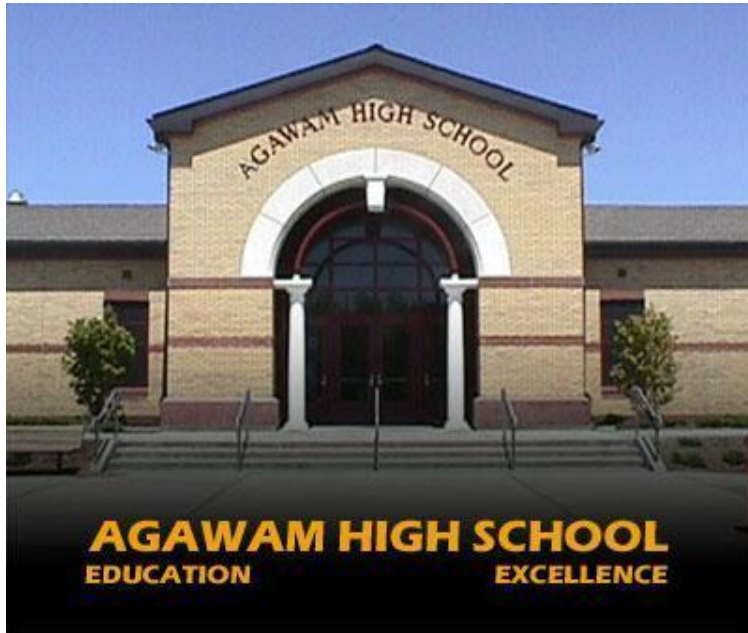


AGAWAM HIGH SCHOOL



Code of Conduct Student Handbook 2026-2027

AGAWAM PUBLIC SCHOOLS 2026-2027 CALENDAR

www.agawamed.org

SEPTEMBER

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

19 Days

OCTOBER

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

21 Days

NOVEMBER

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

17 Days

DECEMBER

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

17 Days

JANUARY

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

19 Days

SEPTEMBER/OCTOBER

BACK TO SCHOOL NIGHTS

Doering School – Sept. 10th

ECC (Sapelli) – Oct. 7th

ECC (Perry Lane) – Oct. 8th

Junior High School – Sept. 17th

Elementary Schools – Sept. 24th

FEBRUARY

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

15 Days

MARCH

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

22 Days

APRIL

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

17 Days

MAY

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

20 Days

JUNE

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

13 Days

DISMISSAL TIMES/HALF DAY

HS - 10:50 am JHS - 11:20 am

DO - 11:50 am GR - 11:50 am

PH - 12:25 pm CL - 12:25 pm

SP - 12:25 pm

SEPTEMBER

1st - Convocation Day - No School

2nd - Teachers' PD - No School

3rd - First Day of School (No Kindergarten or Preschool)

4th - Preschool Orientation (Sapelli)

7th - Labor Day - No School

8th - Kindergarten Orientation & Preschool (Perry Lane)

9th - First Day of Kindergarten & Preschool

15th & 29th - School Committee

OCTOBER

12th - Columbus Day - No School

22nd - ½ Day Pre K-12 Students (Pre K-6 Parent

Conferences & ½ day PD grades 7-12)

13th & 27th - School Committee

NOVEMBER

3rd - District PD Day - No School (Election Day)

5th - DO Night Parent Conferences

11th - Veterans Day - No School

12th - JH Night Parent Conferences

25th - ½ Day of School

26th & 27th - Thanksgiving Recess - No School

10th & 24th - School Committee

DECEMBER

23rd - ½ Day of School

24th - 31st December Vacation - No School - Return Jan 4th

15th - School Committee

JANUARY

4th - School Reopens from December Vacation

18th - Martin Luther King Day - No School

28th - ½ Day PD (PreK-12) - Half Day for Students

12th & 26th School Committee

FEBRUARY

15th - 19th - February Vacation - No School

9th & 23rd - School Committee

MARCH

10th - ½ District PD/Half Day for Students PreK-12

11th - JH Night Parent Conferences

18th - DO Night Parent Conferences

26th - Good Friday - No School

9th & 23rd - School Committee

APRIL

14th - K-4 Elementary Night Parent Conferences

(1/2 day for K-4 only)

19th - 23rd - April Vacation - No School

13th & 27th - School Committee

MAY

6th - ½ Day PD (PreK-12) - Half Day for Students

6th - Preschool Evening Conferences

31st - Memorial Day - No School

11th & 25th - School Committee

JUNE

17th - Last Day of School - Half Day

18th - Juneteenth (observed) - No School

25th - Last Day of School - Half Day

(Includes 5 Snow Days)

8th & 22nd - School Committee

Students = 180 days

Teachers = 183 days

Red = Half Day for Students

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

Approved by School Committee - 2/10/2026

EMERGENCY SCHOOL CLOSING

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

SCHEDULED CLOSINGS

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

AGAWAM PUBLIC SCHOOLS

SUPERINTENDENT'S MESSAGE

September 2026

Dear Members of the Agawam School Community:

The Agawam Public Schools are proud to provide students in our town's public schools with challenging opportunities within a safe, positive learning environment where students are comfortable and encouraged to take academic risks. We want all students to achieve their maximum potential so that they become lifelong learners and responsible citizens in an ever-changing and diverse world.

This handbook details many of the expectations that we have for our students. Partnerships with our parents/guardians are crucial for student achievement. It is our hope that this handbook will serve as a guide to your rights and responsibilities so that we can work together to ensure the success of all children in and out of school.

The Agawam Public Schools staff is committed to providing our students with the best possible educational experience. We hope that the 2026-2027 school year brings success to all.

Sincerely,

Sheila Martin

Sheila Martin

Superintendent of Schools



AGAWAM HIGH SCHOOL
760 Cooper Street
Agawam, MA 01001
(413) 821-0530



James P. Blain, MBA
Principal
(413) 821-0521

Amanda S. Danek, M. Ed.
Assistant Principal
(413) 821-0522

Timothy J. Karetka, M.Ed.
Assistant Principal
(413) 821-0531

Mary Lynn Hunter, M.Ed.
Assistant Principal
(413) 821-0523

September 2026

Dear Agawam High School Community,

The Student Handbook serves as an essential resource for all members of the Agawam High School community, providing clear guidelines on our policies, procedures, and expectations. These standards enable us to maintain our commitment to delivering exceptional academic programs within a supportive and well-structured environment that empowers every student to reach their full potential.

Our dedicated staff takes tremendous pride in cultivating a learning environment that celebrates diversity, promotes mutual respect, and encourages kindness and acceptance throughout our school community. We believe that when students feel valued and supported, they are better positioned to excel both academically and personally.

Parent and family engagement remains a cornerstone of student achievement, and we encourage your continued active participation in your student's educational journey. I am honored to serve as the leader of this remarkable school community and am excited about the opportunities and successes that await us in the 2026-2027 school year.

Please do not hesitate to reach out to me. I welcome your questions, concerns, and feedback throughout the year.

Yours in Education,

James P. Blain

James P. Blain
Agawam High School Principal

AGAWAM SCHOOL COMMITTEE

Mayor Christopher C. Johnson
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mayorjohnson@agawamed.org

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CENTRAL OFFICE
1305 Springfield Street
Feeding Hills, Massachusetts 01030
Central Office Hours: 7:30 a.m. – 4:00 p.m.
www.agawamed.org – Agawam Public Schools Website

SUPERINTENDENT OF SCHOOLS

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-DIRECTOR OF SPECIAL SERVICES

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IT ADMINISTRATOR

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SOCIAL EMOTIONAL LEARNING DIRECTOR

Marlene DeJesus
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ENGLISH LEARNER DIRECTOR

Rosa Rodriguez Pion
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AGAWAM HIGH SCHOOL

760 Cooper St.
Agawam, MA 01001

(413) 821-0530 – Main Office
(413) 821-0532 – Main Office
(413) 821-0527 – Counseling Center
(413) 821-0536 – FAX Main Office
(413) 789-0341 – FAX Counseling Center

School Hours: 7:20 a.m. – 1:50 p.m.

AGAWAM HIGH SCHOOL ADMINISTRATION

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Officer Taylor Hartmann
thartmann@agawamed.org

DISTRICT ATTENDANCE COORDINATOR
Barbara Wood (413) 523-0362
bwood@agawamed.org

DAILY BELL SCHEDULE

Bell Schedule: REGULAR (Mon & Fri)

Period	Start Time	End Time	Duration	
1	7:20 AM	8:12 AM	52	
2	8:16 AM	9:03 AM	47	
3	9:07 AM	9:54 AM	47	
4	9:58 AM	10:45 AM	47	
5	10:50 AM	12:08 PM	78	1st Lunch 10:50 - 11:15 2nd Lunch 11:16 - 11:41 3rd Lunch 11:43 - 12:08
6	12:12 PM	12:59 PM	47	
7	1:03 PM	1:50 PM	47	

Bell Schedule: Flex Block (Tues / Wed / Thurs)

Period	Start Time	End Time	Duration	
1	7:20 AM	8:03 AM	43	
2	8:07 AM	8:50 AM	43	
3	8:54 AM	9:37 AM	43	
4	9:41 AM	10:24 AM	43	
Flex	10:28 AM	10:58 AM	30	
5	11:00 AM	12:16 PM	76	1st Lunch 11:00 - 11:25 2nd Lunch 11:25 - 11:51 3rd Lunch 11:51-12:16
6	12:20 PM	1:03 PM	43	
7	1:07 PM	1:50 PM	43	

Bell Schedule: Two-Hour Delay

Period	Start Time	End Time	Duration	
1	9:20 AM	9:52 AM	32	
2	9:56 AM	10:24 AM	28	
3	10:28 AM	10:56 AM	28	
4	11:00 AM	11:28 AM	28	
5	11:32 AM	12:46 PM	74	1st Lunch 11:25-11:50 2nd Lunch 11:52-12:17 3rd Lunch 12:19-12:44
6	12:50 PM	1:18 PM	28	
7	1:22 PM	1:50 PM	28	

Bell Schedule: Early Release 1/2 day

Period	Start Time	End Time	Duration	
1	7:20 AM	7:50 AM	30	
2	7:54 AM	8:20 AM	26	
3	8:24 AM	8:50 AM	26	
4	8:54 AM	9:20 AM	26	
5	9:24 AM	9:50 AM	26	
6	9:54 AM	10:20 AM	26	
7	10:24 AM	10:50 AM	26	

What is Flex Block?

- Flex Block is academic time for intervention and support. It is student-driven, targeted, and academic.
- Most Mondays = "Mentor Mondays," when students will meet with an assigned staff member to determine their schedule for the rest of the week
- 30 minutes of flexible time Wednesday and Thursday offering extra help, intervention, support, engagement, and extra time.
- Flex Block is not a study hall or an advisory.

AGAWAM HIGH SCHOOL
SCHOOL SONG

Joyous and ever loyal
Let us root for Agawam High
Let every heart sing
Let every voice ring
There's no time to grieve or sigh
RAH, RAH
It's ever onward
Our Course pursuing
May defeat N'er our ardor cool
RAH, RAH
But united we will root for
Our old AGAWAM HIGH

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Policies in the Code of Conduct Handbook are subject to change by the Agawam School Committee.

I. GENERAL

ACADEMIC FREEDOM

The Agawam School Committee seeks to educate students in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the State.

File: IB

Legal Refs.: Constitution of the Commonwealth of Massachusetts

MASSACHUSETTS STATE REGULATIONS

CHAPTER 622 and Title IX Agawam Public Schools conform to the provisions of Chapter 622 of the Acts of 1971 and Title IX which provides that:

Each and every course of study offered should be open and available to students regardless of their race, sex, national origin, color, religion or sexual orientation.

The principal should regularly examine the system of access to each course of study, advantage and privilege provided within the school and should take any necessary affirmative action and adopt any necessary changes to insure that all obstacles to access for all students regardless of race, color, sex, religion, national origin, or sexual orientation no matter how subtle or unintended are removed. Special care should be taken when information or evidence indicates the absence or the markedly disproportionate participation of students of either sex or of any racial, national or religious group present in the school, in any course of study, advantage or privilege offered by or through the school.

The principal should inform students in a manner certain to reach all students, of the existence of the law (Chapter 622)/Title IX and their implications. The principal should inform them that all courses of study, extra-curricular activities, and services offered by the school are available without regard to race, sex, color, national origin, religion, or sexual orientation.

A local complaint procedure has been established and any such complaint should be addressed to: Chapter 622/Title IX District Coordinator; 1305 Springfield Street, Feeding Hills, MA 01030. Telephone (413) 821-0568

MISSION STATEMENT OF AGAWAM PUBLIC SCHOOLS

The Agawam Public School District, in partnership with the community, will provide a safe, personalized, and engaging learning experience where every student is supported and challenged.

AHS CORE VALUES

Respect, Responsibility, Integrity, Compassion, Achievement, Safety

PHILOSOPHY

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

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

EDUCATIONAL PHILOSOPHY OF THE AGAWAM SCHOOL COMMITTEE

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

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

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

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

ACCREDITATION STATEMENT

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

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

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

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

Individuals may also contact the Association:

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

EXPECTATIONS FOR STUDENT PERFORMANCE

Academic Expectations

Agawam High School students will be able to:

1. Listen and read for understanding.
2. Speak and write to communicate effectively.
3. Research information using appropriate methods.
4. Use critical thinking skills to solve problems.
5. Use technology competently.

Social and Civic Expectations

Agawam High School students will demonstrate:

1. Universal respect.
2. Integrity and honesty.
3. Compassion and understanding.
4. Behaviors that reflect accountability, reliability and trustworthiness.
5. Active citizenship in the community.

EXPECTATIONS FOR SCHOOL PERFORMANCE

Agawam High School will:

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

VOTER REGISTRATION AFFIDAVIT FORMS

Pursuant to Massachusetts General Laws Chapter 51, Section 42E, all public and vocational schools shall make available affidavit of voter registration forms at all locations where students may register for classes. Such locations shall be published along with the annual course listing for students or in some other school-wide publication. Every such school shall publicize the availability of such voter registration affidavit forms within the school.

MOMENT OF SILENCE AND STUDENT-SPONSORED PRAYER CLUB

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

II. ATTENDANCE

File: JE-2 (Revised 6/28/22)

ATTENDANCE POLICY GRADES 9 – 12

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

COMPULSORY ATTENDANCE AGES

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

Under law, the School Committee of each city must enforce the school attendance of all children of compulsory school age residing therein. File: JCA/JG-1 Legal Refs: M.G.L., c. 76, §1.

CHRONIC ABSENTEEISM

A student is considered chronically absent when they miss 10% or more of enrolled school days for any reason, including excused and unexcused absences.

The district shall monitor attendance data regularly to identify patterns of absenteeism and intervene early to support improved attendance outcomes. Chronic absenteeism may negatively impact:

- Academic achievement
- Course completion
- Credit attainment

- Graduation eligibility
- Social-emotional development
- Postsecondary readiness

ABSENCES

The following reasons are considered excused absences when appropriately documented:

- Medical appointment
- Court appearance or legal obligation
- Bereavement
- Religious observance
- School-Sponsored activities
- College-Visit (up to 3 days)
- Suspensions

Class cuts and truancy from school are considered absences.

Students who are absent from school may not participate in any school related activity without securing permission from an administrator. The Agawam Public Schools encourages open channels of communication between the home and school as the key to understanding and resolving problems that may occur regarding attendance. NOTE: Family trips/vacations are NOT excused absences.

Home Tutoring Due to Illness/Injury: Home tutoring is available for students who are absent for an extended period of time (more than 14 days consecutive or cumulative) due to a medically documented illness/injury. It is a service that does not replace the classroom experience but will provide students the opportunity to stay current with classroom instruction.

If it is evident that a student will be out of school for an extended period of time, parents or guardians should contact the student's guidance counselor.

DUTY OF PARENT – SCHOOL ATTENDANCE OF CHILD – PUNISHABLE TRUANCY

Unnecessary absence due either to a student's willful decision or a parent's inability or unwillingness to ensure attendance is a violation of law and district policy. Parents who support or enable a chronic pattern of unnecessary absences for children under the age of 16 may be subject to agency or court action. The Assistant Superintendent or designee may file a report with the Department of Children and Families for educational neglect and/or file a "Failure to Cause" at Springfield Juvenile Court on said parent or guardian. Chronic truancy and excessive absenteeism may also result in the Attendance Officer filing a "Child Requiring Assistance" (CRA) or 51A petition with the Springfield Juvenile Court.

ABSENCES FOR STUDENTS OVER 18 YEARS OLD

For purposes of any procedure for verification of absences from school, a student 18 years of age or over, with respect to his/her own absences from school, shall have all the responsibilities and powers, which in the case of a minor, would be charged to the parent or guardian. Form "M" from the Agawam High School Code of Conduct Student Handbook must be completed by the parent/guardian to allow the 18-year-old student to be responsible for his/her own verification of absences.

ARRIVAL OF STUDENTS

Agawam High School students are encouraged to arrive reasonably close to the start of the school day as direct supervision is not available. Students entering Agawam High School after 6:50 a.m. must remain in the designated waiting area, which is the AHS cafeteria, until 7:05.

Students are not allowed to leave school grounds after arrival to school without permission. This includes gathering at the public library.

As classes begin promptly at 7:20, students are expected to arrive with sufficient time to report to their first period class prepared and on time.

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

TARDIES

Teacher attendance will be taken at 7:20, the start of first period. Students arriving up to 7:30 must check into the main office.

Progressive interventions may be utilized for repeated tardiness, including:

- Student/Administrator conferences
- Parent/guardian communication
- Restorative conversations
- Problem-solving/Barrier meetings
- Attendance Reflections
- Impact on participation of school based activity periods, after school curricular activities, and parking privileges.
- After school detention

If a student enters class with a legitimate pass from a school official – administrator, teacher, nurse, guidance counselor, or adjustment counselor – the student will not be considered tardy. If a student is tardy to class without a pass, the teacher must accept the student and follow discipline outlined in the Code of Conduct Student Handbook. A student tardy for more than half of a class period may be considered absent for that class period.

DISMISSALS

All dismissals must be authorized by a parent or guardian. Documentation must be presented to verify the need for an excused dismissal.

Those without a license must be picked up by a parent or guardian. Even if you are eighteen, dismissals will only be granted for an emergency or for those matters that cannot be taken care of after school hours. Every attempt should be made to schedule appointments after school hours.

In the event of illness, report to the nurse for a dismissal slip, and then bring the dismissal slip to the office so the dismissal will be recorded. If the nurse is not in the building, permission must be obtained in the office. For illness, a student may not leave school without permission; to do so is considered truancy. Telephone dismissals will be allowed only in emergency situations and an administrator must approve a dismissal in an exceptional circumstance.

File: JH

DOCUMENTATION FOR EXCUSING ATTENDANCE

The following documentation will be required to excuse an absence, dismissal, or tardy. Failure to provide documentation will result in an unexcused absence, dismissal, or tardy.

- Medical appointment
- Driver's license or learner's permit
- Court appearance
- Bereavement
- Scholarship or college interview
- Nurse dismissal pass

CREDIT/PROMOTION IMPLICATIONS

When a student's unexcused absences exceed 8 days in a semester course or 16 days in a full-year course, the school may deny credit for that course. Students will receive the grade that they earned in a course for which credit is denied due to nonattendance. Students, with administrative permission, may arrange to makeup the loss of seat time, outside their normal school day, using district approved resources.

STUDENT ABSENCE NOTIFICATION PROGRAM

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

CREDIT DENIAL APPEALS PROCESS

- a. When a decision to deny credit is made, the school will notify the parent or guardian of the intended action.
- b. The parent/guardian and the student will have the right to appeal the denial of credit only for the reasons listed above. The student and parent must write a letter requesting a review of the circumstances and the restoration of

credit to the Assistant Superintendent or designee. All letters must be received within 10 calendar days from the date of notification of loss of credit. At this point, the parent and the student will have the opportunity to provide documentation related to absences or explain extraordinary circumstances.

REVIEW/APPEAL

In cases where a student in grade 9 through 12 receives no credit or is not promoted as directed by this policy, or whenever a student's total number of school absences exceeds 20 cumulative days in any school year, an automatic review will occur at the school level. A response by the Principal or his/her designee will be made in writing by the last day of school in June. The student or parent(s)/legal guardian(s) may appeal the decision on the school review level to the Superintendent of Schools. The appeal must be submitted in writing within ten (10) days of receipt of the review decision. The decision of the Superintendent of Schools is final and cannot be appealed to the School Committee.

