are required to be toilet trained. Once slots are full, a wait list is created. Please note transportation is not provided for peer partners.

PROHIBITED ARTICLES

Dangerous weapons, including, but not limited to, a gun or a knife or controlled substances are prohibited. Also prohibited: tobacco products, fireworks, laser pointers, knives, toy guns, skateboards, CD players, hardballs, toys, stuffed animals, handheld gaming systems, chewing gum and anything else that disrupts the educational process. Toys attached to backpacks can be dangerous for students getting on and off the bus. Therefore, these are also prohibited. The school cannot assume responsibility for valuable articles brought in by the children or parents. In general, toys, handheld games, electronic devices, etc. should not be brought to school unless requested by the teacher.

PUBLICITY AUTHORIZATION AND RELEASE

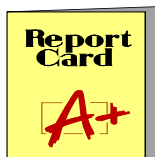
The Southwick-Tolland-Granville Regional School District and Woodland School may release and publish, student work, photographs, motion pictures, video images or other likeness of your child in connection with any and all news releases, public relations or promotional materials or announcements, advertisements, web pages or otherwise, concerning your child's academic honors, sports activities, participation in school-sponsored musical, dramatic or dance-performances, or any other purpose in connection with your child's attendance at Woodland School. If you have any objections to the Publicity Authorization and Release policy, please write to the building principal and your son/daughter will be exempt from this policy.

RECESS

Out-of-doors recess is part of the school program. Children are expected to come to school properly clothed for weather conditions. During inclement weather, and/or when the temperature is below 20°F, recess is held indoors. A written parental request for exclusion from recess will be honored for a reasonable length of time. Extended exclusions require a physician's written statement.

It is strongly recommended that flip flops not be worn to school. The children often twist ankles and stub toes when wearing these on the playground. If they are worn to school, the children are not allowed to use the playscape.

REPORT CARDS - CONFERENCES



Parent/Teacher Conferences are held twice each year. Dates are noted on the school calendar. Report cards are issued four times each year in all grades.

SCHOOL COUNCIL

School Council - The Woodland School Council consists of parents, teachers, administrators, and community representatives, who work together each year as an advisory board to the Principal; the goal of the Council is to continually improve education at Woodland School. The group meets each month. An election for parent representatives is held at the April/May PAWS PTO meeting. Member elections are held every two years. Please refer to the Principal for a current membership list.

SCHOOL LUNCH PROGRAM



Woodland School offers healthy meals every school day. All schools have a lunch program set up under the National School Lunch Program and administered through the Massachusetts State Department of Education and United States Department of Agriculture.

The District uses a Point-of-Sale system. Parents register on-line at www.SchoolCafe.com using information provided to them by the School Nutrition Department. They will be able to pay for meals, as well as see what their child is eating and add any restrictions to sales. Students may also bring checks into school which will be deposited into their Point-of-Sale account if done before 9:30 in the morning; **no money will be accepted at the register during lunch.** No change will be given to students in school; any change will be credited to their account. All purchases made in the cafeteria will be done through the Point-of-Sale, so if your child wants to buy snack, money should be placed in their account as detailed above.

During the school year, when there is a scheduled half-day of school (e.g., Collaboration Day), we will offer a lunch to any student. These bag lunches are served with an entrée, fruit, vegetable and milk. Students will be asked to order in the morning, like usual, and their bagged lunch will be available to pick up in the cafeteria at dismissal. Please see the website for the menu of hot meals offered and for pricing.

All meals offered will be charged according to the standard lunch costs. Please be advised that the menu is subject change without notice.

Students who would like to have breakfast should pick up their breakfast from the Grab & Go Cart, located at arrival entrances, and proceed to their classroom.

Children who carry their own lunch must be sure their lunch box or bag has their name on it. Students should not share any food they bring from home. If a student forgets his/her money or lunch, he/she will be provided with a regular meal, and the charge will be added to the students' lunch account. Students with a balance will only be allowed to debit one full meal per day, per meal service, i.e. one breakfast and one lunch per day.

Information for free or reduced priced lunches is sent home with every student the first week of school. Additionally, if at any point during the school year a family wishes their children to participate, and feels that their income is within the eligibility guidelines, they should request an application from the school office or they can apply confidentially online at www.SchoolCafe.com. Parents will be notified of their children's eligibility by mail within 10 days. See nutrition page for help or links.

Any account with a positive balance at the end of the school year will be rolled into the students' accounts for the next year, regardless of which school they attend in the district. Any questions regarding this policy should be directed to the Director of School Nutrition, Matthew Lillibridge by emailing food@stgrsd.org

GUIDELINES FOR CLASSROOM CELEBRATIONS

The School District Administration has developed and implemented a protocol in an effort to minimize the risk of exposure to allergens that pose a threat to students. The Southwick-Tolland-Granville Regional School District recognizes the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. As a result snacks made at home may not be shared with the students in classrooms.

For any in school celebrations, only wrapped, store-bought foods with the ingredients listed on the label will be distributed. The school principal in collaboration with the school nurse, may make an exception to this in order to approve curriculum based food activities. Alternate activities are strongly encouraged for celebrations. Our mission is to teach students that food shouldn't always be the focus and there are other ways to celebrate. We can have fun without food.

Additionally, some children are allergic to latex balloons. Therefore, latex balloons will not be allowed at school. However, mylar/foil balloons are safe and acceptable.

SPECIAL NEEDS SERVICES

Children with disabilities are provided with a range of services to meet their educational needs. Eligibility for services is determined through an evaluation process in accordance with Massachusetts Chapter 766 Regulations.

Consultation teams have been set up at the four schools in order to explore options and strategies to meet the needs of children who are having academic or social/emotional difficulties. These teams are comprised of Administration, Counselors, Regular and Special Education Teachers. They may refer a child for a special education evaluation if a disability is suspected.

Parental permission must be obtained in order to proceed with an evaluation. Parents are invited to meet with the professionals who evaluate their child and to participate in decision making about their child's educational plan.

Each school offers special education services to help address the individual needs of children with disabilities. These include Speech and Language Therapy, Occupational and Physical Therapies, Vision and Hearing Services, instruction in a Resource Room setting, and assistance within the general classroom. The participation of disabled students in school activities and programs is encouraged, as is their inclusion in appropriate academic classes.

Questions about available services may be addressed to the Principal or to the Director of Student Services.

TITLE I

Title I is a federally funded program designed to support non-proficient students in reading and mathematics.

Instruction is designed to meet the individual needs of students. Progress Reports and Parent Conferences are in conjunction with the regular classroom schedule.

Parents are encouraged to become involved in the program through at-home reading incentive programs, parent workshops and meetings.

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, Southwick-Tolland-Granville Regional School District will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

Southwick-Tolland-Granville Regional School District is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the building Principal.

TITLE 1 HOME COMPACT

Woodland School includes the following school/student/family accountability contract in its Student & Family Handbook which is posted to the school website annually.

Woodland School and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards. This compact is in effect during school year 2022-2023.

School Responsibilities

Woodland School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent/guardian-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide families with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
4. Provide families reasonable access to staff. Specifically, staff will be available for consultation with families as follows:
5. Provide families opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Family Responsibilities

We, as families, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent/guardian representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

VOLUNTEER PROGRAM



Volunteers play an important role throughout Woodland School. Some volunteers assist in classrooms by helping small groups or individual students with reading or mathematics projects. Others work in our Library helping children checkout books each week and re-shelving those that are returned. For those parents who cannot come to school, there are often projects that can be completed at home. If you would like to be a part of this exciting program, please contact your classroom teacher or call us at the School Office at 569-6598. You must complete a CORI form to be a volunteer or chaperone.

DISTRICT POLICIES

**CODE: NONDISCRIMINATION INCLUDING HARASSMENT
AND RETALIATION**

Category: FOUNDATIONS AND BASIC COMMITMENTS
File No.: AC

Adopted: 3/9/05
Revised: 2/7/2017,
10/24/2017
6/7/2022

The Southwick-Tolland-Granville Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

The Southwick-Tolland-Granville Regional School District does not exclude from participation, deny the benefits of the Southwick-Tolland-Granville Regional School District from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. Such discrimination will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated.

The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.

- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the Southwick-Tolland-Granville Regional School District; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Southwick-Tolland-Granville Regional School District Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX. Please also see Policy ACAB.

II. Responsibilities of all Persons Associated with Educational Community

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

III. Designated Officials for Addressing Discrimination and Harassment Complaints

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

the Superintendent. A report or complaint of violation involving the Superintendent should be filed with the Committee.