Students whose absences exceed fifteen (15) consecutive or twenty (20) cumulative days shall receive written notice that they will be administratively withdrawn from the Agawam Public Schools on the twentieth (20th) consecutive or twenty-fifth (25th) cumulative day of nonattendance. This notice shall include a statement of their rights under state and federal law and be copied to the Department of Special Services. For students with disabilities, a Team Meeting invitation shall accompany this notice.

DROPOUT PREVENTION

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, who has been absent from school for ten (10) consecutive days of unexcused absence, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall 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 fourteen (14) days.

The Superintendent or designee may proceed with any interview without parent/guardian present, provided the Superintendent had 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.

MCKINNEY – VENTO HOMELESS EDUCATION ASSISTANCE ACT

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

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

Your child has the right to:

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

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

CHAPTER 76, SECTION 18

Notice required prior to student's withdrawal.

No student, under the age of sixteen years, shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for a meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.

The superintendent of every city, town, or regional school district shall annually report to the Department of Education the number of students sixteen years of age or older who have permanently left school, the reasons for such leaving, and any alternative educational or other placement which each such student has taken.

The provisions of this section shall not apply to a student who has completed the regular course of education, or apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education. Added by St.1973, c.375; amended by St.1973, c.915.

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ADMISSION

Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or diversion to an appropriate alternative program:

- Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;
- Failure to meet the requirements of age, by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the school committee as provided in Massachusetts General Laws;
- Having been expelled during the same school year from this district or any district in the Commonwealth;
- Not being a resident of the District and the District has opted not to participate in the School Choice Law;
- Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

Legal Refs.: M.G.L. 71:37h; 76:12; 76:12A; 76:12B
603 cm 26:00

ADMISSION OF TRANSFER STUDENTS

A student may withdraw from a Commonwealth charter school at any time and enroll in the school district in which said student resides. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the school district will consult with the student's charter school regarding placement and eligibility for graduation and enroll the student at the grade level the school district determines appropriate.

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

SOURCE: Massachusetts Department of Elementary and Secondary Education

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

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

File: JFABC

SOURCE: MASC

LEGAL REFS: Chapter 12, Section 11 of the Acts of 2010

STUDENT WITHDRAWAL FROM SCHOOL

Every effort will be made to encourage potential dropouts to remain in school. Guidance counselors and school administrators will develop programs to encourage students to remain in school.

An annual report will be submitted to the School Committee by June 30 regarding numbers and reasons for dropouts. File: JFC Legal Ref.: Chapter 766:207.1

Means of Implementation

1. When a student eighteen years of age has made known his/her intention to withdraw from school, the student will be referred to the school counselor for an exit interview to determine further evaluation and guidance.
2. Guidance counselors and school administrators will use a developing program for the potential dropout.
File: JFC-R

III. SAFETY

SECURITY CAMERAS, DRONES & OTHER SURVEILLANCE EQUIPMENT IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans. School facilities and their contents constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately. In pursuit of this objective, the School Committee authorizes the use of security cameras, drones, & other surveillance equipment in school district buildings and on its property to ensure the health, welfare, and safety of all students, staff, and visitors; to deter theft, vandalism, and other negative behavior; to safeguard district buildings, grounds, and equipment; and to monitor unauthorized individuals in or on school property. Security cameras, drones, & other surveillance equipment may be used in locations deemed appropriate by the Superintendent of Schools in consultation with school officials, as well as with local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings, where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras, drones, & other surveillance equipment have been installed and may be used at any time. Students or staff identified on security cameras, drones, or other surveillance equipment in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal, and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras, drones, & other surveillance shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security systems after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

SOURCE: MASC
ADOPTED: August 2015
REVISED: June 2017

Agawam School Committee 2017

Approved by the School Committee on June 27, 2017 by a vote of 5-2 absent.

File: ECAF

DIRECTORY INFORMATION NOTICE

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

- | | |
|---|---|
| 1. Name | 7. Weight and height of members of athletic teams |
| 2. Address | 8. Dates of attendance |
| 3. Telephone number | 9. Degrees, honors and awards received |
| 4. Date and place of birth | 10. Post-high school plans of the student |
| 5. Major field of study | 11. Likeness of student |
| 6. Participation in officially recognized activities and sports | |

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

Any parent or student opposing release of this information to military recruiters and/or refusing to have any and all of the designated directory information disclosed, must file written notification to this effect with the principal on or before the 15th day of each September via the Google form provided at the beginning of the school year. Unless Agawam receives documentation of a parent's refusal by September 15th, Agawam will release the requested information to military recruiters.

PARENT OBSERVATIONS IN CLASSROOMS

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

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

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

Refer to "Section XII. Special Education" for Observation of Special Education Programs.

CONFIDENTIALITY STATEMENT

Parent observers in classrooms are required by Massachusetts state law to maintain confidentiality regarding all information about students in the class. As an observer you will have an opportunity to see the students in a variety of interactions. Parents will be

asked to sign a confidentiality statement prior to observing classes in session. Guests other than those with permission from and authorized by Agawam High School administration are prohibited from entering the building and classrooms.

File: KI

REPORTING REQUIREMENTS

c. 71 § 371 states that:

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

SAFETY TO AND FROM SCHOOL

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

SCHOOL BUS SAFETY PROGRAM

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

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. Classroom instruction on school bus safety will be provided.
5. Written summary reports of accidents from the administration will be forwarded to all School Committee members within a reasonable period of time.
6. Remain in your seat while the bus is moving. Students are not to change seats while the bus is in motion. Conditions may require specific seating arrangements. These arrangements are to be made by the driver and/or the principal only.
7. Leave and enter the bus only at the front entrance door except in the case of emergency. Emergency exit drills will be conducted during the school year to acquaint children with the methods of exit in emergencies.
8. Shouting or excessive loud talking is prohibited.
9. Undesirable remarks that stir up adverse behavior directed to the driver or other students are not allowed.
10. Horseplay is not permitted. Students are not to yell, motion or discharge any objects that will distract or prove offensive to the driver or other motorists and/or pedestrians.
11. EATING (including beverages) and SMOKING are NOT PERMITTED on school buses.
12. Packages other than school materials will not be transported at any time.
13. Students are to remain seated at discharge points until the school bus has come to a complete stop. Leave quickly and orderly, one at a time.
14. Students must follow instructions given by the bus driver.
15. Damage to busses will not be tolerated. Students are responsible for damage to their seat and area during their trip. Any damage should be reported immediately to the driver.
16. Students entitled to transportation may ride only the bus assigned to and from school.
17. The Agawam School Committee reserves the right to refuse to transport any student who fails to observe rules and regulations or exhibits unacceptable conduct.

Reporting Misconduct and Disciplinary Procedures

1. Forms will be issued to each school bus driver. The forms will be provided by the school department to the school bus contractor.
2. When serious misbehavior occurs, the driver will complete the form in triplicate. It will then be turned in to the contractor or his/her representative who will review it and obtain any additional information required.
3. The contractor will send the form to the proper principal.
4. The principal or assistant principal will interview the child and complete the form and notify parents, if necessary.

5. The form will then be returned to the contractor for distribution to the driver.
6. The school messenger will be utilized to expedite the flow of forms. He/she will make a regular stop to pick up and return forms.
7. In cases of urgency or extreme behavioral problems and at the request of the contractor, the child may be suspended from riding privileges prior to a complete investigation. Such action may be accomplished by the principal or the Director of Finance/Human Resources who retain one copy.
8. All three copies of the form shall be forwarded to the principal. He/she shall return one copy to the contractor, send one copy to the Director of Finance/Human Resources, and retain one copy.
9. Recognizing that speed is necessary to this process, all forms turned in one day will be completed by the principal no later than the next day. The contractor will be notified immediately when a child's riding privilege is withdrawn.

DISCIPLINARY MEASURES

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

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

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

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons:

- Traffic conditions
- Queuing at a school for the purpose of picking up or discharging students
- Turbo-charged diesel engine cool down or warm up
- Maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed 3 minutes in any 15 minutes or 1 minute in any 15 minute period for other motor vehicles
- For circumstances involving safety or emergencies and for servicing or repairing motor vehicles
- These exceptions are more completely described in the below referenced regulations

The term "school grounds" shall mean in, on, or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions, which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility, or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Agawam School District has determined that alternative locations block traffic, impair student safety, or are not cost effective.

The Agawam School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

**NO IDLING
PENALTIES OF \$100 FOR FIRST OFFENSE AND \$500
FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90 § 16B AND 540 CMR 27.00**

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Agawam School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90 § 16B and 540 CMR 27.00. The law prohibitions contained in M.G.L. c. 90§ 16B shall be enforced by state or local law enforcement agencies.

File: EEAJ

LEGAL REF.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

CORPORAL PUNISHMENT

State law provides that:

The power of the School Committee or of any teacher or other employee or agent of the committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student. File: JKA Legal Ref.: M.G.L. 71:37G

FIRE DRILLS

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

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

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

File: EBCB

Legal Ref.: Massachusetts Department of Safety Regulations,
Chapter 148, Sec. G-L, #16

EMERGENCY EVACUATION / ALICE

Due to the recommendations of the Massachusetts Department of Education, the Agawam Public Schools System follows protocol from the ALICE program for Active Shooter Response Training. To ensure that students and staff realize the importance of preparing for an emergency, all employees and students shall be instructed in regard to their conduct during ALICE drills. Personnel shall conform to these procedures in the event of an emergency situation:

- The Principal shall formulate a plan for the protection and evacuation of all persons in the event of an emergency situation which shall include alternate means of egress for all persons.
- The Principal shall see that each class instructor or supervisor receives proper instructions in ALICE procedures for the room or area in which that person carries out his/her duties before assuming such duties.
- Students shall be advised of the ALICE procedures and shall take part in drills in conjunction with the Police Department periodically throughout the school year. Further, an up-to-date list of students with disabilities shall be maintained, and the responsibility for their evacuation will be assigned to specific school personnel.

LOCKERS/DESKS/COMPUTERS – SEARCHES OF STUDENTS

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

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

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

CIVIL RIGHTS AND SAFETY POLICY

It is the policy of the Agawam Public Schools to provide a safe and secure learning environment for all students without distinction based on race, religion, ethnicity, citizenship, disability, gender, gender identity, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator, or other school personnel.

Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies. Schools will act to investigate all complaints, either formal or informal, verbal or written, of sexual or bias-related harassment or violation of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel found to have violated this policy. The Agawam Public Schools are committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. All suspected incidents shall be reported to the Director of Curriculum & Instruction and 504 Coordinator.

CONFIDENTIALITY

Any action taken by the Agawam Public Schools in the application of this Disciplinary Policy will be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the student's parent(s)/legal guardian(s) and the student, if he or she is sixteen (16) or older, is prohibited except as allowed by law.

IV. MEDIA POLICY

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

Administrative Implementation Procedures:

1. Negatives, photographs, videotape or film and the soundtrack thereof produced by the school district shall be its exclusive property unless other prior written agreements are made.
2. The building principals must approve all photographing, videotaping, and filming in advance for their school.
3. The student Code of Conduct book shall state that permission is granted for filming, taping, photographing, and videotaping – unless the parent notifies the school and denies permission. A student list of "denied media access by parents" will be kept at each school. Lists will be checked prior to any media release.
4. Films/videotapes/photographs of school district productions or events shall not be duplicated, distributed, or sold without prior consent of the building principal.

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

COMPUTER SERVICES

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

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

Agawam Public School District shall:

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

Acceptable use of the Network:

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

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

- Sending, receiving, displaying, or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials.
- Any attempt to harm or destroy data of another user, the Network, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
- Any attempt to sell or offer for sale any goods or services or controlled substances or drugs that could be construed as a commercial enterprise.
- Redistribution of a copyrighted program or copyrighted material without the express written permission of the owner or authorized person or as provided by the fair use exception. This includes uploading and downloading of materials.

- Revealing personal information of others or themselves, such as home address, phone number, etc.
- Logging-onto the system using another's account.
- Leaving an account unlocked or unattended.
- Trying to circumvent the district's content filter or proxy.
- Attempting to access the district network with a non-district device.

Agawam Public School District rights and responsibilities:

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

APPROPRIATE USE OF SCHOOL DISTRICT'S DEVICE BY STUDENTS

As an Agawam Public Schools student, I recognize and understand that the school district's devices are to be used for school work only. I also understand that it is my responsibility to take proper care of any device in my possession and agree to abide by the following:

Guidelines:

- I will comply with school committee policies related to the acceptable use of technology while using a device during school hours and after school hours.
- Consequences of inappropriate use will be determined by the building principal.
- Devices will not be used for social media or games that are not part of the Agawam Public Schools curriculum.
- A police report shall be filed if this device is stolen. The building principal and IT Department shall also be notified of the theft.
- I will be responsible for any loss or damage to the device at the replacement cost.
- I will keep the device with me or in a secured, locked location.
- I will be the sole user of the assigned device and will not share it with anyone else without permission from the teacher and/or principal.
- I will charge the device daily and bring it to school fully charged.
- I will restrict taking my device into areas that are designated as high-traffic areas to minimize the chance of damage such as cafeterias, playgrounds, and gymnasiums.
- I will not place food or drink near the mobile device.
- I will use the protective cover or case provided with the device to ensure its safety.
- I will not attempt to repair or take apart the device if it breaks. Rather, I will report the damage to the teacher who shall contact the building principal or IT Department.
- If a camera is provided with the device, I will use it for educational purposes only.
- The district will load apps or software required for instruction on the device. The district will not be responsible for any other apps or software loaded by staff. Once the device is returned to the district, any apps or software loaded by staff will not be reimbursed.
- Staff purchases of apps or software shall be approved by the principal or IT Director.
- If the device requires backup or syncing, I will contact my teacher.
- I will keep the internet content filter in place and will not attempt to override its filtering of appropriate content.
- I will not place decorations of any type on this device such as stickers or markers.
- I understand that this device is the property of the Agawam Public Schools and is subject to inspection at any time without notice.
- I agree to return the device in good working condition with all associated cords and peripherals. Devices are required to be returned to the teacher at the designated inventory time at the end of the school year or upon request.
- The principal or IT Director must approve that a device can be taken home for use. There will be limited support for devices at home.

File: IJNDC-R1

Approved by School Committee on May 13, 2014 by a vote of 7 - 0

EMPOWERED DIGITAL USE POLICY

Purpose

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

Availability

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

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

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

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

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

SOURCE: MASC

ADOPTED: August 2015

Approved by the School Committee on April 26, 2016, by a vote of 7 – 0.

File: IJNDC

File: IJNDE

STUDENT DEVICE POLICY

No device will be distributed to students who do not sign the *Student Pledge- Technology Acceptance Form*.

Device Return and Fines: Individual school devices and accessories must be returned to the school in which the student is enrolled at the end of each school year. Students who withdraw, are suspended or expelled, or terminate enrollment within the Agawam Public Schools for any other reason must return their individual school device on the date of termination.

Students will be responsible for any damage to the device and must return the device and accessories to the school in satisfactory condition at the end of the school year.

- The total cost of replacing a damaged, destroyed, or lost device is \$200.
- The cost to replace a broken screen is \$75.
- The cost to replace a broken/lost charger is \$15.

Device Repairs: All repairs will be coordinated through the school IT department. The device will be returned to the school along with a payment request of the associated repair cost.

Loaner devices (if available) may be issued to students if their device needs to be sent out for repair.

Families with Financial Concerns: Those families who are eligible for Free or Reduced Lunch should contact the school's main office. Arrangements could be made for those eligible families to reduce the financial requirements.

Taking Care of Your Device: Students are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken to the school's library media center for an evaluation of the equipment.

The device is school property and all users will follow the Acceptable Use Policy for technology within the Agawam Public Schools. Only use a clean, soft cloth to clean the screen, no cleansers of any type. Cords and cables must be inserted carefully into the device to prevent damage. Devices must remain free of any writing, drawing, stickers, or labels that are not the property of the Agawam Public Schools. Devices must never be left in an unlocked locker, unlocked car, or any unsupervised area. Students are responsible for keeping their device's battery charged for school each day.

Screen Care:

- The device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Do not place anything near the device that could put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth
- Never use any cleanser on the screen

Using Your Device in School: Devices are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, calendars and schedules may be accessed using the device. Students must be responsible for bringing their devices to all classes, unless specifically instructed not to do so by their teacher

Devices Left at Home: If students leave their device at home, they are responsible for getting the course work completed as if they had their device.

Charging Your Device's Battery: Devices must be brought to school each day in a fully charged condition. Students need to charge their devices each evening by plugging them into an electrical wall outlet only. Do not charge the devices from a computer port.

Screen Savers/Background Photos: Inappropriate media may not be used as a screensaver or background photo. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang-related symbols or pictures will result in disciplinary actions. .

Student Responsibilities Are To:

- Use computers/devices in a responsible and ethical manner.
- Obey general school rules concerning behavior and communication that applies to device/computer use.
- Use all technology resources in an appropriate manner so as to not damage school equipment.
- Turn off and secure their device after they are done working to protect their work and information.
- Return their device to the school at the end of each school year. Students who withdraw, are suspended or expelled, or terminate enrollment for any other reason must return their individual school device on the date of termination.
- Backup your device data by using Google Drive.

Student Activities Strictly Prohibited:

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing School Committee policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials. Internet/Computer Games not being used for instructional purposes.
- Spamming - Sending mass or inappropriate emails.
- Gaining access to other student's accounts, files, and/or data.
- Exchanging devices and/or switching device identification labels to conceal fault or damage.
- Use of the school's Internet for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications.
- Taking unauthorized photographs of other students or staff.
- Students are not allowed to give out personal information, for any reason, over the Internet.
- Participation in credit card fraud, electronic forgery, or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software, or data including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.

- Transmission or accessing materials that are obscene, offensive, threatening, or otherwise intended to harass or demean recipients.
- Bypassing the Agawam Public Schools' web filter through a web proxy or VPN.

Device Care:

- Students will be held responsible for maintaining their individual devices and keeping them in good working order.
- Device batteries must be charged and ready for school each day. Charge them only by plugging the device into an electrical wall outlet.
- Only labels or stickers approved by the Agawam Public Schools may be applied to the computer.
- Devices that malfunction or are damaged must be reported to the school's Media Center. Devices that have been damaged from student misuse, neglect, or are accidentally damaged will be repaired with cost being borne by the student/parent. Students will be responsible for the entire cost of repairs to devices that are damaged intentionally.
- Devices that are stolen must be reported immediately to the Principal's office and the Police Department.

Storing Your Device: Nothing should be placed on top of the device. Students are encouraged to take their devices home every day after school, regardless of whether or not they are needed. Devices should not be stored in a student's vehicle at school or at home. If a student needs a secure place to store their device, they may check it in for storage with the main office in their school.

Student Email: Electronic communication between students and teachers (email) is a very efficient way to manage class communication and to share files electronically. For these reasons, the district provides each student with their own @agawamed.org e-mail account.

Students will have the added benefit of Google Drive, which allows them to store files on the Google cloud instead of locally on the device. Storing files on Google Drive allows the student to have access from any browser on any computer. This eliminates the concern of data loss because of a broken or lost device.

Consequences of Violations: Any violation of the district technology policies may result in detentions, suspensions, denial of student privileges, and/or monetary fines.

Device Applications: Only school appropriate apps should be installed. NO GAMES, SOCIAL NETWORKING APPS, STREAMING VIDEO APPS, ETC. are to be installed unless a teacher approves them.

VI. PARENTAL INVOLVEMENT AND SUPPORT

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

All Agawam Schools schedule a Back to School Night early in the school year. Conferences will be held twice yearly. Parents seeking more information can consult with their child's teacher by requesting additional conferences.

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

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

- Parent Teacher Student Organization (PTSO)
- School Council
- School Volunteers
-

VII. STUDENT/SCHOOL INFO

POWER SCHOOL

Each parent/guardian will need to create an account in PowerSchool, APS student information system. You can use the following **guide** to create your parent account.

Students and parents can log in and see the grades/progress that have been posted. This feature allows for better communication between teachers and parents as well as a convenient way to check on a student's progress in any given class. Concerns or questions please contact your student's teacher and/or guidance counselor.

How to Create Your PowerSchool Account

1. Go to <http://agawamsd.powerschool.com/public> on your internet connected device.
2. Click the tab "Create Account"
3. Click the button "Create Account"
4. Enter your parent/guardian information. Each account must have a unique email address and username
5. Create a password of your choosing. We highly recommend you keep this password private and different from other passwords you may use online.
6. To link your parent account with your student(s) you must have an Access ID and Access Password for each student. This information is only needed once to link your account with your student.
 - a. Your Access ID is your student's last name (up to the first 9 characters). For example, if your student's name is Clark Kent, your Access ID will be Kent. If your student's name is Max Eisenhardt, your Access ID will be Eisenhard.
 - b. Your Access Password will be your student's birth date. For example, if your student's birthdate is August 19, 2013, the Access Password will be 8192013.
7. You will also add your relationship to the student.
8. Make sure you have taken note of your username and password for future access. Then click "Enter" at the bottom of the page.
9. A verification email will be sent to the email address used to create your account. Please click this link to activate your account.

After completing these steps your account will be created and linked with your student(s). Information about access schedules, grades, and other features will be sent by your school principals at a later date.

SCHOOL CHOICE

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

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

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

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

SCHOOL LUNCHES

The Agawam School System will operate a school lunch program in each school under the supervision of a supervisor of food services. Students will be permitted to bring their lunches from home and to purchase beverages and incidental items. Each student is entitled to one free breakfast and one free lunch each day. Second meals at the Junior and Senior High are an additional cost.

- Students must purchase complete lunches.
- Students are responsible for keeping their area clean.
- All food must be consumed in the cafeteria.

Food deliveries from outside parties/vendors are not allowed.

PHYSICAL EDUCATION

Physical Education is mandated per state regulations at all levels K - 12. It will be clearly understood that in all cases (except medical excuses and special programs) at the high school a student must take and pass 2 credits of physical education/health during his/her four years in order to graduate. If a student at the high school fails physical education, arrangements must be made with his/her guidance counselor to make up the deficiency and meet the requirement for graduation.

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

It is important that the students do not bring valuables (money, jewelry, etc.) to the locker room. Valuables must be locked in a locker or in the physical education teachers' office.

Jewelry in Physical Education

The wearing of jewelry in physical education classes creates a potential safety hazard.

To ensure the safety of all students, the School Committee prohibits the wearing of jewelry in physical education classes for grades K – 12.

Schools follow recommendations by the National Federation of High Schools (NFHS).

A medical alert must be taped and may be visible.

Individual situations may be reviewed by the Physical Education staff and administration.

SOURCE: MASC

REF.: SCR-97-14

Agawam Public Schools (Revised March 28, 2023)

Approved by School Committee on June 14, 2004 by a vote of 7 – 0

Revised on March 28, 2023, by a vote of 7 - 0.

File: JICB

STUDENT PHOTOGRAPHS

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

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

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

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building principal. File: JRD

FIELD TRIPS AND EXCURSIONS

The Agawam School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program curriculum. Field trips should have an educational value, focus, and augment the learning of students would normally engage in while in the school building.

Specific guidelines, timelines, procedures, and protocols have been developed and must be followed as part of the screening, approval, and evaluation of field trips to ensure all reasonable steps are taken for the safety of all participants. Said guidelines and timelines must be adhered to and approved by the administration before any field trip takes place. Failure to complete all field trip requirements will result in not having the event approved.

The attached checklist IJOA-E and paperwork must be completed and submitted to the building administrator for approval. Additionally, the requesting teacher must verify and arrange transportation with an approved transportation agency. The school nurse must be provided a list of names of students 30 days in advance, and all medical forms must be completed in order to determine medical needs for students attending the field trip. If a nurse is required to attend the field trip, the requesting teacher must make

arrangements to obtain a licensed nurse. If the field trip is crossing into another state, that nurse must have licensure for that state. All costs must be factored into the field trip proposal. Students cannot be denied access to field trips due to hardship reasons.

Agawam Public Schools 2023

File: IJOA

STUDENT FUND RAISING ACTIVITIES

In general, the School Committee disapproves of fund-raising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items.

Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.
2. Sale of advertising space in school publications.
3. A fund-raising activity approved by the principal with prior notification in writing to the Superintendent.
4. Proposals to raise funds for charitable purposes or for the benefit of the school or community (for example: United Way or scholarship funds) provided such proposals have been individually approved by the building principal and Superintendent.

No money collections of any kind may be held in the schools without the specific consent of the building principal with prior notification in writing to the Superintendent.

CELL PHONES AND PORTABLE COMMUNICATION DEVICES

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

1. Employees

- a. Employees of Agawam Public Schools are granted permission to possess and use cell phones and PCDs in the official job capacity consistent with their job description.
- b. Employees who possess and use cell phones and PCDs in their official job functions will be provided a cell phone owned by the Agawam Public Schools. The use of these units is for school business only. Any personal calls may be charged against the employee if the call causes a financial charge to the district.
- c. Designated employees who are issued school-owned cell phones should keep their phones on and charged during the school day and while conducting school business/events.
- d. 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.
- e. Administrators are required to have a school-issued cell phone on throughout school hours and events.
- f. The School Committee may review employee phone call records and charges for any school-owned cell phone or PCD at any time.
- g. Employees who violate this policy will be subject to disciplinary actions by the Superintendent.

2. Students

- a. Students may possess and carry cell phones; however, these units must be **turned off and not visible** during class to ensure that disruption and interference of the instructional and academic climate of the school do not occur.
- b. Students may not use or operate cell phones during classroom instruction.
- c. The school administration may, in its sole discretion, grant exceptions for cell phone use based upon critical need and appropriate documentation.
- d. Students may use their cell and before and/or after school, during passing time, and at lunch.
- e. Listening devices, such as earbuds/headphones, may be used by K-12 students for instructional purposes with permission.
- f. Using cell phones to video tape or take pictures of incidents such as fights in school and sharing them on social media, etc. is prohibited and is subject to disciplinary action.

- g. Students are responsible for the security of their cell phones, and Agawam Public Schools is not responsible for loss or damage to them.
- h. Students who violate this policy will have their cell phones confiscated and may face disciplinary actions by the administration. Parents may pick up confiscated items.
- i. Agawam Public Schools will not be liable for any property not picked up by parents within 48 hours of notification.

File: EGA

Agawam Public School 2022

MISSING TEXTBOOKS/CALCULATOR

Students are responsible for their assigned books/calculators. Students are reminded to buy school locks (\$5) for their school locker and their physical education locker. If a student's book is misplaced/damaged/stolen, it is the sole responsibility of the student to replace or pay for said book/calculator before another one is issued. In the past, students have purchased replacement books online for a reduced price.

LOST AND FOUND ARTICLES

Articles found in the building or anywhere in the vicinity, which apparently have been lost, should be taken to the designated lost and found area located in the cafeteria. Valuables should be taken to the Main Office.

DANCES

Dances start at 7:30 p.m. and end at 10:30 p.m. The following regulations should be clearly understood by all members of the student body since they will be rigidly enforced:

1. Dances are for Agawam Public School students only.
2. All school rules in the Code of Conduct will be enforced.
3. If a student leaves the building during the evening, said student WILL NOT be allowed to re-enter.
4. High school students will park their cars in the parking lot and will not loiter in cars or anyplace outside.
5. The total number of students must not exceed fire code.

DECLASSIFICATION / PROM

If a student is declassified from 11th grade to 10th and will graduate in the year intended, that student will be allowed to participate in all Junior Class activities.

ID's/PASSES

Student ID's are mandatory and must be in their possession at all times. ID's are a necessary component throughout the day and must be used for the purpose of purchasing lunch. If a student needs a locker, lavatory, or nurse pass, the teacher will give authorization. Students are expected not to abuse the pass privilege. Misuse of a pass and forgery of a pass are serious offenses and will subject the student to a suspension. No phone passes will be issued during a class period. If a student must make a phone call, the teacher will send the student to the Main Office.

STUDENT DELIVERIES

Parents may drop off necessary educational items for students in the office; **however, money will not be accepted.**

The delivery of flowers/gifts/ take-out food (i.e. GrubHub, DoorDash, etc.) is prohibited. Food service delivery will NOT be accepted and will be confiscated.

CLASS DUES

Traditionally, students have been expected to pay class dues to help defray costs of various class activities which are vital to maintaining a good school experience.

Class dues are established and collected by the advisors of each class. Administration plays no part in the setting of/or collection of the dues fee. A student may not be allowed to attend a class-sponsored event if his/her class dues are not paid.

Class of 2027: Ms. Della Bella & Mrs. Violette

Class of 2028: Mr. Olson & Mr. Scannapieco

Class of 2029: Mr. Boucher & Ms. Thomson

Class of 2030:

Class of	1 st Year	2 nd Year	3 rd Year	4 th Year
2027 (SR)	\$25	\$25	\$40	\$40
2028 (JR)	\$25	\$25	\$40	\$40
2029 (SO)	\$40	\$40	\$40	\$40
2030 (FR)	\$40	\$40	\$40	\$40

The following are typical expenditures the classes pay for from their treasuries:

Senior class gift	Reduced cost of prom
Free yearbook for seniors (if ordered by deadline date)	Reduced cost of kid party
Reduced cost of senior picnic	

HOMEWORK POLICY

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

AFTER SCHOOL/TEACHER ASSISTANCE

A student may remain in the building after dismissal only if given special permission or if requested to do so. A student must be under the supervision of a teacher at all times, all school rules being in effect. If a student is asked to stay but has a prior commitment, it must be cleared before being excused from said detention. A student's first obligation is to the school and a part-time job is not justification for being excused from reporting.

Teachers will be available after school for additional individual help as follows:

- Monday None
- Tuesday Business Instructional Technology and Career Ed., Math, Physical Education, Health and Family Consumer Science
- Wednesday History, World Language, and Visual & Performing Arts
- Thursday Science, English, Technical Education, and Library Media Center

Free Peer to Peer tutoring is offered at Agawam High School each Tuesday and Thursday. Students may contact their school counselor for details.

STUDENT PUBLICATIONS

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

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

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

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

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

Distribution of Literature

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

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

File: JICE

Legal Ref.: M.G.L. 71:82

CLASSROOM EXPECTATIONS

At Agawam High School classroom expectations are articulated and are presented to all students in written form from each individual teacher. Parents should review these classroom expectations from each of their son's/daughter's teachers. Students are to promptly return forms to their teachers signed by both student and their parent/guardian.

HALLS

Students are expected to pass in the hallways in an orderly fashion. There will be no running or profanity in the halls. Loitering should be avoided because it leads to tardiness. Excessive displays of affection in the halls or in the classrooms are considered inappropriate behavior.

VANDALISM

All persons are urged by the Agawam School Committee to report any incidents of vandalism to school property and the name(s) of the person(s) believed to be responsible. The Superintendent will report to the police any incidents of vandalism.

The Superintendent or designee will obtain an estimate of the cost of needed repairs or replacement when appropriate. The Committee will make full effort to collect payment for damages caused by vandalism.

The Superintendent is authorized to sign a criminal complaint and to press charges against vandals. File: ECAC

STUDENT DRESS CODE

Agawam Public Schools strives to provide an environment focused on instruction and learning. Appropriate student dress has a positive impact on student learning, student behavior, and the overall educational environment.

All students are required to be dressed in a manner that does not interfere with the health, safety, and welfare of themselves or other students. Students' dress should be appropriate for a working environment and conducive to learning as interpreted by the school building administration.

File: JICA

MEDIATION / PEER MEDIATORS

Mediation is a process that is implemented within the Agawam Public Schools to resolve conflicts, thus creating an atmosphere conducive to learning. It is an option that would precede and eliminate the need to take disciplinary action. Mediation does not circumvent the discipline code, but assist in solving problems before they escalate. Mediation may be used after a suspension to assist a student's reentry to school.

Peer mediators are available during the school day to mediate conflicts or disputes that occur in the high school between students.

VIII. LIBRARY

Access, Resources and Areas:

Visit Agawam High School Library website at Agawamed.org/o/ahs to explore the vast resources and support available to students.

IX. LOCKERS

The lockers are school property and are provided only for the convenience of the pupil and are in no way to be considered the pupil's personal property. You may be issued a locker during participation of Physical Education for the storage of clothing and personal belongings during class, not for the storage of valuables.

The administrative staff has the right to open and inspect the contents of lockers at any time.

Remember to empty your locker before you leave for the summer.

FOR SECURITY – DO NOT SHARE YOUR LOCKER WITH ANYONE.

DO NOT SHARE YOUR LOCKER COMBINATION WITH ANYONE.

X. THE COUNSELING SERVICES CENTER

Visit AHS Counseling website at agawamed.org/o/ahs/page/counseling

COUNSELOR’S MISSION STATEMENT

Counselors work together in partnership with the community to promote the development of each student’s academic, social/emotional, and career potential. Through a comprehensive counseling program, counselors assist all students in realizing their abilities, interests, and goals as they transition through the educational process to become successful members of society and life-long learners.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM – *An overview*

The Massachusetts Model for Comprehensive School Counseling Programs is designed to respond to the developmental needs of all students and ensure that every student has the necessary knowledge and skills for school and future success.

The school counseling program works with all students through classroom activities and structured group experiences. It delivers a standards-based, systematic approach focusing on prevention and planned orientation. The comprehensive program facilitates student development in three broad domains:

- Academic/Technical Development
- Workplace Readiness Development
- Personal/Social Development

The emphasis in comprehensive counseling programs shifts from working with individuals to working with all students, from remediation to prevention and from unplanned/unstructured to systematic and accountable.

Our comprehensive school counseling program includes four components:

- The Counseling Curriculum
- Individual Planning
- Responsive Services
- System Support

The program assists and supports students as they begin to understand themselves, develop decision-making and problem solving skills, and plan for the future. The program provides a diversity of experiences suited to the individual student’s aptitudes, interests and goals while providing necessary and important information in preparing for success in further education or a career. Counseling promotes effective communication and life planning skills that help students grow into responsible adults.

YOUR COUNSELOR AND YOUR HIGH SCHOOL COURSE SELECTION

During your four years at Agawam High School, you will see your counselor for many different reasons – some may be personal and others may be career-oriented. You, your parents/guardians, and your school counselor will make many important decisions together. For example, selecting the proper courses for next year’s studies will be of major concern for you because the proper selection of classes in high school will help prepare you for a job or a career after high school, as well as give you a sound foundation and adequate preparation to be successful in college or at a technical school after graduation from Agawam High School. Because of the variables involved with a course schedule in a high school our size and because of the complexities in our master schedule, administrators and school counselors work diligently to ensure that students receive all courses that they need not only for graduation but also for college entrance. Agawam High School, however, cannot create a master schedule that allows students or parents/guardians the choice of class teachers.

THE 4-YEAR PLAN: PLANNING YOUR ENTIRE SCHOOL PROGRAM

Students and parents/guardians are encouraged to work with their counselor to establish a four-year plan of course work that will meet their career goals and college plans. Students and parent/guardians should not be planning each school year’s course work in isolation but as a part of the entire four years of high school. Families should also give careful thought and consideration to the education plans

after graduation from Agawam High School. For example, a college preparatory program consists of specific courses that should be taken during certain school years. Carefully look for courses that have certain prerequisites so that you can take the requisite courses in the right year. To assist you with your planning, the School Counseling Center has an extensive library of resource materials, and both students and parents/guardians are encouraged to make an appointment with the school counselor to discuss their tentative course selections for next school year before the registration form is completed and finalized. There are also additional support services that a school counselor can utilize in assisting a student in making realistic course selections during the registration process each winter. The review of achievement and aptitude test results, along with occupational interest inventories, results of PSAT's, SAT's, ACT's, MCAS scores, and teacher recommendations about future courses can all be of invaluable assistance in the course selection process each year.

ONLINE COURSES

Agawam Public Schools supports online education as a viable methodology for the delivery of directed instruction. Online education should provide an opportunity for students to accelerate curriculum, to complete curriculum, and to provide learning opportunities in areas not available to the student due to scheduling or uniqueness of offerings. The intent of this policy is to promote and encourage alternative learning opportunities for students utilizing technology. It is for this reason that the online courses offered are available to students who choose to take a course traditionally not offered at Agawam High School.

COLLEGE AND CAREER PLANNING

The school counselor helps each student who seeks postsecondary education meet the requirements for admission to technical schools, two-year colleges, and four-year colleges and universities. The counselor also helps students begin to set career goals and investigate possible college majors.

PROMOTION GUIDELINES GRADES 9 - 12

Agawam High School utilizes the nationally recognized and universally accepted Carnegie unit system.

Beginning with the Class of 2027, graduation requirements will include the following:

GRADUATION REQUIREMENTS FOR ALL STUDENTS

1. Four years of English (4 credits)
2. Four years of Mathematics (4 credits)
3. Three years of Science (3 or 4 credits)
4. Three years of Social Studies (3 credits including 2 years of U.S. History).
5. Two years of a world language (2 credits)
6. One course in a visual or performing art (.5 credit)
7. One course in instructional technology (.5 credit)
8. Four semesters of physical education/health education (2 credits)
9. One course of Personal Finance (.5 credit)

Total number of required credits above = 19. All students **MUST take and pass** 24 units (credits) in order to graduate. All students must carry a minimum of seven (7) credits per year.

CREDIT REQUIREMENTS

Students will be required to accumulate 24 Carnegie units (24 credits) in order to graduate.

- One Carnegie unit is a full-year course taken every day = 1 credit
- ½ Carnegie unit is a half-year course = .5 credit

A significant portion of the total credits must include specific course requirements. Promotion will take place only at the end of the school year or after the successful completion of summer school. Students may not be re-classed from Grade 9 to Grade 11 despite earning the required 12 credits due to the MCAS requirements in Grade 10. If declassified Grade 10 students pass the MCAS exams, achieve the required 18 credits, and pass their required courses (including English 9 & English 10 and their Math courses), they may be re-classed from Grade 10 to Grade 12.

De-classed tenth grade students with 18 credits who have **not** passed their MCAS exams may only be promoted to Grade 11. Students will be required to pass the following number of credits to be promoted to the next grade level:

- 5 credits to move from Grade 9 to Grade 10, and this must include the successful completion of English and Math
- 12 credits to move from Grade 10 to Grade 11, and this must include the successful completion of English and Math
- 18 credits to move from Grade 11 to Grade 12, and this must include the successful completion of English and Math
- 24 total credits to graduate

STUDENTS PLACED OUT-OF-DISTRICT

If a student with a disability is placed in an approved or unapproved private special education program through the recommendation of an IEP Team, the District will ensure that the private educational program is sufficient to meet the local requirements for graduation and accept the grades, courses, and credits awarded by the private educational program, as a way of meeting local requirements for graduation. Therefore, if the student meets all graduation standards of the out-of-district program and passes the MCAS test, the student will be eligible to receive an Agawam High School Diploma.

WAIVERS FROM GRADUATION REQUIREMENTS

Only the Principal can grant waivers exempting individual students from specific graduation requirements. These waivers require identification by the Principal of extenuating circumstances, e.g., a student who attends a full day or partial day collaborative program that necessitates a waiver. No graduation waiver can be granted without this permission and will be issued on a case-by-case basis.

All Agawam High School students or students educated in out-of-district placements, who have not yet passed the MCAS but have met local graduation requirements, as well as the criteria for the state-endorsed credential, will receive a "Certificate of Attainment" and be eligible to walk across the stage on graduation day with their classmates.

GRADUATION

All students must meet the Agawam High School graduation requirements. All financial and disciplinary obligations must also be met. If a senior is not going to graduate with his/her class, he/she will not be allowed to participate in senior graduation week events. Remember that receiving a diploma is a student's right. However, graduation/senior activities are privileges and attendance can be withheld if a student's behavior is not acceptable.

HONOR ROLL

With the issuing of report cards at the Senior High School, an honor roll is published containing the names of students who have achieved grade average of B- (80-82) or better in all subjects.