The Civil Rights and Title VI Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

Title IX Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

Section 504/Title II Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

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

V. Investigation of Complaints

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

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

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser once the investigation is complete. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

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

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

VI. Consequences of Violating Policy - Discipline & Discharge

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

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

VII. Confidentiality

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

VIII. State and Federal Authorities

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

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

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

Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title IX of the Education Amendments of 1972

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability;

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[II](#), Instructional Materials

[JB](#), Equal Educational Opportunities

CODE: ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

Category: Foundations and Basic Commitments

Adopted: 3/9/2005

File No.: ACAB

Revised: 11/5/2018, 8/18/2020, 6/7/2022

The Southwick-Tolland-Granville Regional School Committee and the Southwick-Tolland-Granville Regional School District are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student

from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

Massachusetts General Laws Ch. [119, Section 51 A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school

employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

REPORTING

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

Title IX Coordinator:

Jenny Sullivan, Director of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

INVESTIGATIONS

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

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice at the party's own expense (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator and/or the Title IX Coordinator (i.e., no "single investigator models");

- Parties may submit written questions for the other parties and witnesses to answer;
- Protect all complainants from inappropriately being asked about prior sexual history (“rape shield”)
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school’s website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

RECORD KEEPING

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

RETALIATION IS PROHIBITED

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

SUPPORTIVE MEASURES

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if 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: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Southwick-Tolland-Granville Regional School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CODE: TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Category: FOUNDATIONS AND BASIC COMMITMENTS

Adopted: 3/9/05

File No.: ADC

Revised: 2/1/2022

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

CROSS REFS.: [GBED](#), Tobacco use on School Property by Staff Members Prohibited

[JICH](#), Alcohol, Tobacco and Drug Use by Students Prohibited

[JICG](#), Tobacco Use

CODE: FACE COVERINGS

Category: Support Services

Adopted: 8/18/2020;

Rescinded: 5/17/2021

Revised: 8/30/2021, 2/14/2022,
3/1/2022

File No.: EBCFA

The District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to ensure students remain in a full-time classroom learning environment.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

- A face covering that covers the nose and mouth is strongly recommended to be worn by individuals who remain unvaccinated or are otherwise immunocompromised in school buildings, and on school grounds, even when social distancing is observed.
- Individuals who are vaccinated are not required to wear a mask, but may do so if desired.
- **Students and staff returning from 5 day quarantine following a positive COVID test must follow strict mask use, other than when eating, drinking, or outside, and conduct active monitoring for symptoms, through day 10 of exposure.**
- **Masks will be required in all school health offices.**

Guidance Statements: Massachusetts Department of Public Health

[https://www.mass.gov/info-details/covid-19-mask-requirements - mask-requirements-in-certain-locations-](https://www.mass.gov/info-details/covid-19-mask-requirements-mask-requirements-in-certain-locations)

<https://search.mass.gov/?q=school+health+offices>

Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools Updated January 13, 2022.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance Updated February 9, 2022

SOURCE: MASC – February 10, 2022

CODE: BUS STOP PROCEDURE FOR ELEMENTARY STUDENTS

Category: Students

Adopted: 5/17/16

File No.: EEAED

Revised: 11/05/2018

K – 2 Bus Stop Standard Procedure:

The health and safety of young children is a primary concern of the Southwick Tolland Granville Regional School District. Therefore, no Preschool, Kindergarten or Special Needs Child (as identified) will be left at a bus stop unless there is a responsible adult present who will assume all responsibility for the child. A parent/guardian may submit a note to dismiss a child to an older sibling or to another adult. If there is no sibling or responsible adult present to retrieve the child, the child will be brought back to the school. Students beyond the kindergarten level will be released from the bus unless the bus driver has concern for the child's safety. Bus drivers will have the discretion to determine if a child should be returned to the school.

Grades K-2 Bus Stop Exception:

Occasionally, a child's designated bus stop is in a location that requires an adult to drive to the bus stop to retrieve his or her child (e.g., bus drop off is not in the child's own neighborhood – it may be a parking lot of a business). When this is the case for a student in grades K-2 and a responsible adult is not present at the bus stop, the child will be brought back to the school; unless a parent/guardian submits a note to dismiss a child to an older sibling or to another adult who will assume all responsibility for the child.

In the event no parent or designee is at the bus stop the procedure will be:

1. The bus driver will contact the district and may bring the child back to the school
2. The school will call the parent/guardian or emergency contact
3. If the parent has not been reached after a reasonable amount of time, the police will be notified.
4. The police and/or school personnel will remain with the child until a responsible adult/guardian is reached.

CODE: USE OF VIDEO AND AUDIO RECORDING DEVICES ON SCHOOL TRANSPORTATION VEHICLES

Category: Students

Adopted: 6/20/2017

File No.: EEAEF

Revised:

To ensure the provision of a safe and secure environment for students, it is the policy of the Southwick-Tolland-Granville Regional School District to utilize video and audio recording devices on any or all school transportation vehicles (i.e. school buses, vans, mini-vans) used to provide transportation for District students. This authority shall extend additionally to all vehicles contracted by the District for the transportation of its students.

The presence of video and audio recording devices on school transportation vehicles shall be announced by signage displayed prominently on the vehicle. No additional notice of video & audio recording devices on school grounds shall be required. After its initial adoption, the District shall provide notice of this policy annually to students and parents in the respective student/parent handbooks and also any beginning of the year bus letters that may go home. Drivers will be notified annually or upon hire.

All recordings are considered confidential and will only be viewed on an “as needed” basis by those individuals authorized by federal and state law and this policy.

After a recording on a school transportation vehicle has been made, the District will retain the recording in a secure location. Digital recordings shall require password protection to access software to view files. The District may access recordings for the purpose of investigating complaints against students, staff, and the public. Recordings may be used as evidence in the discipline/prosecution of students, staff and the public. Recordings used for said purpose shall be retained by the District until the final resolution of any discipline/prosecution, including the time period for appeal or a court ordered retention period (if any). Recordings not used for discipline, law enforcement or court action will be erased and the recorded media reused at the direction of the Superintendent or designee. Access to recordings shall be limited to the following individuals, unless expressly granted to another by the Superintendent of Schools.

- Superintendent of Schools
- Transportation Supervisor or designee
- School Business Manager or Chief Fiscal Officer
- School Principals
- Special Education Director
- Law Enforcement Officers
- Students and/or Parents of Students directly involved in a particular incident or complaint (subject to following considerations*)
- District Counsel

Any request for the viewing and/or listening of a recording must be approved by the Superintendent or designee. The Superintendent or designee will determine if an individual requesting to view and/or listen to the recording is considered authorized pursuant to federal and state law and this policy. A recording shall only be viewed if there is a report of a serious incident as determined by the Superintendent or designee, or a complaint relative to conduct. The Superintendent or designee will be responsible for maintaining a log of the date and names of all individuals who review a recording.

*Video and audio recordings used as part of disciplinary or other proceedings regarding students shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Release of such video and audio recordings will only occur pursuant to disclosure requirements of FERPA and such recordings may not be released to parents without the express, written permission of the parents of all identifiable students. Only the portion of the video and/or audio recording which is relevant to the incident or complaint will be reviewed or released in accordance with state and federal law and this policy.

CODE: FOOD ALLERGY POLICY

Category: UPPOPT SERVICES

Adopted: 10/2/07

File No.: EFAB

Revised:

The Southwick-Tolland-Granville Regional School District recognizes the increasing prevalence of student allergies and the life-threatening nature of allergies for many students. The school district administration has developed and implemented a policy and protocol to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community on management of student allergies, and to plan for the needs of students with allergies. The schools are committed to working with allergic students and their parents to address the students' emotional and social needs in addition to their health needs.

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's responsibility

- Notify the school of the child's allergies each new school year.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including classroom, in the cafeteria, during school sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of a child on a written form.
- Provide properly labeled medications and replace medications after use or upon expiration.
- Encourage parents to have allergic child wear Medic Alert necklace or bracelet.
- Educate the child in the self-management of their food allergy including:
 - safe and unsafe foods
 - strategies for avoiding exposure to unsafe foods

- symptoms of allergic reactions
 - how and when to tell an adult they may be having an allergy-related problem
 - how to read food labels (age appropriate)
- Review policies/procedures with the school staff, the child's physician, and the child after a reaction has occurred.
 - Provide emergency contact information
 - Parents are strongly encouraged to inform the bus or van driver, and any substitute driver when possible, about their child's allergy.

School's responsibility

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- Assure that all staff who interact with the student on a regular basis (including bus, van, and substitute drivers) understand food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- All staff members who interact with the student on a regular basis will be trained on the management of student allergies. The training will address prevention efforts, information about common allergens, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan. The training will be provided annually at the start of the school year.
- Appropriate staff members will be trained regarding the administration of an Epi-pen, as outlined in the Department of Public Health regulations. All staff members will be informed of the location of the Epi-pens.
- Work with the district transportation administrator to assure that school bus/van driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce a "no eating" policy on school buses. Exceptions will be provided for those students with diabetes who may need a snack to treat a hypoglycemic episode or for circumstances where students are traveling for long periods of time. Students will be informed of this policy at the beginning of each school year, and said policy will be included in each school handbook.
- Discuss field trips with the family of food allergic child to plan appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- Take threats or harassment against allergic child seriously.

- Substitute teachers, when applying for employment, will be provided information on the management of student allergies. This information will address prevention efforts, information about common allergies, recognition of signs of an allergic reaction including anaphylaxis, and the emergency response plan.
- An Individual Health Care Plan and Allergy Action Plan that addresses management will be developed for each student with an allergy. A copy of the Allergy Action Plan will be provided to the classroom teacher and substitutes for all preschool to grade 5 students and to all core subject teachers for middle school students. The protocol will address how much information about student allergies will be provided to other personnel, such as specialists, as needed. The implementation of the District protocol and of the individual plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

Student's responsibility

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain food to which they are allergic.

Classroom management procedures

- Appropriate accommodations may be made in the classroom.
- Procedures will address education of parents and student and planning for special events involving food. The protocol will allow for age-appropriate classroom rules. For preschool to grade 4 students, the classroom teacher, in collaboration with the nurse and with input from parents of the food allergic child, will develop classroom specific protocol regarding management of food in the classroom.

Kitchen and cafeteria procedures

- All kitchen staff will only use latex-free gloves
- The school kitchen will prepare all products in a manner that will minimize the risk of cross contamination of foods. The preparation area and all utensils will be washed in hot, soapy water immediately after the completion of the task.
- All food products will be clearly labeled as to ingredients.
- Peanut/nut-free table (or areas of tables) will be provided as needed and will be clearly identified. Allergy tables are to be positioned in a manner that minimizes the isolation of allergic students. When feasible, other students will be encouraged to sit at allergen-free tables if appropriate measures are in place to minimize cross-contamination of the allergen-free tables.
- The staff on lunch duty will ensure that the allergen-free table(s) and chairs will be washed before lunches begin and after each group finishes. The same tables will be used each day and will be clearly marked as allergen-free. Volunteers and/or substitutes will be informed which tables are allergen-free.
- Staff and volunteers on lunch duty shall monitor the students' compliance with the food allergy protocol at allergen-free table(s). They should also be aware of any bullying or teasing behavior toward a food-allergic student and report any such incidents to the administrator.

- Students will be discouraged from sharing any food or utensils throughout the cafeteria.

Procedure for handling epinephrine

- Each school must maintain a current supply of epinephrine by auto-injector (Epi-pens) and must comply with all Department of Public Health regulations for administration, storage, and record-keeping concerning epinephrine.
- The school nurse shall register with the Department of Public Health, and shall train other school personnel to administer epinephrine in accordance with 105 CMR 210.
- All staff members will be informed of the location of the Epi-pens.

Emergency response procedures

- All staff members supervising students with life-threatening allergies must have means of communication to call for assistance.
- The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school during the school day and must accompany food allergic student on field trips. The protocol must provide for the management of anaphylaxis in individuals with unknown allergies, including an authorization for administration of epinephrine by the school nurse signed by the school physician.

The implementation of the District protocol and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, parents, and the student as appropriate.

CODE: UNPAID MEAL CHARGE POLICY

Category: Support Services

Adopted: 5/21/2020

File No.: EFDA

Revised:

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with unpaid meal charges (i.e. purchases of meals made against an account with an insufficient balance). However, unpaid meal charges can place a significant financial burden on the School District, as the school nutrition operation is intended to be a self-supporting program within the District and operational deficits must be funded by the general fund or other financial resources of the District. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meals account balances.

The provisions of this policy pertain to regular priced school meals only.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. All students will be assigned an account by the

School Nutrition Office. After a student's account reaches zero or enters the negative, the student's parent/guardian will be notified by e-mail or phone call that funds must be deposited to avoid interruption to meal purchases. Student's with balances at or below \$0.00 will not be allowed to purchase "a la carte" items including, but not limited to, a second entrée, snack, ice cream, or an additional beverage. For students in grades Pre-K through 6, the student will still be allowed to purchase a qualifying reimbursable meal, and that meal will continue to be charged to the student's account at the standard meal rate based on their meal status. For students in grades 7 through 12, the student will be allowed to purchase a qualifying reimbursable meal until the student's meal account reaches the negative value equivalent to five (5) regular qualifying reimbursable meals. Students in grades 7 through 12 with account balances at or below the negative value equivalent to five (5) regular qualifying reimbursable meals who attempt to purchase meals shall be denied at the point of sale.

Payments

Parents/guardians are responsible for all meal payments to the School Nutrition Program. Notices of low or deficit balances will be sent directly to parents/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment-due notices or account statements to students unless a student is known to be an emancipated minor who is fully responsible for themselves, or is over the age of 18. If parents/guardians have questions or concerns regarding student purchases and/or account balances, they should contact the School Nutrition Office.

Parents/guardians must pay for meals in advance. Further details are available on the District's website and in student handbooks. Sufficient funds should be maintained in student accounts to minimize the possibility that a student may be without a sufficient balance on any given day. At the conclusion of the school year any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias will utilize computerized point-of-sale register systems that maintain records of all monies deposited and spent for each student and those records shall be available to parents through an online account or by speaking with the school's kitchen manager or the Director of School Nutrition. The point-of-sale system shall be designed to prevent direct identification of a student's meal status. Parents/guardians will receive notification of low-balance accounts via email or regular postal mail on a weekly basis, if applicable. For accounts with persistent negative balances, parents/guardians will be contacted by phone by the School Nutrition Office. Accounts that remain at a negative balance for 30-days or more will be referred to the District's Business Office for further collection efforts.

Refunds

Refunds of account balances for withdrawn and graduated students require a written request by the parent/guardian. Parents/guardians of graduated students also have the option to transfer funds to a sibling's account or to donate the balance to another student's account with a written request to the Director of School Nutrition.

Delinquent Accounts/Collections

Accounts that remain in a delinquent status may result in a student's loss of access to extra-curricular school services, especially those that are fee based. Graduating seniors may lose the ability to participate in certain graduation-related activities.

The Superintendent of Schools shall ensure that there are appropriate and effective collection procedures and internal controls within the School District's Business Office that meet the requirements of law.

If a student is without a lunch and his/her meals account is in a delinquent status on a consistent basis, the school administration may investigate the situation more closely and take further action as necessary. If evidence of financial hardship exists or is suspected, parents/guardians will be encouraged to pursue eligibility for free or reduced price meals for their child. Each school handbook shall contain detailed instructions for parental assistance.

Policy Communications

This policy shall be communicated to all related staff and families at the beginning of each school year and to families transferring to the District during the school year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

CODE: ENGLISH LEARNER EDUCATION

Category: INSTRUCTION

File No.: IHBEA

Adopted: 5/3/05

Revised: 3/29/2022

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

SOURCE: MASC April 2019

LEGAL REFS.: Elementary and Secondary Education Act, as amended

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

CODE: ACCESS TO DIGITAL RESOURCES

Category: INSTRUCTION

File No.: IJND

Adopted: 5/7/2019

Revised:

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

Safety Procedures and Guidelines

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

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

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

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

Empowered Digital Use

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

Employee Use

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

Community Use

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

Disregard of Rules and Responsibility for Damages

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

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

SOURCE: MASC

LEGAL REFS: 47 USC § 254

Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

CODE: EMPOWERED DIGITAL USE POLICY

Category: INSTRUCTION

File No.: IJNDB

Adopted: 6/7/05

Revised: 5/21/2019

Purpose

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

Availability

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

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

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

- Digital devices, software, and networks shall be used in school for educational purposes and activities.

- The District will comply with all relevant privacy laws relating to personal information that is disseminated using the District's system/network (including home/mobile phone numbers, mailing addresses, and passwords).
- Individuals will show respect for themselves and others when using technology including social media. (CROSS REF: IJNDD Policy on Social Media)
- Users shall give acknowledgement to others for their ideas and work.
- Users shall report inappropriate use of technology immediately.
- The Network is the property of the STGRSD and its storage systems are therefore subject to inspection by the administration at any time. As such, users should be aware that routine maintenance and monitoring of the system may lead to discovery that the user has violated or is violating the STGRSD Empowered Digital Use District Policy, and/or the law. System users should not have an expectation of privacy to the contents of their personal files on the Network.
- If there is suspicion that a user has violated the Empowered Digital Use District Policy or the law an individual search will be conducted. The nature of the investigation will be in the context of the nature of the alleged violation.

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

Parent/Guardian Notification

The STGRSD Empowered Digital Use Policy establishes expectations for appropriate behavior when using District technology. There is a wide range of material available on the Internet, some of which may not be in concert with the particular values of the families of students. It is not practically possible for the STGRSD to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for communicating their particular set of family values to their children. The District will encourage parents/guardians to specify to their children what material they believe is and is not acceptable for their children to access through the Network. The District will utilize an Empowered Digital Use Form to inform students about what type of materials and behaviors are acceptable and expected. STGRSD will also provide students with instruction about personal safety and well-being while using the Internet and technology through the Massachusetts Digital Literacy and Computer Science curriculum.