HOW CREDITS ARE EARNED

A subject's credit value is based on the number of class meetings per week. For example:

- a course that meets 5 times per week for the entire school year will carry a credit value of 1
- a course that meets 5 times a week for one-half of the school year will carry a credit value of .5
- a course that meets every other day for a full year will carry a credit value of .5

CREDITS / CARNEGIE UNITS

Grade	Numerical Equivalent	Standard Level Course
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	66	1.0
D-	65	0.7
F+	55-64*	0.3
F	0-54	0.0

*Summer School course may be taken to repeat the failed course if a student's final yearly grade is F+.

COURSE LEVEL DESIGNATIONS

LEVEL I

All Advanced Placement courses with college-level curriculum

LEVEL II	All academically challenging courses that are taught at an enriched and accelerated level. These courses are designated with the word “Honors” in the course title. Some Level II courses may not fulfill the college entrance requirements of all colleges.
LEVEL III	College prep courses and all other courses that meet Agawam High School graduation requirements but may not meet the entrance requirements of all colleges and universities.

COURSE LEVEL VALUE AND WEIGHTING SYSTEM

Agawam High School has a weighted 4.0 grading system.

		<u>Weighted Value</u>		<u>Multiply by</u>
LEVEL I	AP courses	Weighted	5.0	25%
LEVEL II	Honors, accelerated, enriched courses	Weighted	4.5	12.5%
LEVEL III	College prep courses and all other courses	Unweighted	4.0	no add'l factor

GRADES AND GRADE POINT AVERAGE

Report cards are issued in November, January, April, and June. These four report cards reflect the teacher’s overall evaluation of contributions in class, the quality of test performance, and the preparation of outside assignments. The grades earned for term 1 and term 3 represent a temporary record of a student’s scholastic achievement at that point in time. Transcripts will reflect the term grades and the semester 1 grade until the end of the year when all grades will be replaced with a final year-end grade. This gives a college admissions office critical information to make more informed admissions decisions and also gives the student the chance at a ‘clean slate’ each September and each January to begin the recording of grades again for each yearlong course.

Grades on transcripts and report cards are issued on a 4.0 weighted system and the student’s “overall GPA” includes all courses.

Students and parents/guardians should be aware that some college admissions offices recompute a high school’s “overall GPA” and include only academic courses when figuring the college entrance GPA to arrive at an “academic GPA.” Academic classes are usually defined as courses in the English, math, sciences, social studies, and foreign language departments. Students and parents/guardians should become familiar with specific college admissions policies as soon as the student and family begin to express an interest in attending a particular college or university upon graduation and not wait until the student’s senior year to discover that a particular college recomputes the GPA or requires coursework that the student may not have planned for or taken.

CLASS RANK

AHS only ranks students in their senior year. A student’s Class Rank is determined by placing all of the G.P.A. values of the class in numerical order from the highest to the lowest. Final class ranking is published at the conclusion of semester one of senior year. Valedictorian and salutatorian status will be determined by the 2 highest G.P.A. rankings and will be decided at the conclusion of semester one of senior year.

TRANSCRIPTS

The official transcript includes a list of all courses taken, the level of the course (I, II, III), the final grade earned, the overall grade point average achieved thus far (or the final grade point average earned as a graduate), and the credits/Carnegie units earned each school year.

SCHEDULE CHANGE POLICY

Please make course selections carefully in consultation with teachers, parents/guardians, and school counselors at the time of registration and course selection each year. Students may request changes to their schedules during the first seven (7) school days, and we will do our best to accommodate requests. There is also a five (5) school days add/drop period for second semester courses.

SUMMER SCHOOL

Within the School System:

When funding for such programs is available, the school system will conduct summer sessions for enrichment, remediation, and course credit as a supplement to the instruction offered during the school year.

Outside the School System:

Students will be given summer school credit only when they have completed a full year’s study in the subject matter prior to taking the summer school course in an approved summer school.

Additionally:

1. A student may take a summer school course only if his/her failing average is (F+) or above.
2. A student who passes summer school with a grade of D- (65) or better will receive graduation credit for this course.

3. Both the grade of the failed course and summer school course will appear on the transcript/ however, the summer school course grade will not become part of the student's grade point average (GPA).
4. A maximum of two (2) summer school courses per year may be taken during the summer.
5. In September of what potentially will be a student's graduation year, either June or August, having acquired at least 15 Carnegie credits as of said September and having been enrolled at least 3 years as a high school student as of said September, a student shall be allowed to take up to two (2) summer courses to meet graduation standards. Such provisions will be afforded provided this student has completed a full year's study in the course(s) and received a minimum grade of F+ (55) or above.

In all cases, the principal's approval will be necessary.

File: IHCA.

EVENING SCHOOL PROGRAMS

The Agawam School Committee recognizes that it has an educational responsibility to the entire community. To the extent possible and in keeping with the requirements established by law, adult educational programs will be provided to meet the needs of adults and students 16 years of age or older.

Adult evening classes will be sponsored by the school committee and will be controlled and administered in the same general fashion as other parts of the educational program. The Superintendent of Schools, through the Director of the Adult Education Program, will implement the evening classes.

With certain exceptions, the various programs will be supported by a combination of registration and materials fees, school department funds, and such state and federal aid as is available. Specific fees, including registration fees for residents and non-residents, will be determined by the director and are subject to school committee approval. Fees will be based on instructional costs. The Director, with the approval of the Superintendent, may withdraw a course offering if an insufficient number of registrations are received for any scheduled class.

Any adult or student 16 years of age or older may enroll in an adult program leading to an Agawam Evening School diploma or its equivalent.

An Agawam High School senior who passes night school with a grade of D- (65) or better will receive graduation credit for this course.

Both the grade of the failed course and evening school course will appear on the transcript; however the evening school grade will not become part of the student's grade point average (GPA).

Additionally:

In September of what potentially will be a student's graduation year (either June or August) having acquired at least 15 Carnegie credits as of said September, and having been enrolled at least 3 years as a high school student as of said September, a student shall be allowed to take one (1) fall course and one (1) spring course to meet graduation standards. These courses can be taken at any community college and/or at the Agawam Adult Evening Program with prior approval of the Principal and at the student's expense.

DUAL ENROLLMENT – EVENING SCHOOL

Students who have accumulated at least 15 Carnegie credits by their senior year and were enrolled for three (3) full years in high school will be eligible to take a maximum of two (2) evening school courses to meet their graduation requirements.

Students must have completed a full year of study in their failed courses(s) and must have received a minimum grade of 55 in order to participate in this program.

File: IHE

Ref: No Child Left Behind Act of 2001, MA. Department of Education Goal 5.

THE EARLY COLLEGE PROGRAM

Early College Program/Dual Enrollment

The Early College Program offers juniors and seniors the opportunity to take approved college courses and earn both high school credits and college credits. With prior approval, students may be enrolled full-time or take individual college courses at any accredited two or four-year college or university in Massachusetts that has an early admission program.

Eligibility: Students who are eligible to apply for the Early College Program must:

- Be a high school junior or senior.
- Have met all MCAS requirements.

- Must meet the guidelines and requirements of the institution of higher learning.
- Students must earn a C or better in all college-level course work in order to remain eligible for Early College Program participation.

Course Selection: Coursework to be taken at the institution of higher learning is determined collaboratively by students and the School Counselor. It is the responsibility of the student and parent to consult with the Counselor and Principal to ensure that courses selected will meet the requirements for high school graduation.

High School Credit: An Agawam High School Early College Program student will earn 1.0 credit for each 3.00 credit college course. A student who takes a 4.00 credit college course will earn 1.50 credits at AHS. A 1.00 or 2.00 college credit course will be awarded .50 credits.

High School GPA: All AHS approved college courses that a student takes and passes at an institution of higher learning will be averaged into the student's GPA. Grades earned will be weighted as college preparatory, unless the same course is offered at AHS on the honors or AP level, in which case the course will be weighted accordingly. Remedial or developmental courses required by the college will not earn AHS credit.

Cost: Students are responsible for all costs associated with attending any institution of higher education. Students are responsible for their own transportation, textbooks, instructional materials, and miscellaneous fees. Typically, high school students are not eligible for financial aid however, students should check with the college to see if funding is available.

Full-time Early College Program students: Students interested in attending full-time must meet with their School Counselor and submit their request in writing to the Principal by April 15th. Students must meet with their School Counselor before the beginning of each new semester to obtain approval for each semester's courses. Full time students must be enrolled in college courses totaling at least 12 academic credits each semester and must meet AHS graduation requirements.

INSTRUCTIONAL SUPPORT TEAM

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

Concerned parents/guardians are encouraged to contact the building administrator.

CONNECTIONS PROGRAM

The Connections Program services students in grades 9 through 12 who have been identified and evaluated for needing additional support and structure. The program provides clear expectations with a structured environment to support smaller class size, limited transitions and familiar adult support.

MEDICAL CONDITIONS

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

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

INCOMPLETE GRADES

Incomplete grades must be preapproved by the principal and must be made up within two weeks.

Incompletes should be used when the work missing is integral to the curriculum for that term. It should include only work missing during the latter part of the term due to the student's documented medical condition, death in the immediate family, extended hospital stay, or incarceration.

Incompletes must not be used to cover excessive absenteeism.

There may be instances – on a case-by-case basis – where the student is granted more than two weeks extension to complete work. This must be authorized by the principal.

XI. TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

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

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The principal may grant such requests under the following conditions:

- Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
- Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the principal at least three weeks before the scheduled date of presentation. For each request the principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
- The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted to non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the committee's policy on community use of school facilities.

No permission will be granted to outsiders for distribution of literature on controversial issues to students in general or to class groups.
File: IMB

PARENTAL OPT-OUT RIGHTS – EXPANDED CONSTITUTIONAL REQUIREMENTS

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

XII. HEALTH

SCHOOL HEALTH SERVICES MISSION STATEMENT

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

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

FIRST AID

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

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

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

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent and/or family physician immediately.
3. The school nurse dismisses students of any age only following a conversation with the parent/guardian or an individual listed on the emergency card. Students are not transported home.
4. In extreme emergencies, the school nurse, school physician or principal may make arrangements for immediate hospitalization of injured or ill students, contacting parent or guardian in advance, if at all possible.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
6. All accidents to students and staff members will be reported as soon as possible to the Superintendent and the School Committee.

Legal Refs.: M.G.L. 71:55A; 71:56

Cross Ref.: JLC, Student Health Services and Requirements

EBBB, Accident Reports

File: EBB

ACCIDENT REPORTS

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

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

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

PHYSICAL EXAMS

Physical examination of students is required every three (3) to four (4) years, usually in grades K, 4, 7, 10, and for new enterers. We encourage parents/guardians to have this exam completed by the student's Primary Care Provider when parents/guardians receive physical exam notices.

Physical examinations by a private health care provider is required **prior to entering pre-school program in Agawam Public Schools**. Noncompliance will result in exclusion from school until requirements are met.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. Signed permission card and verification of passing a physical exam are required before participation is allowed (practice or game). Forms are passed in directly to the athletic trainer. All students must turn in an M.I.A.A. medical form. A student-athlete must have a physical examination yearly. A written report stating the fitness of the student to participate signed by the physician will be sent to the school principal. The school committee or the board of health shall provide the services of a school physician to carry out physical examinations on such children who, because of hardship, do not have this service performed by the student's physician, nurse practitioner, or physician assistant. Every reasonable effort shall be made to link such students with a primary care provider.

Refer to Agawam Athletic Handbook on Agawam High School website or in the Agawam High School Athletic Office for details regarding yearly physical exams required for participation in Agawam High School Athletics.

MANDATED SCREENING

1. Postural screening will be administered to students yearly in grades 5 through 9 by Physical Education staff. No parental permission is required for this screening. (JLCA)
2. The school nurse performs the following mandated state screenings for all grade 10 students annually: vision, hearing, height and weight. (JLCA)

FORMS

1. It is the responsibility of the parent(s)/legal guardian(s) to complete necessary health forms such as Emergency Procedure Cards and Health Histories.
2. The school must have the proper information to contact parent(s)/legal guardian(s) in the event of an illness or accident involving their child. Parent(s)/legal guardian(s) should make arrangements to transport their child home when ill.

SPECIAL PROCEDURES

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

NURSES' OFFICE/HEALTH ROOM PROTOCOL

1. All students need a pass to be seen in the Health Room.
2. Students will be served on a triage basis of severity of illness or injury.
3. Due to HIPPA/FERPA regulations that prevent sharing of health information "No Cell Phone Use" will be allowed in the school nurse office, unless permission is given by the school nurse for communication with parent/guardian.
4. Except for emergency first aid and preliminary assessment of illness or injury, treatment is the responsibility of the student's parent(s)/guardian(s).
5. Immunization records are placed in the graduate's folder distributed at the end of the year. The school nurses are required to keep a copy of each graduating student's record for seven (7) years. According to state mandates they can be shredded seven (7) years after graduation.
6. When a student transfers to another school, upon receipt of a signed "Release of Information Form" from the student's parent(s)/guardian(s), the health record may be sent with other school records. The nurse places the health record in a sealed envelope that is clearly labeled to the school nurse of the receiving school. Otherwise, the health record shall be sent directly to the school nurse of the receiving school.
7. In cases of communicable disease and febrile illness, the school nurse has the authority to exclude students under guidelines of the Department of Public Health. Readmission will be dependent upon compliance with the above guidelines. Parents/guardians should cooperate in preventing the spread of contagious disease by keeping children at home during the most contagious stages of illness and in the presence of rash, skin eruptions or other deviations from normal health. When in doubt, the family physician should be consulted.

HEAD LICE

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

INJURIES

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

IMMUNIZATION REGULATIONS

Under Massachusetts General Laws Chapter 75-15 A:

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

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

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

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

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

MEDICATION PROCEDURES

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

The registered nurse will act according to the following guidelines:

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

A new field trip form and policy has been developed to assure that students receive prescription medications on field trips and that teachers are appropriately trained to administer or supervise the self-administration of prescription medications.

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

DATE _____

Dear Parent/Guardian:

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

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

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

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

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

Thank you for your cooperation.

Sincerely yours,

School Nurse

Telephone

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

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

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

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

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

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

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

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

File: IHAMB

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:1; 71:96

CROSS REF.: Policy GBEC, *Drug-Free Workplace Policy*

Policy JICH, *Drug and Alcohol Use by Students*

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

File: JICH-1

SOURCE: MASC

LEGAL REF.: M.G.L. 71:2A; 71:96; 272:40A

CROSS REF.: Policy IHAMB, *Teaching About Drugs, Alcohol, and Tobacco*

Policy GBEC, *Drug Free Workplace Policy*

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

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

Exceptions:

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

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

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

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

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

SOURCE: MASC January 2016

LEGAL REF.: M.G.L. 71:54B *

Dept. of Public Health Regulations 105CMR 210.00; 244 CMR 3.00

Agawam Public Schools 2016

Approved by the School Committee on June 28, 2016 by a vote of 7 0.

XIII. DISCIPLINE

GOALS/PHILOSOPHY OF THE CODE OF CONDUCT AND DISCIPLINE POLICY

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

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

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

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

SCHOOL OFFICIALS ARE NOT BOUND BY CRIMINAL LAW STANDARDS

In *Doe v. School Superintendent of Worcester*, 421 Mass. 117 (1995), the Court stated that:

1. There is no sound basis, absent a specific legislative mandate, to import into a school setting a standard required by the criminal law.
2. Consistency in punishment is an acceptable method for a school system to deal with a problem even if it is a method which might be deemed harsh or imprudent in certain cases.
3. Schools are charged with the daunting task of educating children from diverse backgrounds, with diverse abilities, needs and problems.
4. If effective education is to be possible, school authorities must provide and maintain a safe learning environment.
5. Educators of necessity have broad authority to maintain order, discipline and safety; the exercise of such authority must be left to their sound discretion since so many variables are inherently involved.
6. They are to do this in an increasingly complex and violent world, whose difficulties permeate the classroom.

DISCIPLINE POLICIES

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

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

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

FIREARMS

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

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

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

COMMONWEALTH OF MASSACHUSETTS DRUG FREE SCHOOL ZONES

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

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

SUSPENSION OF A LICENSE TO OPERATE A MOTOR VEHICLE UPON CONVICTION OF VIOLATION OF THE CONTROLLED SUBSTANCE ACT

Pursuant to Massachusetts General Laws, Chapter 90, Section 20, the Registrar of Motor Vehicles shall suspend, without hearing, the license or right to operate of a person who is convicted of a violation of any provision of Chapter 94C, provided, however, that the period of such suspension shall not exceed five (5) years; provided further, that any person so convicted who is under the age of eighteen (18) years or who is adjudged a delinquent child by reason of having violated any provision of Chapter 94C, and is not licensed to operate a motor vehicle shall, at the discretion of the presiding judge, not be so licensed for a period no later than when such person reaches the age of twenty-one (21) years.

CHEMICAL HEALTH POLICY

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

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

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

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

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

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

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

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

File: JICH

BREATH ALCOHOL TESTING

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

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

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

1. School staff and/or school resource officer may determine possible student alcohol use without the aid of a breath alcohol testing device by observing one or more of the following indicators:
 - Slurred speech
 - Unsteady gait
 - Impaired motor control
 - Flushed face
 - Smell of intoxicating liquor on breath, clothing, or person
 - Vomiting
2. If the staff and/or school resource officer determines that a student is intoxicated or has used alcohol based on one or more of the above indicators:
 - Parent/Guardian will be notified and requested to take the student home.
 - Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
 - The police may be called to take the student into protective custody.
 - Disciplinary action will be taken as indicated in the Code of Conduct Student Handbook and may result in suspension.
3. If a student is suspected of being under the influence of alcohol or is suspected of having consumed alcohol, the school administrator or school safety officer may administer a Breathalyzer or Passive Alcohol Screener (PAS) test. The test will be administered in privacy in the presence of two (2) staff members.
4. The administrator and/or school resource officer will check the calibration of the breath alcohol testing devices according to their instructions for use.
 - If test is **positive** (.01BAC), the student may request a maximum of two additional tests taken **at least** 2 minutes apart. If these additional tests are positive, the following will occur:
 - o Parent/Guardian will be notified and requested to take student home.
 - o Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.
 - o Disciplinary action will be taken as indicated in the Code of Conduct Student Handbook.
 - If the test is **negative**:
 - o The student will be allowed to resume activity if the staff member does not suspect the use of other drugs.
 - o His/her parents/guardians will be notified that the Breathalyzer or PAS was administered.
5. If a student who is suspected of being under the influence of alcohol or who is suspected of having consumed alcohol refuses to take a Breathalyzer or PAS Test the school resource officer will be notified and:
 - The administrator or school resource officer will notify parents/guardians to pick up the student and will detain the student until the parent's/guardian's arrival.
 - The administrator may consider the refusal and all other evidence to determine whether or not the student is intoxicated or has consumed alcohol and may discipline the student in accordance with the Code of Conduct Student Handbook.
6. If any student suspected of intoxication leaves the scene against the school official's request:
 - The police department will be contacted immediately.
 - The parent/guardian will be notified.
 - Disciplinary action for insubordination will be taken as indicated in the Code of Conduct Student Handbook.
7. Student athletes:
 Students representing Agawam High School athletic teams are held to a high standard of conduct. The conduct of these student athletes is governed not only by rules established by the MIAA, but also those established in the Agawam High School Code of Conduct Student Handbook. Therefore, if a student athlete tests positive on a Breathalyzer or PAS test during the screening at a dance, prom, and/or celebration, the student's name will be given to the Athletic Director who will consider this as evidence that the student has consumed. The Athletic Director may then remove the student from the team.