District Limitation of Liability

The STGRSD makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through its Network will be error free or without defect. The District will not be responsible for any damages users may suffer, including but not limited to loss of data, interruptions of service, or physical, psychological, or monetary damages. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for unauthorized financial obligations arising through the use of the system.

SOURCE: MASC

Adopted: August 2015

CROSS REF: IJNDD Policy on Social Media
Empowered Digital Use Form

CODE: POLICY ON SOCIAL MEDIA

Category: INSTRUCTION

File No.: IJNDD

Adopted: 4/12/2012

Revised: 5/21/2019

The Superintendent and the School Principals will annually remind existing and orient new District employees the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- 1) Improper fraternization with students using social media or other electronic means.
 - a. District Employees may not friend or follow current students on social media.
 - b. All electronic contacts with students should be through District approved systems, except emergency situations.
 - c. Team, class, or student organization pages, accounts, or groups will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator or the administrator's designee as a member. Access to the page will remain with the coach or faculty advisor.
 - d. All contact and messages by supervisors of student groups (club advisers, coaches, etc...) shall be sent to all members of the group, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator or designee.
 - e. Teachers will not give out their private cell phone or home phone numbers without prior approval of the district.
 - f. Inappropriate contact via phone or electronic device is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Examples of inappropriate behavior from other districts, as behavior to avoid
- 5) Monitoring and penalties for improper use of district computers and technology

- 6) The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

The Superintendent or designees will periodically conduct internet searches to see if District employees have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the District employee and may consider and apply disciplinary action up to and including termination.

SOURCE: MASC October 2016

CODE: STUDENT-TO-STUDENT HARASSMENT

Category: Students

Adopted: 2/15/11

File No.: JBA

Revised:

Harassment of students by other students will not be tolerated in the Southwick-Tolland-Granville Regional School District. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, color national origin, sexual orientation religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly, a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Demeaning

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy

LEGAL REF.: M.G.L. 151B:3A
Title VII, Section 703, Civil Rights Acts of 1964, as amended
Board of Education 603 CMR 26:0

REFS: *"Words That Hurt,"* American School Board Journal, September 1999
National Education Policy Network, NSBA

CODE: HOMELESS EDUCATION POLICY

Category: Students

File No.: JFABC

Adopted: 10/4/05

Revised:

McKinney Vento Homeless Assistance Act

In compliance with the federal McKinney-Vento Homeless Education Assistance Act the STGRSD will immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. If a homeless child or youth arrives without immunizations or medical records, the parent/guardian will be referred to the STGRSD Homeless Education Liaison. The Homeless Education Liaison will have the responsibility to obtain relevant academic records, immunizations and/or medical records and to ensure that homeless students are attending school while the records are obtained.

It is the policy of the STGRSD that a child is homeless if living in one of the following situations:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building or trailer
- Doubled-up with friends or relatives

If a child lives in any of the situations noted above, the STGRSD Homeless Education Liaison will:

- Help to immediately enroll the child in school
- Assist the child in staying in their old school or the school closest to where they are presently staying
- Put transportation in place to and from school
- Ensure that the child gets automatic free breakfast and lunch
- Ensure the child receives the same services as other students
- Ensure the child is aware of their right to attend classes even while the school and child seek to resolve a dispute over enrollment

Any questions can be directed to the STGRSD Homeless Liaison, Robin Gunn 569-0111 or
Peter Cirioni, State Coordinator (781) 339-6294

Or call one of these organizations:

Massachusetts Coalition for the Homeless, Robyn Frost

CODE: STUDENT ABSENCES AND EXCUSES

Category: Students

Adopted: 10/4/05

File No.: JH

Revised: 10/21/14

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

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

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal or designee has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable.

The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

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

SOURCE: MASC LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

CODE: STUDENT RIGHTS AND RESPONSIBILITIES

Category: Students

Adopted: 10/4/05

File No.: JI

Revised:

The school committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injures his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right of privacy, which includes privacy in respect to the student's school records.

It is the school committee's belief that as part of the educational process students should be made aware of their legal rights and of the legal authority of the school committee to make, and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

SOURCE: MASC Policy

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

CODE: STUDENT CONDUCT

Category: Students

Adopted: 10/4/05

File No.: JIC

Revised: 10/21/14, 4/24/2018

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

Each Principal or designee shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals/designee and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

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

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal or designee shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal or designee must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal or designee shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal or designee must be able to document reasonable efforts to include the parent.

Emergency Removal

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

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

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

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

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

The principal or designee may use in-house suspension as an alternative to a short-term suspension. It is the principal's responsibility to inform the student of the disciplinary charge and to provide the student the opportunity to dispute the charges and explain the circumstances. If the principal determines that the student committed the offense, the principal must inform the student of the length of the suspension which may not exceed ten days cumulatively or consecutively, in a school year.

It is the principal's, or designee's, responsibility to orally inform the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction and the length of the in-school suspension.

The principal must also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. The principal needs to schedule the parent/guardian meeting for the day of the suspension or as soon as possible, and must document at least two attempts to reach the parent for the purpose of orally informing the parent. Additionally, the principal must send written notice to the student and the parent/guardian about the in-school suspension, inviting the parent to a meeting if such meeting has not occurred, which must be delivered on the day of the suspension.

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

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

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

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

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

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

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

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

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

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

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

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

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

If the Principal or designee decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal or designee; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's or designee's decision to the Superintendent or designee,

but only if the Principal or designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's or designee's determination on appeal.

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

Superintendent's Hearing

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

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

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

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

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

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

Expulsion

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

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

Academic Progress

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

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

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

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

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

Reporting

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

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

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H3/4; 76:17; 603 CMR 53.00

CODE: **CODE OF DRESS AND GROOMING**
Category: **Students**
File No.: **JICA**

Adopted: **5/24/05**
Revised: **5/17/2022**

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

CODE: STUDENT CONDUCT ON SCHOOL BUSES

Category: Students

Adopted: 12/6/05

File No.: JICC

Revised:

BUS REGULATIONS

Transportation by school bus to and from school is a privilege for all pupils who qualify according to the Rules and Regulations of the School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that the right of a pupil to transportation to and from school is a qualified right dependent on good behavior. Some of the following regulations are supported by State Law, violations to parts of the following rules are punishable by fines:

1. On roads and highways where there are no sidewalks, students walk on the side facing traffic to and from a bus stop.
2. Students must be on time at pick-up point, the bus stop, five minutes before the regular pick-up time. Dogs should be restrained in homes until after bus leaves in the morning.
3. While waiting for the bus, students do not run, push, or play games. They must respect other people's property.
4. Students must be courteous! They will not push or shove on entering or leaving the bus. They will leave the bus promptly at their destination.
5. When crossing the highway after alighting from the bus, students cross only after the driver signals that it is safe to cross. They will pass ten feet in front of the bus and look for the traffic in both directions before crossing the highway.
6. Students will take their seats promptly on entering the bus and remain in it until they arrive at their destination.
7. Students will ride only on their assigned bus; seats may be assigned by the Bus Driver.
8. Students will not use profane, loud, or boisterous talk or make other noises that might distract the driver in whose hands are the lives of all children.
9. Students will be respectful to the bus driver. He/She has a very important task to perform and he/she needs help. His/Her eyes and ears need to be focused on the road in order to drive safely to and from school.
10. The school bus is a "classroom on wheels." Students will conduct themselves as they would in school. On the bus there will be no fighting or roughhousing, no insubordination, swearing or obscene gestures, no possession, consumption or sale of drugs or alcohol or any types of behavior where other school disciplinary conduct rules and regulations may apply.
11. Students will not enter into conversation with the driver while the bus is in motion, but will report any emergency to him/her at once!

12. No senior high school student at any time may ride home from school on an afternoon elementary or middle school bus without permission of his/her principal or assistant principal.
13. Students do not bring animals, pets, explosives, weapons of any sort, or large objects on the school bus.
14. Students keep their backpacks, books, musical instruments, and athletic equipment out of the aisles. They keep the bus neat and do not mark, cut, or break any part of the bus.
15. Students do not throw anything in the bus or out the windows. They do not put their hands, arms, or other parts of their body out the windows or rear exit door of the bus at any time.
16. Generally, there will be no eating or drinking on the bus. When eating and/or drinking on the bus is permitted it will be at the discretion of the bus driver.

The school administration may deprive pupils of the privilege of riding the school bus for a reasonable length of time if the pupils violate these rules. In all cases, a report must be made to the parents.

Warning Cards/Bus Cards:

Depending upon the seriousness of the situation, the following actions may be taken:

- 1st Offense - 0 to 5 days suspension of transportation privileges. Parent notification
- 2nd Offense - 5 to 10 days suspension of transportation privileges. Parent notification
- 3rd Offense - 10 to 15 days suspension of transportation privileges. Parent notification
- 4th Offense - Minimum of 15-day suspension of transportation privileges and a meeting with parent, student, and administration

ANY FURTHER VIOLATION WILL RESULT IN PERMANENT SUSPENSION OF BUS PRIVILEGES FOR THE YEAR

CODE: HAZING

Category: Students

File No.: JICFA-E

Adopted: 10/4/05

Revised:

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such 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 be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

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.

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: MASC Policy

CODE: Bullying

Category: Students

File No.: JICFB

Adopted: 12/7/10

**Revised: 01/07/14, 4/19/16
9/15/2020**

The School Committee 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 cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, 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 through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog 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/guardians 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 school 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,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the 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, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

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, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report

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

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

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

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

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, 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.

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

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

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

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

The investigation shall be completed as soon as reasonably possible, and the investigator will do his/her best to complete the investigation within fourteen school days from the date of the report. 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 Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students 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 Principal 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.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets 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 school district website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

M.G.L. [71:37O](#); [265:43](#), [43A](#); [268:13B](#); [269:14A](#)

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

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

JBA, Student-to-Student Harassment

[JIC](#), Student Discipline

SOURCE: MASC August 2013

Appendix B

Age Appropriate Bullying Prevention Language for the Woodland School Handbook

Below is some bullying prevention language parents can share with young children:

1. Be kind to each other.
2. Do not use words that would cause a classmate to feel sad, upset, or ashamed.
3. Keep your hands to yourself. Do not hit, kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
4. Do not say things that would hurt others' feelings, or make them feel scared.
5. If someone is being saying or doing anything to you or any other student that makes you feel upset or scared, tell your teacher, principal, parents, or another adult right away.
6. If you say or do things to other students that make them feel upset or scared, there will be consequences.

Age Appropriate Bullying Prevention Language for the Powder Mill School Handbook

You can prevent bullying from happening if you follow this code of behavior.

1. Be kind to each other.
2. Do not use words that would cause a classmate to feel sad, upset, or ashamed.
3. Keep your hands to yourself. Do not hit, kick, punch, pinch, or touch another student. Never touch another student in a way that might hurt them.
4. Consider other people's feelings at all times before you speak.
5. Do not say or do anything to threaten another student.
6. Do not do or say anything that would make another student scared.
7. Do not tease, taunt, mock, embarrass, or humiliate your classmates.
8. If you are being bullied, tell an adult right away.
9. If you know another student is being bullied, tell an adult right away.
10. If you bully another student, you will be disciplined, up to and including expulsion from school.

Cyber-bullying Prevention:

1. Do not write anything in an email, text, tweet, online post, or in any other electronic forum that you would not say out loud for everyone to hear. Remember that these written messages are out of your control once you send or post them, and they may continue to exist long after you have deleted your copy.
2. Follow the rules above for preventing bullying and apply them to electronic communications.
3. If you are being cyber-bullied, tell an adult right away.
4. If you know another student is being cyber-bullied, tell an adult right away.

5. If you engage in cyber-bullying, you will be disciplined up to and including expulsion from school.

Appendix C

STGRSD Summary for Parents/Guardians for Handbooks

On May 3, 2010, Governor Patrick signed an Act Relative to Bullying in Schools. This new law prohibited bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

This plan is updated to reflect M.G.L. c. 71, § 37O as amended by Chapter 86 of the Acts of 2014 and Sections 72-74 of Chapter 38 of the Acts of July 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to an educator, administrator, school, nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including but not limited to, the individual listed in the amended perpetrator definition.

These requirements are included in the district’s Bullying Prevention and Intervention Plan (“the Plan”). The Plan includes the requirements of the law, and information about the policies and procedures that the school or school district will follow to prevent bullying and retaliation, and to respond to it when it occurs.

This Plan will be reviewed biennially by the Superintendent and/or her/his designee, as mandated by M.G.L. c. 71, § 37O (5) (d). Consultation will include, at a minimum, notice on the STGRSD website, and a public comment period prior to adoption.

Definition of Terms

In order to work as collaboratively and as efficaciously as possible and to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language.

Aggressor, as defined in M.G. L. c.71, §37O, is a student or a member of a school staff including, but not limited to, and educator, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional who engages in bullying or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. Causes physical or emotional harm to the target or damage to the target’s property;
2. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
3. Creates a hostile environment at school for the target;
4. Infringes on the rights of the target at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Prohibition against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,
- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.
- Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Reporting Bullying

To support efforts to respond promptly and effectively to bullying and retaliation, the STGRSD has policies and procedures in place for receiving and responding to reports of bullying or retaliation. These

policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form and each school's telephone number.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the district's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals.

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that a violation of the district's anti-bullying policy has occurred he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor.

Professional Development for School and District Staff

The STGRSD will provide ongoing professional development to increase the skills of all staff members to prevent, identify, and respond to bullying.

CODE: TOBACCO USE

Category: Students

File No.: JICG

Adopted: 10/4/05

**Revised: 5/21/2019;
3/15/2022**

Student smoking and the use of tobacco related products including any electronic or vapor devices including but not limited to e-cigarettes are prohibited in the schools, on school grounds, and on the buses.

Penalties for the possession of tobacco, smoking apparatus, or vaping materials:

- a. First Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for three days. Additionally, civil money penalties may be issued by the Town of Southwick.
- b. Second Offense: completion of the Educational Diversion Program. Students who do not complete the Educational Diversion Program will be externally suspended for five days. Additionally, civil money penalties may be issued by the Town of Southwick.
- c. Subsequent Offenses: School Administration will seek alternatives to suspension including, but not limited to, participation in an educational program, community service, and cessation programs. Refusal or failure to complete these alternatives will result in progressively increasing days of suspension. Additionally, civil money penalties may be issued by the Town of Southwick.

SOURCE: MASC Policy

LEGAL REF.: M.G.L. 71.37H
Town of Southwick Bylaws

CODE: ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED
Category: STUDENTS **Adopted:** 11/1/2016
File No.: JICH **Revised:**

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

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

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

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Alcohol, Tobacco and Drugs
GBEC, Drug Free Workplace Policy

CODE: WEAPONS POLICY

Category: Students

Adopted: 10/4/05

File No.: JICI

Revised:

Violence, especially violence connected with weapons, will not be tolerated.

Weapons of any kind shall not be brought onto property under school jurisdiction. Weapons shall include, but not be limited to, hand guns, shot guns, rifles, knives, blackjacks, clubs, chemical sprays, explosives and ammunition. In this connection, student possession of a locker is nonexclusive against the school and its officials; that is, reasonable searches of lockers by school officials can be expected.

Principals shall comply with the Massachusetts Education Reform Act of 1993 Re: Chap. 71, Sec. 37H.

POSSESSION OF A WEAPON: Possibility of expulsion from school

USE OF A WEAPON (Brandishing, Assault): Immediate removal from school, notification of police, expulsion from school.

Principals shall notify parents, ensure due process and shall expedite action.

Principals shall insure that violators of the policy are provided appropriate intervention and counseling. Parent participation in the intervention process shall be encouraged.

CODE: USE OF ELECTRONIC DEVICES IN SCHOOL

Category: Students

Adopted: 5/24/05

File No.: JICJ

Revised:

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

Employees

1. Employees of Southwick-Tolland-Granville Regional School District are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job descriptions.
2. Employees who own a personal cell phone and /or PCD must ensure that the device does not ring or interrupt the academic classroom environment or the job performance of the employee. Employees must take pro-active steps to ensure that the cell phones do not ring during their instructional hours and meetings which are obligations of the job.

Students

1. Students may possess and carry cell phones and PCDs; however, these units must be "off and away" during the academic school day to ensure that disruptions and interference of the instructional and academic climate of the school do not occur. Only high school students may use cell phones during lunch blocks and passing times.

2. Non high school students may not use or operate cell phones or PCDs during the school day. The “school day” is defined as once the first hour starts and throughout the day until the last period is over.
3. The school administration may, in its sole discretion, grant exceptions for cell phones and PCD use based upon critical need and appropriate documentation.
4. STGRSD School Administration will take possession of any cell phones or PCD’s used during the school day and follow disciplinary action as outlined in the student handbook. Cell phones and PCD’s will be returned only to a parent or guardian.

CODE: CONCUSSION POLICY

Category: Students

Adopted: 12/20/11

File No.: JJIF

Revised: 12/7/2021

Southwick-Tolland-Granville Regional School District is committed to ensuring the health and safety of all our students. The following concussion policy is in compliance with the MIAA policy and with the Commonwealth of Massachusetts General Law (105 CMR 201): Head Injuries and Concussions in Extracurricular Athletic Activities.

The Athletic Director of Southwick Regional School shall be the person responsible for the implementation of these policies and protocols for all high school athletics.