File: JICHA-R

SEXUAL HARASSMENT, BULLYING, & HAZING POLICY

I. Policy:

- A. It is the policy of the Agawam Public Schools to provide a learning and working atmosphere for students, employees, and visitors free from sexual harassment, bullying, hazing, and intimidation. These terms are referenced herein as "harassment." Such action may occur on the basis of race, color, religion, national origin, age, gender, sexual orientation, disability, or for any other reason.
- B. It is a violation of this policy for any administrator, teacher, or other employee, or any student to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

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

Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber harassment will be invited to attend a meeting at which the activity, words, or images subject to the complaint will be reviewed. A student disciplined for cyber bullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

- D. It is the responsibility of every employee, student, and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.
- E. Any employee or student who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.
- F. The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Procedures:

- A. Definitions – Sexual Harassment Prohibited: “Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature including, but not limited to, unwelcome comments, touching, written notes, pictures/cartoons, or other inappropriate conduct such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts, or other activity referred to by the Model MCAD policy prohibiting such behavior. Harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment that takes place under any of the following circumstances:
 - a. When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in school activities or programs;
 - b. When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personal or academic decisions affecting the individual subjected to sexual advances;
 - c. When such conduct has the effect of unreasonably interfering with the individual's work, attendance at school, or participation in academic or curricular activities, or;
 - d. When such conduct has the effect of creating an intimidating, hostile, or offensive work environment.
- B. Definitions – Bullying Prohibited: Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyber bullying in any public educational institute:
 - a. “Bullying and cyber bullying,” means unwelcome written, electronic, verbal or physical acts, or gestures where a student or employee feels coerced, intimidated, harassed, or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:
 - i. That are being offered through the school district; or
 - ii. During any education program or activity; or
 - iii. While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events; or
 - b. Through the use of data, telephone, or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
 - c. As used in this section, “electronic communication” means any communication through an electronic device including a telephone, cellular phone, computer, or pager.

- C. Definitions – Hazing Prohibited: The term “hazing” shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.
- a. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug, or other substance or any brutal treatment or forced physical activity, which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.
 - b. Whoever know that another person is the victim of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior shall be subject to discipline.
- D. Guidelines for Investigating Harassment Claims: In school systems, harassment may take many forms and cross many lines. The situation may be an instance of staff member-to-staff member, staff member-to-student, student-to-staff member, or student-to-student. Guidelines for dealing with any charge of harassment are as follows:
- a. By law, harassment is defined by the victim’s perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
 - b. In all charges of harassment, the victim should describe, in writing, the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.
 - c. Any school employee who has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, bullying, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all incidents of discrimination, harassment, intimidation, bullying, or cyber bullying and the resulting consequences, including discipline and referrals to the Superintendent’s office as they occur.
 - d. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member’s employment for purposes of M.G.L. c. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of harassment or the district’s subsequent actions or inaction in connection thereto.
- E. If an instance of student-to-student harassment is reported to a staff member other than an administrator, the staff member must inform the Assistant Principal or the Building Principal.
- a. If a situation involving a charge of staff member-to-student harassment is brought to the attention of any staff member, the staff member should notify the Building Principal or Assistant Superintendent immediately.
 - b. In a situation involving a charge of student-to-staff member sexual harassment, the staff member should notify the Building Principal or Assistant Principal.
 - c. In a situation involving a charge of staff member-to-staff member harassment, the staff member should notify the Building Principal or the Assistant Superintendent.
 - d. Once a charge of harassment has been made, including charges of mental, emotional, or physical harassment, as well as threats to a person’s safety or position in the school or work environment, the following course of action should be taken:
 - i. The Building Principal should investigate the charge through discussions with the individuals involved. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third-party present at the time of the discussion. In situations involving students, the Principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
 - ii. If the harasser and the victim are willing to discuss the matter at a resolution meeting in the presence of the Principal/designee or Assistant Superintendent, a supportive faculty member and/or parent should be included in the discussion. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face-to-face meeting, the

administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.

- e. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following could occur:
 - i. In instances involving student-to-student or student-to-staff member harassment, the student may be subject to discipline including, but not limited to, counseling, suspension, and, in appropriate cases, expulsion.
 - ii. In instances involving staff member-to-student and staff member-to staff member harassment, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
 - iii. In all cases, a referral to law enforcement will be considered by the Principal or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.
- F. Retaliation: Retaliation in any form against any person who has made or filed a complaint relating to harassment is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.
- G. Confidentiality: Reports of harassment should be kept completely confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

For further information about these guidelines or help with sexual harassment problems or any other form of harassment, consult: Cheryl Salomao, Harassment Coordinator, Agawam Public Schools

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

File: JBA April, 2012
LEGAL REF.: Title VII of the 1964 Civil Right Act, Section 703
 Title IX of the 1972 U.S. Civil Rights Act
 Chapter 151C, Massachusetts General Laws
 M.G.L. Chapter 76 § 5

Agawam Public Schools **Bullying Prevention and Intervention Plan**

On May 3, 2010, Governor Patrick signed into law comprehensive legislation to address bullying in public and non-public schools. *An Act Relative to Bullying in Schools*, Chapter 92 of the Acts of 2010, requires school leaders to create and implement strategies to prevent bullying, and to address bullying promptly and effectively when it occurs. As a result of this legislation (M.G.L. c. 71, §370), the following is intended as the Agawam Public Schools *Bullying Prevention and Intervention Plan* for use in preventing and/or addressing bullying within the Agawam Public School District.

The Agawam Public School district values an emotionally supportive and physically safe school learning environment as well as a respect for and tolerance of individual differences. Our commitment is to provide a positive and safe learning environment for all students free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. We understand that members of certain student groups may be more vulnerable to becoming targets of bullying, harassment, or teasing. It is expected that all members of the school community will treat each other in a civil manner and with respect for differences.

To this end, the Agawam Public Schools will take specific steps to create a safe, supportive environment for all populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying and/or retaliation. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment through curricula, instructional programs, staff development, and parent/guardian involvement.

The following outlined comprehensive approach to addressing bullying and cyberbullying summarizes the Agawam Public Schools commitment to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program, whether on or off school grounds, at a school bus stop, on a school bus or other

vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) 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 a school district or school, 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 shall be prohibited.

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

LEADERSHIP AND RESPONSIBILITIES

District and school leadership at all levels in the Agawam Public Schools will play a critical role in the ongoing development, implementation, and evaluation of the plan in the context of other whole school and community efforts to promote a positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership also has the responsibility for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to communicate to the greater school and local community regarding the plan and to solicit input from stakeholders. At least once every four years, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

The Superintendent - *the Superintendent shall cause a plan to address bullying prevention and intervention to be developed, adhered to and updated at least biennially. The plan shall be developed and updated in consultation with a range of school employees, professional support personnel, volunteers, community representatives, local law enforcement agencies, students and parents/guardians. Such consultation shall include notice and a public comment period. Staff and student handbook/ code of conduct will be amended to reflect any updates. Annual written notice of plan will be provided to parents and students.*

The bullying prevention and intervention plan shall include, but not be limited to:

- Descriptions of and statements prohibiting bullying, cyber-bullying and retaliation.
- Clear procedures for students, staff, parents/guardians and others to report bullying or retaliation.
- A provision that reports of bullying or retaliation may be made anonymously: provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.
- Clear procedures for promptly responding to and investigating reports of bullying or retaliation.
- The range of disciplinary actions that may be taken against an aggressor for bullying or retaliation: provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.
- Clear procedures for restoring a sense of safety for a target and assessing that target's needs for protection.
- Strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about an act of bullying.
- Procedures consistent with state and federal law for promptly notifying the parents or guardians of a target and an aggressor; provided that the parents or guardians of a target shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated by the Principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.
- A provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.
- A strategy for providing counseling or referral to appropriate services for aggressors and targets and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.
- A plan for ongoing professional development that is required by the law.

The superintendent shall:

- Ensure the development of new or the revision of current policies and protocols required under this law.
- Ensure the review and update of the "Plan" biennially.
- Ensure the provision of annual notice of the "Plan" to all staff by publishing information about it, including the sections related to staff duties, in the district Personnel Policy Handbook. · Ensure that the "Plan" and the Incident Report Form are

available on the district website. The incident report form will be made available in the most prevalent language(s) of origin of student's or guardians.

- Communicate, before the first day of each school year, with the chief of police about the implementation of 603 CMR 49.06. Such communication may include agreeing on a method for notification, a process for informal communication, updates of prior written agreements, or any other subject appropriate to the implementation of 603 CMR 49.06.

Principals - *Principals in the Agawam Public Schools are responsible for implementing this policy at their schools and will take the following actions to integrate bullying prevention into the culture of each school and respond to any incidents:*

- Ensure a physically and emotionally safe, supportive environment is established and sustained by holding everyone to the highest standard of respectful and responsible behavior. · Ensure staff, parent, student knowledge of the bully prevention and intervention plan. · Ensure that the Student Code of Conduct Handbook, containing a summary of this policy, is distributed annually to students and parents/guardians.
- Ensure that the Handbook includes a copy of the Bullying Incident Report Form. · Ensure that copies of the Incident Report Form are available in the school's main office, the counseling office, and the nurse's office.
- Provide students, parents/guardians, employees, consultants, and volunteers with training each year, emphasizing bullying awareness, prevention and intervention procedures and reporting mechanisms, and the importance of making our schools free from bullying behaviors.
- Provide staff with an overview of the bullying prevention curricula specific to the respective grade levels in the school.
- Receive and investigate all reported incidents of bullying and respond to all situations on a case by-case basis.
- Receive and investigate all reported incidents of retaliation against students who report bullying and provide immediate consequences for such retaliation.
- Upon substantiation of bullying or retaliation, take steps reasonably calculated to prevent reoccurrence and to ensure the target is not restricted in participating in school or benefitting from school activities.
- Determine what remedial action is required, if any, and determine what responsive actions and/or disciplinary action is necessary.
- Create a process for recording and tracking incident reports and for accessing information related to targets and aggressors.
- Review building-based data on bullying to assess the present problem as well as measure improved outcomes/response to interventions. (i. e. Office Discipline Referrals/Bully Incident Reports)
- Notify police immediately, when criminal charges may be pursued against the perpetrator. · Notify parents/guardians of students that are reported to be a target of bullying. · A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

Educators - *All teachers, professionals and paraprofessionals in the Agawam Public Schools will take the following actions to prevent bullying and to create a climate that is safe and conducive to teaching and learning:*

- Develop meaningful relationships with all students (i.e. greet students daily by name, model respectful behavior, avoid sarcastic tone, use 4:1 ratio of positives to negatives, etc.)
- Instruct the selected curriculum according to implementation guidelines and recommendations.
- Supervise students throughout the school day according to building expectations.
- Encourage students to "not keep the secret" and seek help from adults.
- Respond quickly and sensitively to reports of bullying or retaliation. Complete Bullying Incident Report Form and give form to Principal.
- Intervene safely and effectively in all bullying situations – do not ignore.
- Ensure safety of the target if appropriate.
- Communicate regularly and meaningfully with parents/guardians.
- Comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.
- When a student has a disability that affects social skill development and the student participates in or is vulnerable to bullying, harassment, or teasing because of her/his disability, the Team will consider what should be included in the IEP and/or Section 504 Plan to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

All Staff Members - *All employees in the Agawam Public Schools will take the following actions to prevent bullying and to help children feel safe at school:*

- Develop meaningful relationships with all students (i.e. greet students daily by name, model respectful behavior, avoid sarcastic tone, use 4:1 ratio of positives to negatives, etc.) · Intervene safely and effectively in all bullying situations – do not ignore.
- Immediately report any instances of bullying or retaliation that the staff member has observed or has become aware of to the Principal or his/her designee by completing a Bullying Prevention & Intervention Reporting Form. Every employee of the *Agawam Public Schools* is a mandated reporter.
- Closely observe children during transitions, recess, lunch time, and dismissal. · Take seriously any concerns about bullying or retaliation that are received from students or parents/guardians.
- Encourage students to “not keep the secret” and seek help from adults.
- Engage in professional development activities to learn more about bullying. · Comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

School Counselors - *The school counseling department will take the following actions to assist in the prevention of bullying and to support a climate that is safe and conducive to teaching and learning:*

- Lead parent or family engagement activities/efforts including facilitating the parental components of the social competency and anti-bullying curricula used by the district and/or schools.
- Plan professional development for staff in regards to the implementation of anti-violence & anti bullying programs in collaboration with the professional development committee. · Draft parent information materials.
- Develop and plan supports that respond to the needs of targets and aggressors. · Encourage students to “not keep the secret” and seek help from adults.
- Establish partnerships with community mental health agencies.
- Comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

Students - *All students in the Agawam Public Schools will be taught, through an evidence-based, age appropriate curriculum, strategies to identify, to refuse to tolerate, and to report bullying behavior. In all schools, interventions for students who engage in bullying behaviors will be clearly outlined, and behaviors will be assessed on a continuum that is appropriate to the developmental level of the student(s). The skills and proficiencies needed to avoid and to respond to bullying, harassment and teasing will be addressed for students with disabilities in their Individualized Education Programs and/or Section 504 Plans. All students will be instructed and will be expected to adhere to the following procedures and strategies to prevent bullying:*

- Become familiar with policies within the student handbook.
- Treat each other respectfully.
- Refuse to bully others.
- Refuse to stand by and let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone, especially those who are often left out.
- “Don’t keep the secret” and tell someone who can help.

Parents/Guardians - *Parents/guardians, as partners of the Agawam Public Schools, are strongly encouraged to take the following actions:*

- Become familiar with the policies within the student Code of Conduct Handbook. · Become familiar with the “Agawam Bullying Prevention & Intervention Plan”. · Attend school-sponsored and district-sponsored parent events on matters of bullying. · Listen to your child if he or she reports being bullied.
- Encourage your child not to exclude others or to spread rumors and gossip.
- Help your child understand how hurtful it feels to be excluded, bullied or harassed. · Encourage your child to “not keep the secret” and seek help from adults.
- Report signs of bullying to your child’s teacher, school counselor, or principal.
- Support the school if your child is identified as having engaged in bullying behavior.
- Do not leave your child unsupervised at the computer for any great length of time.
- Monitor your child’s use of technology, including but not limited to instant messaging, text messaging and social networking sites. *Be mindful that cell phones are now mobile computers.*
- Communicate regularly with the school.
- Become familiar with the confidentiality requirements of the school.

The parents/guardians of a student who is a target of bullying or retaliation will be notified and, to the extent consistent with state and federal law, will be told of the action(s) taken to prevent any further acts of bullying or retaliation. The parents/guardians of a student who is alleged to have engaged in bullying will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed.

Massachusetts General Laws, Chapter 71: Section 37H

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures ensuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism or violation of other students' civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Elementary and Secondary Education for informational purposes only.

The Agawam Public Schools' student Code of Conduct Handbook contains Agawam School Committee policies and procedures that are in accordance with Chapter 71, Section 37H of the Massachusetts General Laws. It is our expectation that all students will comply with these policies and procedures in order to foster an atmosphere of civility and respect. Moreover, it is our belief that compliance with these policies and procedures will encourage students to achieve their maximum potential thereby becoming lifelong learners and responsible citizens. Student handbooks are provided at the beginning of each school year to students and parents/guardians. It is expected that students/parents/guardians become familiar with the contents and indicate via signature that they have read this handbook and will abide by the policies and rules set forth in the handbook.

DEFINITIONS

The *Agawam Public Schools* defines bullying in accordance with Massachusetts General Laws, Chapter 71, Section § 37O.

Aggressor: a student who engages in bullying, cyberbullying, or retaliation.

Bullying: the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her 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.

Bullying shall include cyberbullying.

Cyber-bullying: 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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of 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 clauses (i) to (v), inclusive, of the definition of bullying.

Electronic Communication: any handwritten, or printed material, visual representation, live performance or sound recording, including but not limited to books, magazines, motion picture films, pamphlets, phonographic records, pictures, photographs, figures, statues, plays, dances or any electronic communication including but not limited to electronic mail, instant messages, text messages and any other communication created by means of use of the Internet or wireless network, whether by computer, telephone, or any other device or by 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.

Hostile environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

School grounds: property on which a school building or facility is located or property that is owned, leased or used by a school district, commonwealth charter school, or nonpublic school for a school sponsored activity, function, program, instruction or training. The law allows the school to enforce its policies for students going to and from school.

Retaliation: any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

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

At the beginning of each school year, written notice of this policy and the bullying prevention and intervention plan will be distributed to all employees, and a summary will be provided to consultants, contractors and volunteers. A summary of this policy in age-appropriate terms has been incorporated in the Code of Conduct Handbook, and will state explicitly that a violation of the policy is subject to disciplinary action under the student code of conduct. To the extent practicable, the summary will be translated into the non-English languages spoken at home by a significant number of students and parents/guardians.

This policy will be posted on the *Agawam Public Schools'* website, on each individual school building web site, in each school building office, and within the Agawam Public Library and Town Hall Clerk's office.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND 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 shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or guardians, or other individuals who are not school or district staff members, may be made anonymously. The principal or designee will promptly investigate all reported incidents using the Bullying Prevention & Intervention Incident Investigation Form and determine whether bullying actually occurred. Other related complaints, if any, will be reviewed in making this determination.

- During the investigation the principal/designee will, among other things, interview students, staff, witnesses, parents/guardians, and others as necessary. The principal/designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the principal/designee, other staff members as determined by the principal/designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal/designee will maintain a written record of the investigation.
- Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal/designee will consult with legal counsel about the investigation. The district has developed a Bullying Incident Report form as well as an investigation form. Additionally, School Committee Policy JBA *Sexual Harassment, Bullying, & Hazing*, outlines policy and procedures.
- Upon investigation and determination that bullying or retaliation has occurred, the principal shall promptly notify the parents of the target and the aggressor of the determination and the school district or school's procedures for responding to the bullying or retaliation. The principal shall inform the target's parent of actions that school officials will take to prevent further acts of bullying or retaliation. Nothing in 603 CMR 49.05(l) prohibits the principal/designee from contacting a parent of a target or aggressor about a report of bullying or retaliation prior to a determination that bullying or retaliation has occurred. The principal shall notify parents/guardians of the target about a report of bullying or retaliation. Notice required in 603 CMR 49.05 shall be provided in the primary language of the home.
- Before fully investigating the allegations of bullying or retaliation, the principal/designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target, reporters, and witnesses from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal/designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The Agawam Public Schools has also developed an Emergency Preparedness Handbook.
- If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal/designee first informed of the incident will promptly notify by telephone the principal/designee of the other school(s) of the incident so that each school

may take appropriate action. All communication will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Confidentiality - A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records. Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

- A principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.
- A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his/her parent. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.
- At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against an aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with the local law enforcement agency. The principal shall document the reasons for her/his decision to notify law enforcement. Nothing in 603 CMR 49.06 shall be interpreted to require reporting to a law enforcement agency in situations in which bullying or retaliation can be handled appropriately within the school district or school.
 - In making the determination whether notification to law enforcement is appropriate, the principal may consult with the school resource officer and any other individuals the principal deems appropriate.
 - Nothing in 603 CMR 49.06 shall prevent the principal from taking appropriate disciplinary or other action pursuant to school district or school policy and state law, provided that disciplinary actions balance the need for accountability with the need to teach appropriate behavior.
 - The principal shall respond to the incident as set forth in relevant provisions of the local plan consistent with 603 CMR 49.06.
- If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school district or school, the principal of the school informed of the bullying or retaliation shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.
- The Agawam Public Schools has a written Memorandum of Understanding between the district and the Agawam Police Department outlining our collaboration agreement and procedures. Additionally the Agawam Public School has a Memorandum of Understanding between the school district, the Agawam Police Department, and the Hampden County District Attorney agreeing to work together to ensure a safe and secure school environment for all students, to foster a zero tolerance attitude regarding the illegal use of drugs, alcohol, weapons or violence and to provide parents, teachers and other staff with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Agawam Public Schools.
- Upon determining that bullying or retaliation has occurred, the principal/designee will promptly notify the parents/guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal/designee contacts parents/guardians prior to any investigation.
- Upon substantiation of bullying or retaliation, the principal/designee will take steps reasonably calculated to prevent reoccurrence and to ensure the target is not restricted in participating in school or benefitting from school activities.
- The principal/designee will determine what remedial action is required, if any, and determine what responsive actions and/or disciplinary action is necessary.

RESPONSES TO BULLYING AND ACCESS TO RESOURCES/SERVICES

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior.

- 1) Teaching Appropriate Behavior Through Skills-building - Skill-building approaches that the principal or designee may consider include:
 - a) Implement a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals.
 - b) Offer small group and/or individualized skill-building sessions based on the school's/district's Bullying Prevention curriculum.
 - c) Providing relevant educational activities for individual students or groups of students, in consultation with school counselors and other appropriate school personnel.

- d) Meeting with parents and guardians to engage parental support and to reinforce the Bullying Prevention curricula and social skills building activities at home.
 - e) Adopting behavioral plans to address the function of the behavior and to include a focus on developing specific self-regulation and/or social skills.
- 2) Taking Disciplinary Action - If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the district's Code of Conduct as outlined in the student handbook.
- a) Progressive discipline procedures - Students are encouraged to take responsibility for their actions and permit the steps of disciplinary action to occur at the lowest level possible. Through the process of progressive discipline, if any additional bullying behavior occurs, the next resulting consequence may be more significant than the preceding consequence. It is our goal to help students learn to make better decisions.
 - b) Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

- 3) Promoting Safety for the Target and Others - The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
- a) Within a reasonable period of time following the determination and the implementation of intervention strategies and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.
- 4) Other
- a) Referral of either the target and/or aggressor for an evaluation under Section 504 or Special Education
 - b) Conducting a Risk Assessment of the Aggressor to determine the level of safety for aggressor and the school environment.
- 5) Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats: Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

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

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

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include these or other categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law

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

TRAINING AND PROFESSIONAL DEVELOPMENT

Ongoing professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by law, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- Developmentally/age appropriate strategies to prevent, intervene in, and stop bullying behaviors including training in the implementation of programs such as Second Step, Steps to Respect, PBIS, etc.;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.
- Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs) and/or Section 504 Plan. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

School-Based:

- Annually - All building-based staff training on the Plan, which includes procedures for reporting and responding to bullying and retaliation.
- Review with staff the bullying prevention curriculum and evidence-based social competence curriculum offered at each grade level within the school.
- Review staff duties under the Plan and an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation.

District-Wide:

- Annually – All district staff, including such positions as lunch monitors, bus drivers, custodians, etc. will receive training in regards to Bullying and Cyberbullying Prevention, procedures for reporting and responding to bullying and retaliation, and other aspects of the “Plan”.
- Annually - New staff will be trained on bullying prevention and intervention plan and bully prevention curriculum/evidence-based social competence curriculum appropriate to each respective grade level.
- Annually - Training of special education teachers addressing ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' IEPs.

ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed by the following:

In district supports:

- School Counselors
- Prevention strategies
- Small skill group interventions
- Individualized interventions
- Evening hours for parents sessions
- Parent groups/training
- School Nurses
- School Psychologists
- Health/PE department
- MA Model for Comprehensive School Counseling Programs
- Peer Mediation when appropriate
- Positive Behavioral Intervention Supports (PBIS)
- Second Step curriculum
- Steps to Respect curriculum
- MARC Bullying and Cyberbullying Prevention training for staff
- School-based Data Success Teams
- District level Data Summit meetings

Community based supports:

- Health care agencies
- Counseling agencies
- Agawam Police Department
- Hampden County District Attorney Office
- Department of Children and Families
- Crisis hotlines
- Church groups

ACADEMIC AND NON-ACADEMIC ACTIVITIES

A whole school approach, evidence-based classroom curricula, and focused strategies for bullying prevention are all a part of the Agawam Public School's approach to bully prevention. Approaches and curricula presently being implemented within the Agawam schools include:

- ***MA Model for Comprehensive School Counseling Program*** –this model intends to guide school administrators and counselors in the development of a measurable, effective school counseling program. The MA Model Mission Statement includes the statement that school counselors will develop and deliver counseling programs and services that provide all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains. Specifically Goal 3 states, “To promote the positive personal and social development of all students within a safe learning environment, school counselors will provide programs, classroom-based interventions and group and/or individual counseling that allow students to (1) feel supported and safe at school, (2) develop interpersonal skills for positive social interactions, and (3) understand their personal strengths and challenges. Additionally, the Agawam Public Schools support the recommended ratio of 1 school counselor per 250 students and endeavors to meet and maintain that ratio. A developmental counseling curriculum has been written and school counselors are providing classroom lessons, facilitating small group skill focused interventions, and individualized interventions when appropriate.
- ***School-wide Positive Behavioral Intervention Supports (PBIS)*** – an intervention/practice that provides a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, four elements are guided by six important principles:
 - develop a continuum of scientifically based behavioral and academic supports; o use data to make decisions and solve problems;
 - arrange the environment to prevent the development and occurrence of problem behavior;
 - teach and encourage prosocial skills and behaviors;
 - implement evidence-based behavioral practices with fidelity and accountability; o screen universally and monitor student performance and progress continuously. ·
- ***Check In/Check Out (PBIS secondary tier intervention)*** – for students who need support beyond what is provided by the universal system. It is an intervention that increases adult feedback and interaction through a daily in-class or out-of-class

check in. There is a home component with a corresponding increase in the home school connection. Students are provided explicit expectations for behavior at the beginning of each day and receive increased feedback from adults throughout the day. Students check out with an adult and data is collected and summarized daily.

- **Functional Behavior Assessments (FBAs) and Behavioral Intervention Plans (BIPs)** –A functional behavior assessment is an analysis of the circumstances in the environment (teachers, students, events, etc.) that tend to predict a behavior and help explain why the student engages in that behavior at that particular time. Why a student engages in that behavior is known as the function. The FBA is used to plan an effective and efficient individual intervention for those students who have not responded to the universal and secondary interventions. The intended outcome of a functional assessment is an effective intervention plan (BIP) that prevents failure and facilitates student success. An important key to creating an effective intervention plan is to determine appropriate behaviors to teach the student to enable him/her to get his/her need met with appropriate behaviors.
- **School-Wide Information System (SWIS)** – a web-based information system designed to help school personnel to use office data to design school-wide and individual student interventions. The three primary elements of SWIS are (1) an efficient system for gathering information, (2) a web-based computer application for data entry and report generation, and (3) a practical primary process for using information for decision making. Data that is collected and summarized includes the number of office discipline referrals per month, the type of problem behaviors that lead to office referrals, the location of the problem behaviors, the time of the day that the behaviors occurred, and the student(s) involved.
- **PowerSchool** – a preK-12 student information software system to manage information and streamline administrative tasks. Data is stored over time and across schools enabling longitudinal data to be accessed. There is a discipline module that enables the district to track bullying incidents as well as harassment & civil rights violations.
- **Second Step: A Violence Prevention Curriculum** – a violence prevention curriculum that is backed by research to help students develop strong bonds to school, solve problems without anger, and treat others with compassion. Teaching topics include empathy training, impulse control, problem solving, and anger management. Lessons include a review of objectives, a script for the teacher to follow, discussion questions, role plays as well as other activities and suggestions on ways teachers can model the skill throughout the week. Several research studies have evaluated the efficacy of the Second Step curriculum in teaching prosocial behavior and in reducing antisocial and aggressive behavior.
- **Steps to Respect: A Bully Prevention Program** – a research-based program that teaches students to recognize, refuse, and report bullying, be assertive, and build friendships. This program can help students feel safe and supported by adults around them. The curriculum includes lessons on recognizing bullying, being assertive, reporting bullying, and about being a bystander.
- **Cybersafety** – Presentations for students and families have been provided at grades 5 through 12. Selected staff was recently trained by the Massachusetts Aggression Reduction Center (MARC) in Bullying & Cyberbullying Prevention. This was a “Train the Trainer” model providing for ongoing training of all personnel working in the schools.
- **Peer Mediation** – *a group of students trained to mediate conflicts between students at the High School. It is recognized that the effectiveness of these programs and curriculum depends on the fidelity to which they are implemented. The Agawam Public School district will emphasize the importance of fidelity of implementation and principals will work with the counseling department and the professional development committee to ensure the appropriate training of staff as well as the implementation of programs at the school level.*

COLLABORATION WITH FAMILIES

Each year the Agawam Public Schools will notify parents/guardians about the anti-bullying curricula that are being used in our schools. We will collaborate with existing School Councils, PTOs, Special Education Parent Advisory Council and other such organizations in offering education programs that are focused on the parental components of the district anti-bullying curricula and social competency curricula used.

APPENDIX A

Harassment or Intimidation (Bullying) Report Form

Directions: Harassment and intimidation (bullying) are serious and will not be tolerated. This is a form to report alleged harassment and intimidation (bullying) that occurred on school property; at a school activity or event off school property; on a school bus; or on the way to and/or from school, in the current school year. If you wish to report an incident of alleged harassment or intimidation (bullying), complete this form and return it to the Principal at the student target's school. Contact the school for additional information or assistance at any time.

Definitions:

Aggressor – a student or 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 who engages in bullying, cyberbullying, or retaliation.

Bullying – the repeated use by one or more students or by 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying – bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment – a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Target – a student against whom bullying, cyberbullying, or retaliation is directed.

Retaliation – any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or had reliable information about bullying.

Please Print

Today's Date ____/____/____ School: _____

Person Reporting Incident ☐ Student ☐ Staff Member (specify role) _____ ☐ DCF
☐ Parent ☐ Administrator ☐ Other (specify) _____

Name: _____

(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.)

Telephone number(s) _____

Check whether you are the: ☐ Target of the behavior ☐ Reporter (not Target)

Report/Complaint

Name of Target (of behavior): _____

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

Date of Incident(s): _____ **Time When Incident(s) Occurred:** _____

Location of Incident(s) (Be as specific as possible): _____

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

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Place a (x) next to the statement(s) that best describes what happened (choose all that apply)?

- ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- ☐ Demeaning and making the victim of jokes ☐ Excluding or rejecting the student
- ☐ Making rude and/or threatening gestures ☐ Spreading harmful rumors or gossip
- ☐ Intimidating, extorting, or exploiting
- ☐ Electronic Communication (specify) _____
- ☐ Other (specify) _____

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.

Signature of Person Filing this Report: _____ Date: _____

(Note: Reports may be filed anonymously and will be investigated; however, no disciplinary action shall be taken against an alleged aggressor solely on the basis of an anonymous report.)

Form Given to: _____ Position _____ Date: _____

Please note that filing this report with the school does not exclude your right to notify the local law enforcement agency when criminal charges may be pursued against the aggressor.

Incident # _____ (to be assigned by administrator)

APPENDIX B

Bullying Prevention & Intervention Incident Investigation Form

School Personnel Completing Form: _____ Position: _____

Today's Date ____/____/____ School: _____

Person Reporting Incident (from reporting form/attach reporting form)

Name _____

Place an x in the appropriate box.

☐ Student ☐ Student Witness/Bystander ☐ Parent/Guardian ☐ Admin ☐ Staff ☐ DCF ☐ Other

1. Name of student target _____

Days absent due to incident _____

2. Name of alleged aggressor(s) (If known)	Age	School	Is he/she a student?
_____	_____	_____	☐ Yes ☐ No
_____	_____	_____	☐ Yes ☐ No
_____	_____	_____	☐ Yes ☐ No

Any prior documented incidents by the aggressor(s)? ☐ Yes ☐ No

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

Any previous incidents with findings of bullying and/or retaliation? ☐ Yes ☐ No

INVESTIGATION

3. Where did the incident happen (choose all that apply)?

- ☐ On school property
- ☐ On a school bus
- ☐ On the way to/from school
- ☐ At a school activity/event off school property

4. Place an x next to the statement(s) that best describes what happened (choose all that apply):

- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- ☐ Demeaning and making the target the object of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Intimidating, extorting, or exploiting
- ☐ Spreading harmful rumors or gossip
- ☐ Electronic communication (specify) _____
- ☐ Other (specify) _____

5. What actions were taken to investigate this incident? (choose all that apply)

- ☐ Interviewed student target
- ☐ Interviewed alleged aggressor(s)
- ☐ Interviewed witnesses
- ☐ Witness statements collected in writing
- ☐ Interviewed school nurse
- ☐ Reviewed any medical information available
- ☐ Interviewed teachers and/or other staff
- ☐ Consult as needed with additional staff (i.e. counselor, Sped liaison)
- ☐ Interviewed student target's parent/guardian
- ☐ Interviewed alleged aggressor's parent/guardian
- ☐ Examined physical evidence
- ☐ Conducted student record review

- ☐ Obtained copy of police report
- ☐ Other (specify) _____

6. Why did the bullying, harassment, or intimidation occur (alleged motives)? (X all that apply)

- ☐ Because of race
- ☐ Because of national origin
- ☐ Because of disability
- ☐ Because of sex
- ☐ Because of sexual orientation
- ☐ Because of gender identity
- ☐ Because of religion
- ☐ Because of physical appearance
- ☐ To impress others
- ☐ Because of another reason (specify) _____

☐ Reason unknown

Function of behavior????

Refer to SC Policies AC Nondiscrimination & ACAB-R Nondiscrimination/Sexual Harassment Complaint Procedure (protected classes)

7. What corrective actions were taken in this case? (choose all that apply)

- ☐ None were required, this was a false allegation
- ☐ Student conference
- ☐ Student warning
- ☐ Letter of apology
- ☐ Counseling
- ☐ Parent Letter
- ☐ Parent phone call
- ☐ Parent conference

- ☐ Education
- ☐ Loss of Privilege
- ☐ Detention
- ☐ Restitution
- ☐ In-school suspension
- ☐ Out-of-school suspension
- ☐ Community Service
- ☐ Expulsion
- ☐ Other (specify) _____

8. Describe Safety Planning (if needed):

Follow-up/ Target: scheduled for _____ Initial & Date when completed: _____

Follow-up w/ Aggressor: scheduled for _____ Initial & Date when completed: _____

Contacts:

- ☐ Target's parent/guardian Date: _____
- ☐ Aggressor's parent/guardian Date: _____
- ☐ Law Enforcement Date: _____
- ☐ DCF Date: _____

9. Additional pertinent information gathered during the interview: _____

10. Investigator notes: _____

CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ YES ☐ NO

☐ Bullying ☐ Incident documented as _____

☐ Retaliation ☐ Discipline referral only _____

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

Report forwarded to Superintendent: Date _____

Signature

Date

Incident # _____

GANG ACTIVITY / SECRET SOCIETIES

The goal of the Agawam School Committee is to keep district schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. Each building principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the principal or his/her designee as the need for it arises at individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools, as appropriate.

Secret Societies

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

SCHOOL RELATED TEEN DATING VIOLENCE

The Agawam Public School System is dedicated to providing an atmosphere free from actual or threatened psychological, physical, or sexual abuse, including teen dating violence. The District believes that education plays a critical role in establishing healthy relationships for its students. Agawam's comprehensive health curriculum for grades K – 12 includes instruction on establishing safe, non-violent relationships.

It is the policy of the Agawam Public School System that teen dating violence related to school, including school-sponsored activities, shall not be tolerated.

FILING A COMPLAINT OF TEEN DATING VIOLENCE

Complaints of teen dating violence related to school, including school-sponsored activities, may be filed verbally or in writing by a victim, student, faculty/staff member or a parent. The complaint may relate to verbal, nonverbal, written, physical or sexual behaviors which are observed, reported, or experienced. The complaint should be filed with the Building Principal, but if the victim is more comfortable talking with another staff member, that staff member must report the incident to the Building Principal. It is important to note that, pursuant to Massachusetts General Law chapter 209A, school staff are required by law to report to the Department of Social Services if they have reasonable cause to believe that a child under the age of 18 is suffering serious physical, emotional abuse or neglect, or sexual abuse, including rape and indecent assault and battery.

When a complaint related to school, including school-sponsored activities, is received, the Building Principal or his/her designee will initiate an immediate investigation of the allegations. It will be conducted in such a way as to maintain confidentiality, and will include private interviews with the victim and/or person filing the complaint. The person alleged to have committed the behavior will also be interviewed separately. Upon completion of the report, both parties will be informed of the results by the Building Principal.

RESTRAINING ORDERS

It is the responsibility of the student to inform the Building Principal/Assistant Principal if he/she has obtained a restraining order against an individual. Once the Building Principal is notified of the restraining order, he/she, or his/her designee, may meet with the student and his/her parents to review the order and its implications. An appropriate safety plan will be developed in collaboration with the school psychologist, adjustment counselors, guidance counselor, and faculty. The Building Principal or his/her designee may also meet with the defendant to review the terms of the order, the expectations concerning appropriate behavior, and the consequences for violation of the order. Violation of a restraining order is a criminal offense, and must be reported to the police.

STUDENT DISCIPLINE

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

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

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

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed, except for offenses referenced in the note at the end of this policy, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a

long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

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

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

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

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

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be.

The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

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

Expulsion

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

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

Academic Progress

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

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

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

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

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

Reporting

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

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

SOURCE: MASC 2022

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H3/4; 76:17; 603 CMR 53.00

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School; Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, S. 37H or 37H ½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year, except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress, and the requirement that all school districts, regardless of the type of offense, shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School, addresses continuation of educational services for students when they are excluded from school.

New Federal Guidance related to Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 that students are effectively supported when responding to behavior that is based on a student's disability that could lead to student discipline has been added as a legal reference.

File: JIC

Agawam Public Schools 2022

Approved by the School Committee on October 11, 2022, by a vote of 7-0.

SUSPENSION AND EXPULSION BASED ON A FELONY
(Massachusetts General Laws, Chap. 380, Section 2; Amendment 1 to Section 37H)

1. Upon the issuance of a criminal complaint charging a student with a felony, or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial effect on the general welfare of the school. The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such suspension, provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his/her request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her right to appeal and the process for appealing such expulsion, provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his/her request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parents or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

Upon expulsion of such student, no school or school district shall be required to provide education services to such student.

When a student is expelled, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reason for said expulsion.

DUE PROCESS RIGHTS

In situations involving discipline or other consequential action, the Agawam Public School district acknowledges its responsibility to afford students due process and timely resolution to proceedings, as mandated by state and federal statute and the regulations of the Commonwealth of Massachusetts. For all actions students have the right to be informed of the charges or issues, be given an opportunity to respond, and be apprised of the outcome and any applicable appeal procedures. The specific responsibility of the district regarding due process is dependent upon the action under consideration by the district in any given situation. The district supports the efforts of students and parents/guardians in directing student specific programmatic or procedural concerns to appropriate staff throughout the system. (Goss vs. Lopez 419 U.S. 1975)

STUDENT MOTOR VEHICLE REGULATIONS

Bringing a motor vehicle to and from school is a privilege. The following regulations are designed to promote safety and order in the high school driveways and parking lots. Failure to comply with these regulations and conditions may result in the revocation of driving privileges on school property. **NO PARKING PASS– NO PARKING**

All students eligible to park must pay a fee of \$40.00 at the beginning of the school year. Career Tech students must pay a fee of \$20.00 at the beginning of the school year. NHS Students are exempted from the fee, but must still sign up for a parking pass at the beginning of the school year. Parking passes must be displayed properly or the car will be towed at the student's expense.

Furthermore:

1. The maximum speed limit on all school property is 15 m.p.h. Students must drive on school property using caution and consideration for vehicles and pedestrians. Reckless or careless driving will be reported to the police department and Registry of Motor Vehicles;
2. Student cars must be parked in single spaces in designated parking areas. Cars parked in illegal areas (i.e., teacher parking areas, the administrative parking area, the cafeteria staff parking area, visitor parking areas, or the building maintenance staff parking area) will be subject to towing beginning on the first offense. Towing is at the student's expense;
3. During school hours, students are not to park in the area of the shops, music rooms, or the Agawam Public Library;
4. Students are not to park on Old Mill Road (both sides from Mill Street southerly to the end of the street) or on Holland Drive (both sides from Mill Street southerly and westerly to Old Mill Road) on Monday through Friday between the hours of 7:00 a.m. and 2:00 p.m. from September 1st through the end of the school year;
5. All juniors and seniors, career tech, cooperative education, and school choice students may park motor vehicles on school grounds;
6. Students granted permission to park on school grounds must display the proper parking tags at all times. Parking tags must be displayed in the front window;
7. A parking tag issued to a student may be used by that student only on his/her car;
8. Once a car has been parked in the lot by a student, there shall be no loitering in the car by students;
9. Once a car is parked, the driver or any other pupil shall not be allowed to enter the car unless escorted by an administrator. This includes retrieving items from the car;
10. Students who do not obey the regulations regarding motor vehicles at school will have the privilege to drive to school revoked;
11. If a student uses his/her vehicle to transport on to the school grounds any form of alcoholic beverages or drugs, such action will result in the loss of parking privileges for the school year, suspension or expulsion, and subjection to prosecution by law enforcement authorities;
12. If a student who has permission to park in the student parking area changes vehicles, he/she must notify the office with registration;
13. A student who utilizes his/her car, or allows someone else to use their car and violates a school rule will lose the parking privileges as outlined in the discipline system section. See discipline action;
14. A National Honor student who utilizes his/her car to transport a student who is not properly dismissed will lose his/her parking privileges as outlined and will be subject to Agawam High School National Honor consequences.