As specified in the law, the athletic department shall require annual training in the prevention and recognition of sports-related head injury and keep documentation of said training on file for the following persons:

- Athletic Director
- Certified Athletic Trainers
- Coaches
- Volunteers
- School Physicians
- School Nurses
- Marching band directors
- Intramural supervisors
- Parents of a student who participates in athletics
- Students who participate in athletics

(Parents and students will sign off that they have received the materials at the mandatory information meeting)

Coaches, trainers, and volunteers will be responsible for teaching proper form, technique, and skills that minimize the risk for sports related head injury.

Parents must provide information regarding any prior head injury, including concussions, on the athletics emergency medical form and must inform the school of any head injury or concussion that may occur outside of school. Parents and students must fill out all appropriate forms, including a sports physical examination, in order to be deemed eligible to participate in athletics.

The following procedures will be followed in the event an athlete is suspected to have suffered a concussion:

- The athlete will be removed from participation and will not be allowed to return that day
- When available, the athletic trainer will conduct an evaluation and assessment of the concussion. The athletic trainer will then notify the parents/guardians and recommend referral to a physician if they suspect a concussion. If the athletic trainer is not available (i.e. away games), the coach will notify the parents/guardians and recommend that the athlete see their Primary Care Physician or another health care professional.
- The athletic trainer or coach will notify the athletic director and school nurse and fill out the Concussion Reporting Form.
- The school nurse will contact the athlete's teachers and guidance counselor to make any academic accommodations necessary.
- The athlete will only be allowed to return to play after being cleared by the medical provider that diagnosed the concussion, and after completion of the prescribed Return to Play Protocol (see "Return to Play Protocol" in the Athletic Handbook) conducted by the athletic trainer or, if no athletic trainer is available, the designee of the Athletic Director.

A copy of this policy will be made available in the Southwick Regional School handbook, the Southwick Regional School Athletics handbook, and on the school district webpage.

CODE: STUDENT CONDUCT

Category: Students

File No.: JK

Adopted: 10/4/05

Revised: 10/21/14

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC LEGAL REF.: M.G.L. 71:37H; 71:37H1/2; 71:37H3/4; 71:37L; 76:16; 76:17; 603 CMR 53.00

CODE: PHYSICAL RESTRAINT OF STUDENTS

Category: Students

Adopted: 12/4/01

File No.: JKAA

**Revised: 11/02/2015;
 5/5/2020**

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

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm. The definitions of forms of restraint shall be as defined in 603CMR 46.02.

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

The Superintendent, or designee, will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

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

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

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

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

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

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

SOURCE: MASC LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CODE: HEALTH REQUIREMENTS

Category: Students

File No.: JLCA

Adopted:

**Revised: 5/24/05; 5/1/07
3/3/2020**

PHYSICAL EXAMS

Regular physical exams are important for all children and adolescents, especially those who do not have primary care providers. The objective is to identify and follow up on any health conditions that may interfere with learning. M.G.L. c. 71, s. 57 and related amendments and regulations (105 CMR 200.000-200.920) require physical exams of school children within six months before entry into school or during the first year after entrance, and at intervals of either three or four years after. The Southwick-Tolland-Granville Regional School District requires physical exams for grades kindergarten, four, seven and ten.

In addition, physical examinations are required annually before participation in competitive sports. A student in the Southwick-Tolland-Granville Regional School District must pass a physical examination within thirteen months of the start of each season. Students who meet this criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner.

ACTIVITY LIMITATIONS

If a student is required to have limited physical activity in school, a written statement from the licensed health care provider describing the limitations must be provided to the school so appropriate arrangements can be made if necessary.

VISION, HEARING, WEIGHT AND HEIGHT

Screenings will be performed annually on each student according to DPH guidelines with recommendations for further evaluation made to parents/guardians as indicated.

POSTURAL SCREENING

Postural screening will be done annually on all students in grades 5-9.

CODE: INOCULATION OF STUDENTS

Category: Students

Adopted:

File No.: JLCB

Revised:

Students entering school for the first time, whether at Kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent, or that the child meets the statutory requirement governing homelessness.

Students entering school for the first time, whether at Kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child; or, the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent, or that the child meets the statutory requirement governing homelessness.

LEGAL REF.: M.G.L. [76:15](#)

CROSS REF.: [JF](#), School Admissions
Amended: September 14, 2004

CODE: STUDENT FEES, FINES, AND CHARGES

Category: Students

Adopted: 10/4/05

File No.: JQ

Revised:

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. No student will be denied access into any program because of inability to pay these supplementary charges.

A school may exact a fee or charge only upon Board approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students

that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the withholding of report cards until payment is made or denial of participation in extra class activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC Policy

CODE: STUDENT RECORDS

Category: Students

Adopted: 10/4/05

File No.: JRA

Revised:

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, P.L. 93-380,
Amended P.L. 93-380, Amended P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/10/77, June 1995 as
amended June 2002.
603 CMR: Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and
Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

CODE: STUDENT RECORDS

Category: Students

Adopted: 10/4/05

File No.: JRA-R

Revised: 5/22/07

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71, s.34D which directs that the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth, and under M.G.L.c.71, s.34F which directs that the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times. 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents and students rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the students' parent.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent of a student may inspect the student record regardless of the student's age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to

student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

3. The evaluation team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics 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, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

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. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;

- (b) Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

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

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

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
 - 1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. The parent has been denied visitation, or
 - 3. The parent's access to the student 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 parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

- (f) (f) Upon receipt of a court order which 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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077, June 1995 as amended
June 2002.
603 CMR : Dept. Of Education 23.00 through 23:12 also
Mass Dept. Of Education publication Student Records; Questions, Answers and
Guidelines, Sept. 1995

CROSS REF: KDB, Public's Right to Know

CODE: NON-CUSTODIAL PARENTS RIGHTS

Category: Community Relations

Adopted: 3/20/07

File No.: KBBA

Revised:

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

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

- (g) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
1. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 2. The parent has been denied visitation, or
 3. The parent's access to the student 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 parent.
- (h) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

- (i) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (j) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (k) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order which 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.

LEGAL REF.: M.G.L. 71:34D; 71:34H
 603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents
 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

SOURCE: MASC

REVISED: January 25, 2007

CROSS REF: GBED; 15.10

CODE: VISITORS TO THE SCHOOLS

Category: Community Relations

File No.: KI

Adopted: 12/6/05

Revised:

The School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional program taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

The following guidelines to classroom and school visits should be followed:

1. For security purposes it is requested that all visitors report to the Principal's Office upon entering and leaving the building and sign a log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the principal's office. Visitors must wear visible "Visitor" badges at all times.
2. The building principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. Under ordinary circumstances, classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June.
4. Any student who wishes to have a guest in school **MUST** ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

SOURCE: MASC Policy

DISTRICT PROCEDURES

DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP/504, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP/504 – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP/504 goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. 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.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP/504, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current

placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

NON-DISCRIMINATION STATEMENT

The Southwick-Tolland-Granville Regional School District conducts its program and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Acts of 1973 and Massachusetts General law Ch. 76, Section 5. It is the policy of the Southwick-Tolland-Granville Regional School District not to discriminate or to allow discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, and/or handicap or disability in any of its activities. This policy also ensures that students and staff should be free from retaliatory action and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations should immediately bring that complaint to the attention of the building Principal or Title IX Coordinator, if the principal is not involved in the complaint. The Principal will conduct a prompt and thorough investigation into the charges.

NOTIFICATIONS RELATIVE TO CIVIL RIGHTS

All programs, activities and employment opportunities provided by the Southwick-Tolland-Granville Regional School District are offered without regard to race, color, national origin, sex, gender identity, disability, religion, or sexual orientation. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below. *Unless otherwise noted, please contact Jennifer Willard, Superintendent, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 Tel: 413-569-5391 for questions or additional information.*

<p><u>Title I: Title I of the Americans with Disabilities Act of 1990</u> Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of employment and education.</p>	<p><u>Title II: Title II of the Americans with Disabilities Act of 1990</u> Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.</p>
<p><u>NCLB: The No Child Left Behind Act of 2001, Title X, Part C – McKinney-Vento</u> The McKinney-Vento Homeless Education Assistance Act that requires that school districts immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing. Coordinator: Robin Gunn, Director of Student Services, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-0111</p>	<p><u>Title IX: Title IX of the Education Amendments of 1972</u> Title IX provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Coordinator(s): Steve Presnal, Director of Finance and Operations and Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, Southwick-Tolland-Granville Regional School District, 86 Powder Mill Road, Southwick, MA 01077 – Telephone: 413-569-5391.</p>
<p><u>Section 504: Section 504 of the Rehabilitation Act of 1973</u> Prohibits discrimination, exclusion from participation, and denial of benefits based on disability. Coordinator: Jennifer Yelin, 504 Coordinator, 93 Feeding Hills Road, Southwick, MA 01077 Telephone: 413-569-6171</p>	<p><u>Title VI: Title VI of the Civil Rights Act of 1964</u> Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin</p>
<p><u>M.G.L. Ch. 76-5: Massachusetts General Laws, Chapter 76 Section 5</u> Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.</p>	<p><u>EEOA: The Equal Education Opportunities Act of 1974</u> Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin.</p>
<p><u>M.G.L.c.71A: Massachusetts General Laws, Chapter 71A</u> Governs the education of English learners.</p>	<p><u>FERPA: The Family Educational Rights and Privacy Act of 1974</u> Protects the privacy of student education records and gives parents certain rights with respect to those records.</p>
<p><u>IDEA 2004: The Individuals with Disabilities Education Act of 2004</u> Governs special education. Coordinator: Robin Gunn, Director of Student Services, STGRSD, 86 Powder Mill Road, Southwick, MA 01077 Telephone: 413-569-0111</p>	<p><u>M.G.L.c.71B: Massachusetts General Laws, Chapter 71B</u> Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes.</p>

ESL Teacher Assistant

Job Description

Under general supervision, performs a variety of instructional, technical, and clerical tasks in assisting a teacher. Employee may perform a wide range of tasks in order to support the efforts of the teacher, meet the needs of EL students, and ensure the provision of quality instruction for EL students. Employee provides one-on-one assistance with linguistic, academics, and socio-cultural needs and may lead small group activities. Employee assists ESL teacher with family communication.