THE ADMINISTRATION RESERVES THE RIGHT TO REVOKE PARKING PRIVILEGES.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT

Positive Behavior Interventions and Support (PBIS) are developed at the school level by school staff, principals, and students to create a positive culture and climate with consistent high expectations for behavior, incentives and consequences. By creating a school-wide system for these structures, PBIS helps adults and students have a common understanding of the behavioral expectations for all individuals.

Agawam High School

School-wide Expectations Matrix

6 School-wide Core Values	Typical Settings/ Contexts				
	Classroom	Hallways	Cafeteria	Extra-curricular Activities	Bathrooms and Lockers
Respect	- Follow teacher directions. - Treat others how you want to be treated. - Respect school property. - Be a good listener.	- Follow the way of the traffic (to the right). - Be friendly to others. - Give personal space.	- Be courteous and polite to cafeteria staff and others in line. - Keep cafeteria clean for others to enjoy. - Respect others' personal items. - Practice table manners.	- Show respect to coaches, advisors & group members. - Be non-judgmental. - Display fairness in competing.	- Keep walls free from graffiti. - Respect others' privacy and personal space.
Responsibility	- Arrive to class on time and prepared. - Stay attentive. - Keep class positive. - Try your best.	- Keep areas clean. - Use lockertime efficiently.	- Have ID/ss ready to increase lunch line speed. - Behave. - Recycle daily. - Throw away own trash.	- School work is a priority. - Be attentive to coach/advisor. - Be prepared.	- Clean up after yourself. - Recycle trash from your locker. - Use pass only when necessary. - Report low supplies.
Integrity	- Do your own work. - Study to receive the best grades possible. - Don't steal. - Give equal attention to all students. - Be honest about your homework.	- Return lost items to the office. - Have a valid pass. - Be watchful of what we say.	- Keep your place in line. - Be honest. - Be helpful to others. - Use manners: "please" and "thank you."	- Demonstrate good sportsmanship. - Own up to mistakes. - Follow through with commitments.	- Take care of school property. - Respect other people's belongings. - Shut off water after use.

School-wide Core Values	Typical Settings/ Contexts				
	Classroom	Hallways	Cafeteria	Extra-curricular Activities	Bathrooms and Lockers
Compassion	- Be open to other points of view. - Assure that all students understand the material before moving ahead in the curriculum.	- Be helpful to others. - Say "excuse me" when you bump into someone. - Be considerate of others' feelings.	- Be friendly to others. - Invite someone to sit with you. - Make new friends.	- Be fair. - Cheer teammates on. - Encourage those who are struggling. - Perform community service.	- Uphold confidentiality. - Share hygiene resources.
Achievement	- Set personal goals. - Complete all assignments on time.	- Arrive to class prepared and on time. - Exhibit positive behaviors/actions.	- Bring correct amount of money. - Eat a healthy lunch. - Return to class in a responsible manner.	- Teamwork. - Have a strong work ethic. - Love what you do.	- Flush & wash hands. - Use time wisely and appropriately. - Be prepared.
Safety	- Say No violence. - Keep area safe and clean. - Manage student behavior in the class. - Know and follow procedure for lockdowns.	- Keep steady flow. - Avoid PDAs. - Keep hands to oneself. - Alert staff of a safety concern.	- Wait patiently in line. - Discourage food throwing. - Avoid settling personal conflicts. - Sit while you are eating. - Food remains in cafeteria.	- Follow directions/rules. - Keep drama outside of school. - Use equipment correctly.	- No smoking/drugs. - Secure stall door lock. - Properly dispose of personal items.

BEHAVIOR GUIDELINES

These guidelines are established to uphold Agawam High School's six core values: *respect, responsibility, integrity, compassion, achievement, and safety*. They provide an important foundation to guide behaviors, both individually and in interpersonal relationships. If members of our school community abide by these values, the learning environment will be strengthened so that all students will have an opportunity to achieve academic success in a safe, secure learning environment.

The consequences shown for behaviors will serve as intervention guidelines to help students learn to make better choices to restore acceptable behavior. The final consequences will be determined with fairness at the discretion of administration. Students and their parents/guardians who believe that a student has received unfair treatment may bring forward their grievance.

Levels of discipline for specified offenses are provided as minimum guidelines to insure that every student is aware of the potential consequences of actions which violate the discipline policies of the Agawam Public Schools. In determining the level of discipline in each case, the principal or his/her designee may in their sole discretion impose the minimum level of discipline provided for in these discipline policies, or they may impose greater discipline, including but not limited to, more detentions, a longer suspension, the imposition of a discipline contract and/or expulsion from the school or school district.

The Agawam Public Schools administration reserves the authority to suspend for other behavioral circumstances not listed below.

RESPECT

INCITING A DISTURBANCE/FIGHT/RIOT

CONSEQUENCES Up to ten days external suspension

PHYSICAL CONFRONTATION WITH ANOTHER STUDENT

Police may be notified based on severity of actions. Mediation will be recommended in all instances.

CONSEQUENCES Up to ten days external suspension.

PHYSICAL CONFRONTATION WITH A PRINCIPAL, ASSISTANT PRINCIPAL, TEACHER, TEACHER'S AIDE, OR OTHER STAFF MEMBERS ON SCHOOL PREMISES OR SCHOOL RELATED EVENTS INCLUDING ATHLETIC GAMES

Police will be notified based on severity of actions. Risk assessment may be required.

CONSEQUENCES Minimum 10 day external suspension and possible recommendation for expulsion

THREATS TO COMMIT A CRIME (BODILY INJURY) THROUGH STUDENT DRAWINGS/GRAPHICS Ref: 433 Mass. 149 (2001)

In all instances a referral for school counseling will be made and a parent conference will be held. Police to be notified in certain cases.

CONSEQUENCES Up to ten days external suspension.

VERBAL OR WRITTEN THREAT TO KILL OR HARM AN INDIVIDUAL OR GROUP OF INDIVIDUALS

Police will be notified. Risk assessment may be required.

CONSEQUENCES 1st offense Up to three days external suspension
2nd offense Up to ten days external suspension and recommendation for expulsion. In all cases those being threatened will be directed to file court complaints.

RESPONSIBILITY

TARDINESS TO SCHOOL

Two tardy occurrences each term will be waived. For each subsequent violation a detention will be assigned.

CUTTING CLASS

CONSEQUENCES 1st offense After school detention with the classroom teacher
2nd offense Parent meeting + after school detention with classroom teacher
3rd offense Internal Suspension

OUT OF BOUNDS/LEAVING SCHOOL GROUNDS/INAPPROPRIATE LOCATION

CONSEQUENCES 1st offense Parent conference, after school detention
*2nd offense After school extended detention
*3rd offense Day of internal
*subject to lose parking privileges.

INTEGRITY

POSSESSION OF A HOAX DEVICE OR HOAX SUBSTANCE (c.266 § 102A ½)

Police to be notified in certain cases.

CONSEQUENCES	1 st offense	Up to eight days external suspension and possible recommendation for expulsion.
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FALSE REPORT OF A FIREARM, BOMB, OR ANY WEAPON OR PROPERTY CAPABLE OF CAUSING DAMAGE (c.26 § 14)

Police to be notified.

CONSEQUENCES	1 st offense	10 days external suspension and possible recommendation for expulsion.
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VANDALISM/THEFT/POSSESSION OF PERSONAL OR SCHOOL PROPERTY

Return of stolen property or restitution is required. Police may be notified.

CONSEQUENCES	1 st offense	Up to three days external suspension
	2 nd offense	Up to five days external suspension
	3 rd offense	Up to eight days external suspension

TAMPERING WITH A FIRE EXTINGUISHER/ALARM AND AED DEVICE

Police to be notified.

CONSEQUENCES	1 st offense	Up to five days external suspension
	2 nd offense	Up to eight days external suspension

COMPASSION

USE OF DEFAMATORY COMMENTS, RACIAL, RELIGIOUS, AND/OR ETHNIC SLURS OR SYMBOLS THAT DEMEAN OTHERS/HARASSMENT SUCH AS REPEATED NAME CALLING/BULLYING

In all instances mediation will be recommended and a parent conference may be held. A referral may be made to a school counselor and law enforcement.

CONSEQUENCES	1 st offense	Up to three days internal suspension
	2 nd offense	Up to two days external suspension
	3 rd offense	Up to five days external suspension

SEXUAL HARASSMENT

Police to be notified in certain cases.

CONSEQUENCES	1 st offense	Up to three days external suspension
	2 nd offense	Up to five days external suspension
	3 rd offense	Up to eight days external suspension

ACHIEVEMENT

ACADEMIC DISHONESTY

Including copying homework, cheating on papers and exams, or plagiarism, including use of AI will result in students receiving a grade of a zero (0) for the assignment.

SAFETY

POSSESSION OF DRUG PARAPHERNALIA (including, but not limited to pipes, rolling papers, straws or any other device used to consume drugs-- including e-cigarettes) In all instances a referral for school counseling will be made. Police to be notified in certain cases.

CONSEQUENCES	1 st offense	Up to five days external suspension
	2 nd offense	Up to eight days external suspension and possible recommendation for expulsion

POSSESSION OF DRUGS/ALCOHOL

Police to be notified. In all instances a referral for school counseling will be made and a parent conference will be held.

CONSEQUENCES	1 st offense	Up to eight days external suspension and recommendation for expulsion
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DISTRIBUTION OF DRUGS/ALCOHOL

Police to be notified. In all instances a referral for school counseling will be made and a parent conference will be held.

CONSEQUENCES	1 st offense	Up to eight days external suspension and recommendation for expulsion
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UNDER THE INFLUENCE OF DRUGS/ALCOHOL/MISUSE OF INHALANTS, GLUE, ETC.

Police to be notified. In all instances a referral for school counseling will be made and a parent conference will be held.

See Breath and Alcohol Testing policy on page #94.

CONSEQUENCES Up to eight days external suspension and recommendation for expulsion

THREATS CAUSING EVACUATION OR DISRUPTION OF SCHOOL (c.269 § 14)

Police to be notified. (including, but not limited to verbal, written, graphic, cyber)

CONSEQUENCES 1st offense Up to eight days external suspension and possible recommendation for expulsion.

SOCIAL MEDIA POST CAUSING DISRUPTION OF SCHOOL

Risk assessment may be required. Police will be notified.

CONSEQUENCES 1st offense Up to eight days suspension.

There are 5 long-standing principles of Restorative Justice/practice: Relationship, Respect, Responsibility, Repair, and Reintegration. Administration considers ways to re-engage the student in the learning process and considers alternative remedies listed below following and in direct response to misbehavior:

- Student Conference
- Parent notification (telephone; email)
- Parent meeting
- Restorative meeting
- Peer Mediation
- Apology to the Target
- School Counseling
- Smoking/Vaping Cessation Support
- Teacher Detention
- Office Detention
- Super Extended Wednesday Detention
- Loss of Athletic/Extracurricular activities
- Loss of Parking privilege
- Technology limitation
- Restitution for damage/loss of technology
- Restitution for vandalism/graffiti
- Community service
- Internal Suspension
- External Suspension

SUSPENSION EFFECTS

A conference with the student, a parent or guardian, and an administrator may be arranged after the student has been externally suspended. It may occur during the period of the suspension or when the student returns to school from the suspension. If the period of the student's suspension exceeds three school days, the administration will arrange for work not accessible through Google Classroom to be collected in the office for pickup. Students are responsible for making up all work missed during the suspension period within a week of their return to school.

During the period of suspension, external or internal, a student may not take part in any extra-curricular activities or school-sponsored events nor be in the building or on the grounds during the school day. Examples include evening games, dances, prom, Top 40, plays concerts and/or musicals.

Parents/guardians will be notified of their child's internal or external suspension by mail and telephone.

TEACHER DETENTION

A teacher may require a student to stay after school to discuss a behavioral problem or to have a student do academic work. As long as the student has been given a 24-hour notice to report, the student must attend the after-school session. Failure to attend this session will result in a referral to the appropriate administrator who will take disciplinary action.

If a student has been asked to stay for a particular teacher on a given day when the student also has office detention, the student is expected to report to that teacher, stay the assigned time, and bring a note from that teacher to the appropriate administrator before the student leaves the school building. School obligations come first, even before your job. If you have a problem, see your teacher or administrator.

CUTTING CLASS

The definition of cutting class is the missing of class time without permission or without a legitimate excuse acceptable to the teacher. Detention will be assigned. Additional cutting will result in an increase in the number of detentions and/or suspension.

OFFICE DETENTION

Violation of general school policies will result in the assignment to office detention, held Monday through Thursday from 1:55 p.m. – 2:40 p.m. at the High School. The student is expected to bring enough work to keep busy for the entire detention period. The teacher in charge of detention may withhold credit if the time is not properly used. The student will not be admitted into detention after the bell. If the student needs to be excused from attending detention on a particular afternoon, the student must get permission from an administrator **before** the detention is to be served.

Examples of infractions that could result in one to five detentions and/or suspensions are as follows:

- Classroom misbehavior
- Interference with the enforcement of school rules
- Skipping a scheduled period
- Possession of lighter
- Leaving class early
- Possession of matches
- Inappropriate display of affection
- Possession of laser pen
- Lack of corridor pass
- Littering on School Property
- Failure to report to teacher detention
- Cafeteria misbehavior
- Snowball throwing
- Loud behavior
- Swearing

The Agawam High School Administrators reserve the authority to assign office detentions for other behavioral circumstances not listed.

EXTENDED DETENTIONS

Every Wednesday, students who have reached five (5) unserved office detentions will serve an extended two-hour detention from 1:55 p.m. until 3:40p.m. Students with an approved excuse will be scheduled to report to the following Wednesday extended detention.

Transportation for these Wednesday detentions must be arranged by the student in advance.

INTERNAL SUSPENSION

Internal suspension may be assigned by an administrator as an alternative to out-of-school suspension. Parents/Guardians are notified. Students assigned to internal suspension are excluded from extra-curricular activities throughout the duration of the discipline. During internal suspension, students will work on school-related assignments.

EXTERNAL SUSPENSION

A student should not be on school grounds or participate in school events/sports during an external suspension period. Administration will make every effort to offer the use of the Lower Pioneer Valley Collaborative Temporary Alternative Placement (TAP) space in which to serve the suspension. Transportation to be provided.

DISCIPLINING STUDENTS WITH SPECIAL NEEDS

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

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

DUE PROCESS FOR SUSPENSIONS

NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, 37H or 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing. Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;

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

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

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

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

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

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

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

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

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

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

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

APPEAL OF LONG-TERM SUSPENSION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. 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 & 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 and 371-1^{1/2}

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.

XIV. MAKE-UP WORK

MAKE-UP WORK

Students will have one day for each day of legitimate absence to arrange for make-up work with teachers. Make-up work will be made available to students while on suspension in accordance with Massachusetts State Law.

MAKE-UP WORK DUE TO NON-ILLNESS/VACATIONS

Parents and students are reminded that Massachusetts Law requires compulsory attendance for students. The Agawam Public School System strongly discourages family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process that the experience outside of classroom attendance can **not** duplicate. (See Agawam Public Schools Attendance Policy).

The burden of making up lost work rests with the student. Teachers are not to be expected to give extra help in making up this work. Teachers are not required to give out assignments prior to a family vacation. Any work that is assigned during this period of absence must be returned to the teacher on the day the student returns to school.

XV. ATHLETICS, CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

ATHLETICS, CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The Agawam School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes, good human relations, and knowledge and skills. Students are encouraged to become involved in at least one activity.

File: JJ

PARENTAL/STUDENT CONSENT, RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT

Before any student can participate in voluntary extra-curricular activities including athletic programs, the student and his/her parent(s), guardian(s), or legal representative(s) must sign and date a copy of the Parental/Student Consent, Release from Liability and Indemnity Agreement Form, which is identified as School Committee Policy JJIR-F. Students who have attained the age of 18 years must sign and date a copy of this form without the signature(s) of parents(s), guardian(s), or legal representative(s). The completed signed and dated copy of the Release and Indemnity form shall be kept by the building principal or athletic director.

File: JJIR

STUDENT ADVISORY COMMITTEE TO THE SCHOOL COMMITTEE

This organization is a link between students and the administration. The members elected annually attend school committee meetings and meet with the various administrators during the school year. The organization welcomes suggestions and opinions and will conduct surveys to determine the students' wishes.

ACADEMIC REQUIREMENTS FOR ATHLETICS, CO-CURRICULA AND EXTRA-CURRICULA

At the high school, a student must secure during the last marking period preceding the contest (e.g., second quarter marks and not semester grades determine the third quarter eligibility) a passing grade equivalent to 5 credits. To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of five traditional yearlong major courses. (5 credits)

CLUBS AND ORGANIZATIONS

Academic A's

This high honor is issued to those students who have maintained a 3.0 (B) cumulative GPA during their freshman, sophomore, junior, and first semester of senior years at Agawam High School.

Adventure Club

Adventure Club is an open-enrollment club providing numerous opportunities for outdoor activities and adventures such as hiking, zip-lining, indoor rock climbing, and snow tubing.

Art Club

The Art Club offers a creative group environment for students who appreciate art and want to develop a better understanding of skills. Members will create their own artwork and occasionally work on collaborative projects. Students can also use the studio time to develop and enrich personal portfolios. The Art Club meets weekly.

As Schools Match Wits

Highly motivated students interested in quick recall, trivia knowledge, and vital information in all academic areas are encouraged to try out for the "As Schools Match Wits" team. This team offers the challenge of competition to all interested newcomers.

Best Buddies

Best Buddies International is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities. Meetings are held once a month with a planning meeting held the week before to plan activities that promote social interaction and relationships. There is the opportunity to participate in activities outside of school including movie nights and the Best Buddies Prom.

Board Game Club

Board Game Club was originally established as mainly a social club, which encouraged friendly competition. Each week, the students vote on what we'll play the following week. The students are responsible for bringing in the games. We have a president and vice president who are in charge of organizing group outings and which games we will play.

Cheerleading Squad

Spring tryouts for the cheerleading squad are open to all students, male and female. A new squad is selected each year. If you are interested in promoting school spirit, attending athletic events, and the opportunity to visibly support your school, consider trying out for cheerleading.

Chess Club

Students play chess in after-school sessions.

Chiefs

Student Chiefs serve as role models to the student body and are asked to assist with various activities throughout the year. Students should apply to the principal for consideration of this leadership opportunity.

Drama Club

The goal of Drama Club is to perform one or more plays for the student body or the public during the school year. It is open to any student wishing to fulfill a thirst for performing or to seek the thrill of working the fast pace behind the scenes.

Dungeons & Dragons Club

This club allows students to meet weekly to play and build a community of students who enjoy the game and promote life skills such as creativity, empathy, problem solving, teamwork and communication.

Empowerment Club

Empowerment Club is a forward-thinking, compassionate group that aims to break stereotypes, raise money for local and global charities, and empower the staff and students of Agawam High and others everywhere. We have thought-provoking conversations about equality, race, poverty, climate, LGBTQ+ rights, politics, women's rights, safety against sexual assault, free speech, and more. We actively educate our community about underrepresented people, victims of violence and oppression, and have celebrated things like Indigenous People's history, Black history, and women's history, to name a few, by creating showcases and pamphlets. We have organized fundraisers for communities in need; some of the groups we have focused on include the YWCA, Haitian Earthquake victims, the Dakota-Sioux clean water activists, Holyoke Battered Women's Shelter, the Trevor Foundation, and local Afghan refugees. We strive to stay open-minded, to be aware of current issues, and to work to make the world a better place.

Environmental Club

Members of S.A.V.E. will make an effort to better our environment. They will inform students and teachers on the importance of environmental issues and make a strong effort to involve the community in their quest for a better environment.

French Honor Society

The Société Honoraire de Français, a national honor society under the auspices of the American Association of Teachers of French, recognizes high achievement in French by students in secondary schools and promotes continued study of French. Any level 3 student studying French who has met the membership requirements is eligible for initial induction.

Continued membership requires active enrollment in a French class and maintaining high academic achievement therein. Students who continue studying French through their senior year will be awarded the Society's honor cord upon graduation.

Future Medical Career Club

The Future Medical Career Club is for all students interested in pursuing medical careers. Guest speakers visit to help members explore careers, share opportunities and answer questions about the healthcare field. Our activities are: Pumpkin painting at the Ronald McDonald House, Wacky Olympics, and we raise funds for the "Make a Wish Foundation" and for senior scholarship(s)

Future Teachers of America – Benjamin J. Phelps Club

The Benjamin J. Phelps Club of the Future Teachers of America, affiliated with the Massachusetts Teachers Association and the National Education Association, was organized in Agawam in 1953. The purpose of the club is to interest students in the teaching profession, to acquaint them with the role of education in the development of our democratic way of life, and to provide club members with current information about opportunities in the field of education.

GSA Club – Gender Sexuality Alliance

The Gay-Straight Alliance (GSA) club works to help create a safe, supportive environment at Agawam High School for all students. At weekly meetings, students support each other, discuss homophobia and other oppressions, educate the school community about these issues and plan events such as the National Day of Silence. All are welcome.

Helping Hands

Helping Hands is affiliated with Students Against Violence Everywhere Promise Clubs, a place for young people to show their leadership, creativity, and passion for protecting their friends, schools and communities for violence BEFORE it happens. Through Helping Hands, youth organize activities and reminders that reinforce important lessons to create a culture of looking out for one another, being upstanders and preventing violence—creating safer classrooms, schools and communities now and in the future. Helping Hands meets monthly after school to plan activities, events and reminders to promote a positive school culture for everyone

History Honor Society (Opus Bono Historiae: Creighton Abrams Chapter)

This is an honor society for the recognition of excellence in social studies at Agawam High School. This society is open to juniors and seniors who meet the membership entrance criteria. Opus Bono Historiae meaning “work for the good of history” represents the intent of the society to better the study of history through the work of the organization. Juniors must have fulfilled two years of Agawam High School's requirements for social studies, with a minimum 3.5 grade point average in those classes. For juniors to maintain membership they must continue to pursue academic social studies courses in their senior year while maintaining the 3.5 grade point average. Seniors must have fulfilled three years of Agawam High school's requirements for social studies, with a minimum 3.5 grade point average in those classes and be currently enrolled in at least one academic social studies course for their senior year. Students must also exhibit qualities of leadership, service, and citizenship in either their school or in a community/group organization. The signatures of two adult sponsors on the student application will serve as testimony to the student having met the leadership, service, and citizenship criteria.

Math League

The math team meets weekly after school to prepare for competitions held by the WMass Math League. Most events take place in winter and spring.

Model Congress

Each year Agawam High School sends a delegation to local colleges to participate in mock legislative sessions similar to Congress in Washington, D.C. In Model Congress students learn the mechanics of the law-making process by actually preparing legislation. They are required to present their preparation and defend their proposals in this strong academic extracurricular program.

National Honor Society – Eleanor H. Smith Chapter

The objectives of this organization are to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students at Agawam High School.

At the end of the first semester, juniors will be notified by letter, of their eligibility. Seniors are notified of their eligibility after the first term of their senior year. Induction into NHS will then take place in April or May of that year. Juniors and seniors who have met the criteria for membership will be inducted only at this time.

Selection for the National Honor Society

Philosophy

Selection for National Honor Society is not automatically guaranteed based on solely on GPA. It is a privilege granted to students who have demonstrated excellence in scholarship, leadership, service and character. The faculty council is entrusted with making the selection decisions based on the aforementioned criteria, explained in detail below.

Service Criteria

Students must:

1. Be involved in a minimum of two (2) in-school activities in the current year.
2. Have participated in a minimum of five (5) hours of verifiable community service since the beginning of their freshman year in high school.
3. Be willing to represent the class or the school in interclass and interscholastic competition
4. Show courtesy by assisting visitors, teachers, and students.

Leadership Criteria

Students must:

1. Demonstrate leadership in promoting school activities
2. Exercise positive influence on peers in upholding school ideals
3. Exemplify positive attitudes
4. Demonstrate leadership in the classroom and in school activities
5. Be dependable and responsible

Character Criteria

Students must:

1. Demonstrate responsibility, integrity and honesty
2. Demonstrate compassion and understanding
3. Demonstrate behaviors that reflect accountability, reliability, and trustworthiness
4. Demonstrate citizenship in the community

Scholarship Criteria

In order to be considered for NHS membership, students must have and maintain a minimum 3.720 weighted GPA, based on the cumulative average

Course Requirements:

Students who wish to be considered for membership to National Honor Society must be carrying at least four credits in the following areas: English, Mathematics, Foreign Language, Science, and Social Studies. Student course load must include at least 3 AP or Honors courses, 2 of which must come from the areas listed above. The third AP or Honors course can be from any department of the students' choice provided it is on the comprehensive list provided by the NHS advisors.

Continued membership in the National Honor Society are granted the following privileges:

1. Members receive a membership card soon after the induction ceremony which marks a student's official membership into this NHS chapter.
2. Members may request a second book for each class for home use (subject to availability).
3. Members may park for free at Agawam High School. No refunds will be made if payment is made before membership to NHS.
4. Students are given the opportunity to apply for the NHS Scholarship in the spring of their senior year.
5. Members receive a special sash to wear at graduation, which must be returned after the ceremony. They will also receive, and keep, a separate tassel and diploma bearing the NHS stamp.
6. Members will also receive intrinsic rewards from personal achievement, leadership opportunity, and helping others.

Voting Procedure

At least three of the five faculty council members must vote in favor of the student.

Appeals

Appeals of name selection will be directed to the principal, who has the final say.

Dismissal of Members

Dismissal of National Honor Society members is handled on a case by case basis. Members who are in violation of NHS requirements may be asked to come before the Faculty Council to explain the violation. Discipline will be determined by the council afterwards. Flagrant violation of school rules or civil laws may result in automatic irrevocable dismissal. If a student is under consideration for dismissal, he/she must be informed in writing of the violation and will be allowed to appear before the faculty council to present his/her case.

Peer Leadership Program

All Agawam High School students are eligible to join the program through the end of their junior year. Peer leaders receive special training in alcohol, tobacco, and drug prevention education and leadership and presentation skills. Peer leaders participate in a wide variety of activities in the high school, junior high, middle and elementary schools.

Peer Mediation

Peer Mediation is a program dedicated to conflict resolution. It meets every other Wednesday to establish opportunities that create a more peaceful environment in our school community.

Peer-To-Peer Tutoring

Agawam High School's Peer-to-Peer Tutoring program is unique in that students will tutor, free of charge, other students in need of assistance with any of their classroom work. The club meets twice per week at the high school, and the students in need of help are asked to bring homework, study guides, or other assignment materials to the session so that their peers – rather than teachers – can help them get to where they want to go with their academic goals. The meetings are low key and low stress and they are designed to HELP students in ANY scholastic discipline, including the organization of notebook and other study aids.

Photography Club

The Photography Club welcomes all students with an interest in photography, photo editing, and graphic design. Members meet biweekly and are encouraged to take and share photos within the club's google classroom page. Fundraisers are organized to purchase supplies or to go on field trips to view photography collections.

Programming Team

The Computer Programming Team is made up of students who have taken computer programming courses and would like to compete against other area schools in a competition using Pascal or Basic. Local competitions are held in March at various colleges in New England and New York. The winners of each competition are then invited to the northeast championships held in May.

Pro Merito

The objective of this graduation honor is to recognize those seniors who attain an overall grade point average of 3.2000 or better with no grade below C- for a final course grade. This includes weighted cumulative averages for honors and AP courses. To be granted this honor, students must carry a minimum of 7 credits each year with three (3) of these in the academic areas of English, Social Studies, Science, Math, Foreign Language and Business, Instructional Technology and Career Education. Students must have no more than a combined total of 6 unexcused tardies and unexcused dismissals, and no office disciplinary action. Pro Merito status **will not** be given to any student who was dismissed from National Honor Society for failure to meet the leadership, character, or service standards of NHS. Teacher evaluations may be utilized. Pro Merito status will be granted for graduation only and will carry no special privileges throughout the school year. The principal has the final approval of honors status.

Prom Committee

Any junior or senior who would like to take part in planning the Junior-Senior Prom is welcome to join the prom committee. Members are responsible for selecting the prom theme, purchasing the favors, choosing the menu, deciding the decorative colors, and finding the right disc jockey to set the appropriate mood for the prom theme.

Quill and Scroll

Quill and Scroll is the international honor society for high school journalists. Members must be in the top one-third of their class scholastically either for the year of their nomination, or for the cumulative total of all their high school work. They must have done superior work in some phase of journalism for The Mirror (school newspaper), Sachem (yearbook), or The Unicorn (literary magazine).

They must also be recommended by the publication advisor and the publications governing committee which shall consist of officers of Quill and Scroll. National dues of \$13.00 are required for membership. Members must be juniors or seniors. However, sophomores may be initiated during the final marking period of the school year with their membership becoming effective at the beginning of their junior year. A member may be placed on probation or dismissed by their advisor and the publication governing committee if they fail to maintain standards of membership.

Renaissance

Each term Agawam High School students are eligible to become members of the Renaissance Program. The purpose of the Renaissance Program is to increase student attendance, improve overall academic scores, increase graduation rates, and create a safe and positive school environment. The high school's Renaissance Program will offer incentive rewards for responsible behavior as well as academic achievement.

Grade Requirements:

- a. At least C- in each class
- b. At least B- in each class

Attendance Requirement:

1. No more than 2 unexcused absences.
2. No more than 2 unexcused tardies.
3. No more than 2 unexcused dismissals.
4. No office discipline (detention, internal, external)

The administrators reserve the right to revoke Renaissance privileges from any student who is cited for disciplinary action at any time.

Robotics Club

The Robotics Club is open to all students interested in the designing, construction and promotion of robots and related technological gadgets. The main focus of this club is to promote Technology and introduce students to career and educational opportunities related to Technology and Engineering. Members are not required to, but will have an opportunity to, affiliate with the Technology Student Association (TSA), Junior Engineering Technical Society (JETS), and FIRST Robotics.

Shakespeare Society

AP Literature students participate in Shakespeare Society in the Spring. Students analyze Shakespearean drama and work on designing projects for the culminating event. Events in the last couple of years have included Renaissance Fairs and "Liberty Food Truck" festivals.

Sign Language Club

The Sign Language Club is for students with no prior sign language experience to students with fluent signing skills. Becoming a member of the Sign Language Club includes the following benefits: information and postings of Deaf events in the area, games and activities, Deaf culture and fun sign language vocabulary! The mission of the Sign Language Club is to increase the awareness of sign language with an acknowledgement and respect for Deaf culture. Faculty advisor allows for student-directed meetings to meet their interests in learning sign language. All those interested are welcome to attend!

Ski Club

The AHS Ski & Snowboarding club meets to discuss and prepare for trips to New England resorts such as Pico Mountain, Bromley Mountain, Killington, Berkshire East, Catamount, and Jiminy Peak. Students vote on the desired trips at prices students and families can afford. The club provides transportation (often coach buses) to the resorts on Friday nights or all-day trips on Saturday.

SKI CLUB HELMET USE POLICY

The Agawam Public Schools District believes that to ensure a higher level of safety for students who participate in school-sponsored ski clubs, students in grade levels 5 – 12 shall be required to wear ski helmets while attending all ski club events.

Because studies have shown that ski helmet use is effective in reducing the severity of head injuries resulting from skiing accidents, ski helmet use is a logical way to protect everyone who participates in the sport of skiing. Adherence to this policy will be monitored by ski club advisors.

File: EBA

REF.: National School Boards Association, NEPN Code: EBB

Spanish Honor Society – Lope de Vega Chapter

The Sociedad Honoraria Hispánica, a national honor society under the auspices of the American Association of Teachers of Spanish, recognizes high achievement in Spanish by students in secondary schools and promotes continued study of Spanish. Any level 3 student studying Spanish who has met the membership requirements is eligible for initial induction.

Students who continue studying Spanish through their senior year will be awarded the Society's honor cord upon graduation.

Student Government

The purpose of the student government is to foster school improvement, promote community involvement, and enhance international understanding. Student leaders are chosen through a school wide election process.

World Language Club

World Language Club brings together students from many backgrounds every other week to celebrate cultures from around the world through music, food, dance, art and much more.

MUSIC ACTIVITIES

A number of music activities are available to students who have the desire and interest to participate. Most of the music courses and many of the activities are scheduled during the regular school day and must be selected from the course of study. Musical activities are rewarding for students in terms of fellowship, healthful recreation, personal gratification that comes from performance before appreciative audiences, and the frequent opportunities to serve our school and community.

Vocal Groups

Most vocal groups are scheduled into the regular school day. These include chorus and show choir. These groups perform a number of concerts for the community during the year as well as participate in exchange concerts with groups from other areas. Their music varies from jazz to popular styles. Each year the vocal music department hosts shows which are open to all students who qualify.

Band – Marching & Concert

The Agawam High School Band is both a scheduled course and an extra-curricular activity. It is one of the largest and most active school activities offered, and although most students who play instruments are encouraged to sign up for the curricular program, it is possible to be a member of the marching band by attending the after-school or evening rehearsals of this group. Concert band activities are carried on almost entirely during the scheduled band periods.

The band plays at home football games, takes part in several parades each year such as Columbus Day, St. Patrick's Day, and Memorial Day; performs several concerts – Pops concert, Band Time, Music Festival – and during recent years has taken part in large scale festivals out of state as well as in local events.

Color Guard

Color Guard tryouts are open to all students. Approximately 20 are chosen who will continue as Color Guard members without further tryouts during subsequent school years. Tryouts consist of marching to recorded music with judging based on general appearance, rhythm, grace, and bearing.

Jazz Band

Students who have an interest and talent in the field of jazz/rock and contemporary music may join the Jazz Ensemble which rehearses at various times, depending on membership.

Majors/Majorette

Tryouts are also held during the first week of school for the position of baton twirler with the band. Judging is based on baton technique and general appearance.

PUBLICATIONS

Sachem

Each year the graduating class publishes a school yearbook named Sachem which means “The Chief”. The yearbook is a composition of four years of activities and experiences. The Sachem has been recognized as a trend-setter in such areas as photography, layout, cover design, and literary content, offering color spreads, the largest sized book in the area, and a large number of pages at a low price. An expanded underclass section features individual student photographs.

Staff members from the senior class are chosen by the yearbook advisor on recommendations from the faculty. The selection process for the new Sachem staff usually begins in April. See the yearbook advisor in March for an application form.

Creative Writing Club

The purpose of Creative Writing Club is to publish outstanding examples of student poetry, fiction, and essays. The magazine will be published twice a year, in the winter and spring. An editorial board made up of students selected or approved by the advisor will judge all works submitted. In cooperation with the Art Department, outstanding examples of student artwork (pen and ink) will also be published. Students interested in applying for the editorial board must submit samples of creative writing before October 1 of the school year to the advisor. The editorial board will meet on a weekly basis.

INTERSCHOLASTIC ATHLETICS

Our athletic program has been expanded in an attempt to cover more completely the varied interests of the students. Interscholastic sports are open to all students who maintain good behavior and academic standing.

Interscholastic competition now includes teams in the following sports:

- | | | |
|-----------------|----------------|----------------------|
| ● Baseball | ● Indoor Track | ● Unified Basketball |
| ● Gymnastics | ● Tennis | ● Golf |
| ● Softball | ● Field Hockey | ● Soccer |
| ● Basketball | ● Lacrosse | ● Volleyball |
| ● Ice Hockey | ● Track | ● Wrestling |
| ● Swimming | ● Football | |
| ● Cross Country | ● Skiing | |

Regulations put forth by the Massachusetts Interscholastic Athletic Association (MIAA) will govern eligibility for sports.

Students are reminded that they represent the school at all contests both at home and away. Athletes and spectators should be on their best behavior, showing sportsmanlike conduct preceding, during, and following any contest or practice session. Improper conduct could result in civil as well as school penalties.

PARTICIPATION IN ATHLETICS AND EXTRA CURRICULAR ACTIVITIES

Students under suspension (both internal and external) from school are not eligible to participate in practice sessions, athletic contests or scheduled activities.

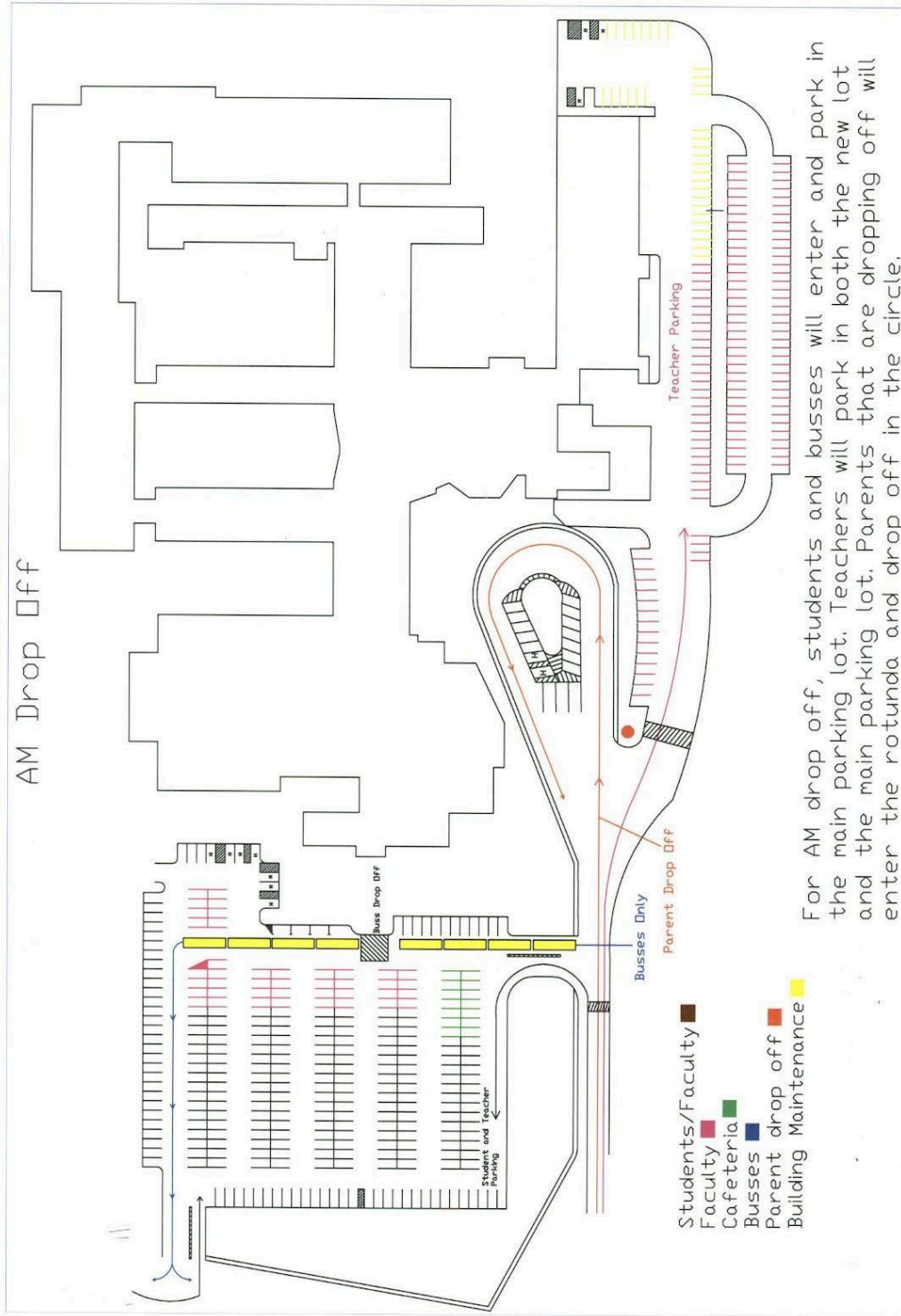
Students must maintain good behavior and academic standing.

If a student has an unexcused absence, the student cannot participate in athletics and/or extracurricular activities on that day.



Agawam High School Parking Map

AM Drop Off



For AM drop off, students and busses will enter and park in the main parking lot. Teachers will park in both the new lot and the main parking lot. Parents that are dropping off will enter the rotunda and drop off in the circle.

Agawam High School Parking Map