DUTIES AND RESPONSIBILITIES

- Assists teacher with executing supplemental language instruction and evaluating its effectiveness.
- Monitors the safety and well-being of students, assists students with becoming increasingly independent in the use of the English language.
- Monitors student behavior and helps maintain discipline in the classroom.
- Assists teacher in academic or language instruction for EL students according to WIDA and Massachusetts content standards.
- Assists teacher in supporting cultural adaptations for EL students.
- Facilitates respect for students from diverse cultures.
- Facilitates and encourages parental involvement.
- Assist language minority families in locating community resources for the purpose of promoting parent effectiveness and student achievement.
- Provide supplemental instruction to ELs under the direction of a classroom or ESL teacher.
- Tutor ELs under the direction of certified teacher.
- Assist ESL teachers or classroom teachers with documenting instructional services provided to ELs.
- Facilitate orientation of new ESL students.
- Make home visits when necessary to accompany school staff or health providers.
- Communicate with school personnel regarding cultural and language issues.
- Assist with the organization and implementation of events and activities for the purpose of enhancing parent involvement.
- Participate in required in-service activities for the purpose of maintaining and enhancing work related skills.
- Performs other related work as required.

KNOWLEDGE, SKILLS, AND ABILITIES

- General knowledge of activities performed by teacher.
- General knowledge of daily routines of the classroom.
- General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

- Some knowledge of the curriculum for the grade.
- Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.
- Ability to motivate students.
- Ability to perform general clerical duties.
- Ability to maintain order and discipline in a classroom.
- Ability to maintain basic files and records.
- Ability to understand and follow oral and written instructions.
- Ability to establish and maintain effective working relationships as necessitated by work assignments.

REPORTS TO: ESL Teacher

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

Category: INSTRUCTION

Adopted: 6/7/2022

File No.: ILD

Revised:

In this policy, "surveys, analyses, or evaluations" refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if they are at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents/guardians with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

LEGAL REF.: Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

CROSS REF.: [JRA](#), Student Records

SOURCE: MASC February 2018

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

Category: Foundations and Basic Commitments

Adopted: 3/9/05

File No.: AC

Revised: 2/7/2017;10/24/2017;
6/7/2022

The Southwick-Tolland-Granville Regional School District is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to the District. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

The Southwick-Tolland-Granville Regional School District does not exclude from participation, deny the benefits of the Southwick-Tolland-Granville Regional School District from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. Such discrimination will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated.

The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. This policy applies to conduct directed toward persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, and independent contractors.

I. What Is Discrimination, including Harassment?

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the Southwick-Tolland-Granville

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

Regional School District; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

"Title IX Sexual Harassment" (effective August 14, 2020) means verbal, physical or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's educational program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act (20 U.S.C. 1092(f)(6)(A)(v)) and the Violence Against Women Act (34 U.S.C. 12291(a)(8), (10) & (30)).

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Southwick-Tolland-Granville Regional School District Protocol for Investigating Sexual Harassment and Retaliation Pursuant to Title IX. Please also see Policy ACAB.

II. Responsibilities of all Persons Associated with Educational Community

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

III. Designated Officials for Addressing Discrimination and Harassment Complaints

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

The Civil Rights and Title VI Coordinator:

Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

Title IX Coordinator:

Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

Section 504/Title II Coordinator:

Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

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

V. Investigation of Complaints

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

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

A written determination regarding the complaint and any resolution will be provided by the Civil Rights Coordinator to the complainant and the alleged harasser once the investigation is complete. The determination of whether the District's antidiscrimination policy has been violated will be based upon a preponderance of the evidence standard.

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

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

VI. Consequences of Violating Policy - Discipline & Discharge

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

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

VII. Confidentiality

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

VIII. State and Federal Authorities

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

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

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

Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr.

LEGAL REFS: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)

Title IX of the Education Amendments of 1972

CROSS REF: [ACE](#), Non-Discrimination on the Basis of Disability;

[ACAB](#), Sexual Harassment

[GBA](#), Equal Employment Opportunity

[IJ](#), Instructional Materials

[JB](#), Equal Educational Opportunities

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

Category: Foundations and Basic Commitments

Adopted: 3/9/2005

File No.: ACAB

**Revised: 11/5/2018, 8/18/2020,
6/7/2022**

The Southwick-Tolland-Granville Regional School Committee and the Southwick-Tolland-Granville Regional School District are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Southwick-Tolland-Granville Regional School District.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

Massachusetts General Laws Ch. [119, Section 51 A](#), requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;

School Committee Policy

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

School Committee Policy

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REPORTING

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

Title IX Coordinator:

Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction, 86 Powder Mill Road, Southwick, MA 01077, (413) 569-5391 jsullivan@stgrsd.org

The contact information for the Title IX Coordinators will always be prominently displayed on the school's website.

INVESTIGATIONS

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

- Give both parties written notice of the allegations, an equal opportunity to select an advisor of the party's choice at the party's own expense (who may be, but does not need to be, an attorney), and an equal opportunity to submit and review evidence throughout the investigation;
- Use trained Title IX personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological, or similar treatment records during a grievance process;
- Obtain the parties' voluntary, written consent before using any kind of "informal resolution" process, such as mediation or restorative justice, and not use an informal process where an employee allegedly sexually harassed a student;
- Apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence"), so that the school bears the burden of proof and the standard of evidence is applied correctly;
- Use the preponderance of the evidence standard for all complaints of harassment on the basis of sex, regardless of whether the complaint is against students or district employees;
- Ensure the decision-maker is not the same person as the investigator and/or the Title IX Coordinator (i.e., no "single investigator models");
- Parties may submit written questions for the other parties and witnesses to answer;

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- Protect all complainants from inappropriately being asked about prior sexual history (“rape shield”)
- Send both parties a written determination regarding responsibility explaining how and why the decision-maker reached conclusions;
- Effectively implement remedies for a complainant if a respondent is found responsible for sexual harassment;
- Offer both parties an equal opportunity to appeal;
- Protect any individual, including complainants, respondents, and witnesses, from retaliation for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process;
- Make all materials used to train Title IX personnel publicly available on the school’s website or, if the school does not maintain a website, make these materials available upon request for inspection by members of the public; and
- Document and keep records of all sexual harassment reports and investigations for at least seven years.

RECORD KEEPING

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

RETALIATION IS PROHIBITED

Any person who experiences retaliation for exercising their rights under Title IX can file a retaliation complaint with the Title IX Coordinator. The school will keep the names/identity of parties and witnesses confidential unless such disclosure is required under another law, or is necessary to conduct a thorough grievance procedure.

SUPPORTIVE MEASURES

When alleged sexual harassment is reported, the Title IX Coordinator must inform the victim to their right of supportive measures even if 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: counseling, extending deadlines, modifications of work and/or class schedules, school escort services, increased school security and/or monitoring, mutual restrictions on contact between the individuals involved through a safety plan.

School Committee Policy

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Supportive measures will be kept confidential whether they are provided to the alleged victim or accused person to the extent the confidentiality will not interfere with the supportive measure offered.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Southwick-Tolland-Granville Regional School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. [151B:3A](#)

Title IX of the Education Amendments of 1972

BESE 603 CMR [26:00](#)

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020



A PROPOSAL FOR
POLICY MANUAL DEVELOPMENT

Prepared for: THE SOUTHWICK TOLLAND GRANVILLE REGIONAL SCHOOL COMMITTEE

Submitted by: Massachusetts Association of
School Committees, Inc.
One McKinley Square, 2nd Floor
Boston, Massachusetts 02109

Telephone: (617) 523-8454

Toll Free: 1-800-392-6023

THE MASSACHUSETTS ASSOCIATION OF SCHOOL COMMITTEES, INC., (MASC), proposes to carry out the policy manual project described below for the Southwick Tolland Granville Regional School Committee, MA (also referred to as Committee).

PROJECT GOALS:

1. To create a well-organized and up-to-date manual of school committee policies.
2. To provide for easy referral from policies to related sections of law.
3. To identify areas requiring statements but for which policies are not documented.
4. To provide sample policy statements to assist the Committee in developing needed policies in key areas.
5. To deliver one complete policy manual customized to meet the needs of the school district and disk (limited to MASC software capabilities).

PERFORMANCE TASKS:

MASC proposes to perform the following tasks in order to meet the project goals.

1. Document search and analysis: MASC will conduct a thorough search of Committee documents to identify existing policies. This material will be analyzed for appropriateness for inclusion in the new manual. See EXHIBIT A.
2. Codification, organization and technical editing: MASC will code and organize all statements to be filed in the new manual according to the NEPN/NSBA policy classification system. MASC will provide technical editing as needed to meet the requirements of acceptable English usage. However, the editing shall not alter the meaning or substance of the policy. Legal references to pertinent state and federal statutes will be added. Gaps in policy coverage, questions, and inconsistencies will be noted. See EXHIBIT B.
3. Work-in-progress check: MASC will within one hundred and twenty days of receipt of materials as outlined in Exhibit A and payment of the initial deposit schedule a series of meetings with the school committee or a sub-committee of the school committee to review completed sections of the new policy manual. The exact number of meetings will be determined by the amount of review required to adopt the policy manual but

shall not exceed twelve meetings. This provides an opportunity for the committee to discuss the rationale behind policy suggestions and to insure that existing policy reflects current practices and procedures in-place within the district. The Committee will keep MASC fully informed of any concerns and determinations during the term of the project. See EXHIBIT C.

DURATION OF THE PROJECT:

The services shall be carried out according to the timetable developed by MASC and the Southwick Tolland Granville Regional School Committee. All tasks as described above can be accomplished by MASC within eighteen to twenty-four months after receipt of the signed contract and after the conditions outlined in three (3) above have been met. See EXHIBIT A.

MASC is not responsible for delays caused by the Southwick Tolland Granville Regional School Committee or its representatives in this process. MASC reserves the right to terminate the contract after thirty months of signing this agreement if the committee has failed to fulfill its responsibilities concluding with the review, approval, and adoption of the policies and regulations developed during the customized policy service project. This agreement may be modified by mutual agreement, in writing, of both parties.

APPROVED FOR MASC BY:

Liz Lafond, Field Director
Massachusetts Association of School Committees, Inc.

EXHIBIT A

Documents to be provided by the School Committee

MASC will require two copies of the documents listed below (three if the item has print on both sides) in order to carry out the policy manual updating project.

1. School Committee policy manual.
2. Master contracts with recognized bargaining units.
3. System-wide handbooks for principals, teachers and students.
4. Current documents or handbooks that cover the following: organization charts, school transportation, purchasing procedures, staff evaluation, emergency operating plan, school calendar, use of school facilities, field trips.
5. Other documents as needed by MASC consultant.

EXHIBIT B

The NEPN/NSBA Policy Development System

A--FOUNDATIONS AND BASIC COMMITMENTS
B--SCHOOL BOARD GOVERNANCE AND OPERATIONS
C--GENERAL SCHOOL ADMINISTRATION
D--FISCAL MANAGEMENT
E--SUPPORT SERVICES
F--FACILITIES DEVELOPMENT
G--PERSONNEL
H--NEGOTIATIONS
I--INSTRUCTIONAL PROGRAM
J--STUDENTS
K--SCHOOL-COMMUNITY RELATIONS
L--EDUCATION AGENCY RELATIONS

Each of these chapters includes its own family of terms called "descriptors" which provide suggested titles and code letters for policy statements. The coding or "tracking" of terms is by letter rather than by number. Letter encoding offers two major advantages over number encoding. First, a letter system offers more flexibility. The coder has available 26 separate letters to use compared to only 10 digits. Second, a letter system requires no decimal points. This tends to reduce the likelihood of error in reproduction and filing. Anyone who knows the ABC's will quickly grasp the logic of letter codes.

The classification system was originally developed in 1969 by a National School Boards Association Research Project supported by the U.S. Office of Education. The system, which is in wide use throughout the United States, conforms to sound principles of informational storage and retrieval, to sound principles of school governance, and also to the mandates of practicality.

EXHIBIT C

Project Liaison Officer

To help insure the accuracy of updated policies in the manual, the Southwick Tolland Granville Regional School Committee should identify a knowledgeable member of the administrative staff to serve as the project liaison officer to whom MASC may refer from time to time to clarify questions of fact or actual policy or practice in the school system.

No undue time or work burden would be placed on this person.

EXHIBIT D

SOUTHWICK TOLLAND GRANVILLE REGIONAL SCHOOL COMMITTEE

<u>PROFESSIONAL FEE</u>	\$10,500.00
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For services rendered to complete and customize policy service

Upon receipt of signed contract	\$3,500.00
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July 1, 2022	\$3,500.00
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Upon completion – July 1, 2023*	\$3,500.00
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* If the payment schedule doesn't accommodate the Committee's budget schedule, payment dates can be adjusted accordingly.

EXHIBIT E

MASC Binder Specifications

MASC binders are designed for use as a school policy manual. This sturdy loose leaf binder is equipped with three heavy-duty metal "D" rings; open-close boosters; fibre-sheet lifters; and a convenient agenda pocket on the inside front cover.

EXHIBIT F

SOUTHWICK TOLLAND GRANVILLE REGIONAL SCHOOL COMMITTEE

If this proposal is approved, please sign and date below. Please return signed copy and initial payment to:

Massachusetts Association of School Committees, Inc.,
One McKinley Square, 2nd Floor,
Boston, MA 02109.
Please retain the second copy for your records.

Accepted: _____
(Chair) Southwick Tolland Granville Regional School Committee

Date: _____

2022/2023 Home Education Proposals

**SOUTHWICK-TOLLAND-GRANVILLE
REGIONAL SCHOOL DISTRICT**

ID#	22/23 Grade Level	Town	Date Received
HS-2223-01	12	Granville	5/2/2022

Southwick-Tolland-Granville Regional School District



Fundraiser Application and Approval Form

No fundraising of any kind may be held without the specific consent of the building principal, Superintendent and the School Committee. Fundraising activities may not begin until approval is obtained. *Application must be approved two (2) weeks in advance of activity or must be rescheduled.*

Name of

Organization: SRS Cross Country - Boys + Girls

Name of Advisor(s):

Date of Fundraising Activity: TBD, 1st in June, July + Aug

Coaches Kevin Pfau + Beth McCarthy

Date of Application: 5/26/22

Fundraising Activity: Car Wash

Location of Fundraiser: TBD - speaking with local businesses for support

Purpose / Beneficiary of Fundraiser: Cross Country funds for award T-shirts, equipment
Run team, etc.

Kevin Pfau

Applicant Printed Name

[Signature]

Applicant Signature

Principal's Signature

[Signature]

Date

5/26/22

Athletic Director's Signature (if sports related)

Date

School Committee:

Date Approved

Superintendent's Signature

[Signature]



SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT
86 Powder Mill Road, Southwick, MA 01077-9550

superintendent@stgrsd.org

Jennifer C. Willard
Superintendent

Stephen J. Presnal
Director of Finance and
Operations

Noell Somers
Director of
Student Services

Jenny Sullivan
Director of
Curriculum & Instruction

TEL: (413) 569-5391

FAX: (413) 569-1711

APPLICATION and CONTRACT for USE OF FACILITIES

I. REQUEST:

1. Organization Name: Southwick Rec Center Date: 06/03/22

2. Adult in Charge: Russ Fox Telephone: 413-237-0192

Address: 64 Powder Mill Rd.

Email: rfox@southwickma.net

3. **Building or Grounds Needed:** **Specific Location or Needs of Building/Field:**

A. Southwick Regional School Parking Lots

B. Powder Mill School Parking Lots

C. Woodland School Parking Lots

D. Athletic Fields all available for parking

E. Parking Lot/School Grounds Yes for parking

4. Reason for Use: National Motorcross Parking

5. Date(s) of Activity: July 8-9th, 2022

6. Time of Activity Start Time: 6:00 pm 07/08/22 End Time: 11:59pm 7/9/22

7. Day(s) of Week: Monday Tuesday Wednesday Thursday **Friday** **Saturday** Sunday

8. Is a fee being charged for this event? YES X NO

9. Other special needs for this event:

II. ADMINISTRATIVE APPROVAL:

Event Date Conflict? Yes No Reschedule?

Organization Classification: A B C

Charges:

Fixed Charges: Heat:

Custodian: Cafeteria Worker:

Athletic Fields: Grounds/Parking Lot:

Signed Release of Liability Form: Yes No

Certificate of Insurance Form Yes No

Other Comments:

APPROVAL SIGNATURE: DATE: