

**EAST LONGMEADOW  
PUBLIC SCHOOLS**

**CODE OF CONDUCT  
AND DISCIPLINE POLICY**



**STUDENT HANDBOOK**

**2025-2026**

**East Longmeadow, Massachusetts**

# **CODE OF CONDUCT AND DISCIPLINE POLICY STUDENT HANDBOOK**

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EAST LONGMEADOW PUBLIC SCHOOLS  
180 Maple Street  
East Longmeadow, MA. 01028-2788



Gordon Smith  
Superintendent of Schools

Pamela Blair  
Asst. Supt. for Business

August, 2025

Dear Parents, Legal Guardians, Students, and Community Members:

I welcome everyone back to a new school year in the East Longmeadow Public Schools. As we seek to help every student to grow and progress socially, emotionally, and academically, our first priority must be to ensure that our environment is safe and secure and one in which all students can learn. The **Student Policy Handbook** of the East Longmeadow Public Schools provides the common structure for the entire school community to help achieve our mission.

In accordance with Massachusetts General Laws, Chapter 71: Section 37H, the **ELPS Code of Conduct and Student Handbook** of the East Longmeadow Public Schools contains policies of the East Longmeadow School Committee and school system rules that reinforce and structure the learning environment helping us reach our goal of safety and security for all involved. The **ELPS Code of Conduct and Student Handbook** was prepared first and foremost for students. Students should read and become familiar with the information provided. We encourage all families to review the information with their students. All students are expected to adhere to the rules and policies found in the **ELPS Code of Conduct and Student Handbook**.

Together, we will continue to foster a learning environment of respect and responsibility. The **ELPS Code of Conduct and Student Handbook** gives a framework to accomplish this.

We wish all of our students a happy and productive year.

Sincerely,

Mr. Gordon C. Smith  
Superintendent of Schools

**School Committee**

*Mr. Gregory Thompson, Chair*  
*Ms. Aimee Dalenta, Vice Chair*  
*Ms. Antonella Raschilla-Manzi*  
*Mr. William Strother*  
*TBA*

**Central Office**

180 Maple Street, East Longmeadow, MA 01028  
525-5450

***Staff***

*Mr. Gordon Smith, Superintendent*  
*Ms. Pamela Blair, Assistant Superintendent for Business*  
*Ms. Heather Brown, Assistant Superintendent for Teaching and Learning*  
*Ms. Samantha Velazquez, Executive Secretary*  
*Ms. Kara White, Administrative Assistant*  
*Ms. Laura Moyer, Finance Department- Bookkeeper*  
*Ms. Tammy Brown, Finance Department – Payroll Coordinator*  
*Dr. Jenny Sullivan, Director of Student Services*  
*Ms. Candace Goyette, Administrator for Health Services*  
*TBA, METCO Coordinator*  
*Ms. Mackenzie Fenn, Student Services Secretary*  
*Ms. Annie Celdran, Student Services Secretary*

**Mapleshade School – 175 Mapleshade Avenue**

525-5485

***Staff***

*Mr. Conor Martin, Principal*  
*Ms. Cathy Wolfenden, Secretary*

**Mountain View School – 77 Hampden Road**

525-5490

***Staff***

*Ms. Elaine Santaniello, Principal*  
*Ms. Sheila McCandlish, Secretary*

**Meadow Brook School – 607 Parker Street**

525-5470

***Staff***

*Ms. Renee Lodi, Principal*  
*Ms. Kathleen Leydon, Assistant Principal*  
*Ms. Kristine Greco, Secretary*  
*TBA*

**Birchland Park Middle School – 50 Hanward Hill**  
525-5480

**Staff**

*Mr. Stephen Pearson, Principal*  
*Ms. Natalie Ojunga-Andrew, Assistant Principal*  
*Ms. Shelly Tranghese, Secretary*  
*Ms. Melissa Brady, Secretary*

**East Longmeadow High School – 180 Maple Street**  
525-5460

**Staff**

*Mr. Frank Paige, Principal*  
*Ms. Anne-Margaret Blain, Assistant Principal*  
*Mr. Gary Wright, Assistant Principal*  
*Mr. Kevin Magee, Athletic Director*  
*Ms. Emily Bourque, Secretary*  
*Ms. Kaila Ochoa, Secretary*  
*Ms. Kara Petrie, Secretary*  
*Ms. Carmen Velazquez, Guidance Secretary*

**See our School District website for a calendar and other items:**  
[ELPS Web Page](#)

**School Cancellations:**

Watch WGGB News40, WWLP 22News, WSHM CBS3 Springfield or  
Check online at [www.wggb.com](http://www.wggb.com), [www.wwlp.com](http://www.wwlp.com), [www.cbs3springfield.com](http://www.cbs3springfield.com) or  
automated phone messages will be delivered no later than 6AM  
(Parents can ask to be excluded from the automated phone call list)

## **EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of our students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy, or pregnancy-related condition, active military/veteran status, or homelessness.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows: All public schools in the Commonwealth shall admit students without regard to race, color, sex, gender identity, religion, national origin, or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Massachusetts Board of Elementary and Secondary Education in compliance with this law will be followed.



## CHARACTER

During the 2001-2002 school year, a committee of parents, teachers, administrators, businessmen and women and town officials met to discuss character traits for our students and staff. The final product from the year of meetings reflects the character traits we will incorporate into our daily environment of our schools.

KINDNESS:	Helpful, sympathetic, compassionate, favor, forbearing, caring, generous, considerate, thoughtful, understanding
PERSEVERANCE:	Strive, continued belief, steadfastness, diligence, determined, persistence, commitment, endurance
RESPECT:	Thoughtfulness, courtesy, consideration, esteem, appreciation, high-regard, deference, full attention
RESPONSIBILITY:	Accountable, answerable, reliable, conscientious, dependable, trustworthy
CARING:	Interest, concern, empathetic, fondness
COURAGE:	Strength, persevere, brave, overcome fear, firmness of mind/will
EMPATHY:	Feelings, understand, sensitive, awareness, identification, ... of others
HONESTY:	Not lying, truthful, genuine, straightforward, fairness, moral, display integrity, candor, sincerity
INCLUSIVE:	Broad, all-encompassing, contain, group everything, comprehensive, welcoming

## **1. GOALS/PHILOSOPHY OF THE CODE OF CONDUCT AND DISCIPLINE POLICY**

The purpose of the 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 the school or a 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.

## **2. SCHOOLS' RESPONSIBILITIES**

The schools will provide an environment conducive to learning. All school staff will treat students with respect and in a positive manner.

The school will, to the extent financially feasible, provide school-related activities such as athletics, band, choir, and/or field trips at age appropriate levels.

School personnel will maintain communication with the home and have an "open-door" policy with parent(s)/legal guardian(s) within the guidelines of each school and the School District.

Subject to the circumstances of a given situation, the school will apply reasonable disciplinary measures consistently and fairly.

Buses will be provided to all students who are eligible under state and local guidelines.

Classroom interruptions, including loudspeaker announcements, sporting events and rehearsals, will be kept to a reasonable minimum.

In school buildings containing grades nine to twelve, inclusive, the rules pertaining to the conduct of students will be reviewed annually by a handbook review committee consisting of: the building principal, who shall chair the review committee, three teachers, elected by the teachers of the building, parent(s)/legal guardian(s) of the children attending the school, chosen by the School Council, one other person from the community appointed by the School Council and three students attending the school elected annually by the students.

The handbook review committee may be an already existing committee within the school building that meets the above representation requirements. The handbook review committee shall conduct its annual review each spring for the handbook that will be in use starting in September of the following school year. The committee may also be convened at other times during the school year in order to consider any handbook policy changes. The annual handbook review shall cover all areas of student conduct. The handbook review committee shall submit the results of its review, including any recommended additions or revisions to the Code of Conduct, to the School Committee for its consideration.

### **3. CRIMINAL BACKGROUND CHECK**

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The school committee shall only obtain a fingerprint background check for current and prospective employees for whom the school committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the school committee shall review the results of the national criminal history check. The superintendent shall also obtain a state and national fingerprint background check for any individual, who regularly provides school related transportation to children. All parent and volunteer chaperones on overnight trips must complete a National Fingerprint Criminal Background Check. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available criminal offender record information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes.

### **4. STUDENT RIGHTS AND RESPONSIBILITIES**

Students have the right to pursue an education, the right to privacy within an educational setting and the right to due process within the Discipline Policy. Students are protected by the United States and Massachusetts Constitutions and federal and state statutes and regulations.

Student responsibilities include regular school attendance, promptness to school and class, a conscientious effort in classroom work and conformance to school and classroom rules. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to learning.

It is the responsibility of each student to respect his/her school, to keep it clean, and to refrain from defacing walls, woodwork, and furniture. It is also the student's responsibility to ensure that books and materials belonging to the East Longmeadow Public Schools are returned in good condition. Students, who lose damage or deface school property, including computers and software, shall be subject to disciplinary action and restitution for damages.

No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of all who are involved in the educational process. Students who violate the Discipline Policy may have their privilege to participate in field trips and extra-curricular activities restricted or denied.

### **5. ACADEMIC HONESTY**

The school expects all students to be academically honest. Students have the responsibility to acknowledge the work of others, only taking credit for work that is solely their own.

**CHEATING** is defined in The Random House Dictionary of the English Language as the following:

“To take an examination or test in a dishonest way, as by improper access to answers; to defraud or to practice deceit; to violate rules or regulations.” Cheating on tests, copying assignments, turning in assignments that are not your authentic work, or sharing work in any way not directly assigned by the teacher are forms of academic dishonesty. This includes the use of Artificial Intelligence (AI). Giving or receiving help on tests or projects unless specifically permitted by the teacher are also forms of cheating.

**PLAGIARISM** is defined in The Random House Dictionary of the English Language as the following:

“The unauthorized use or close imitation of the language or thoughts of another author and the representation of them as one’s own original work”. To use the ideas or words of others without giving them credit is plagiarism.

Cheating and plagiarism are prohibited in all areas of study, including, but not limited to, the following areas: homework, tests, quizzes, lab reports, research papers, projects, and electronic storage devices or files.

Discipline applies to any student who cheats or plagiarizes and/or any student who willingly assists another student in cheating or plagiarizing.

In the event that a student cheats or plagiarizes, the process will be as follows:

1. The student may receive a failing grade for the assignment;
2. The teacher may notify the student’s parent(s)/legal guardian(s) of the incident; and
3. The teacher will notify the administration who may take further disciplinary action

## **6. ATTENDANCE POLICY**

Regular and punctual school attendance is essential for success in school. When students are absent for an average of just two days of school per month, it can have a negative impact on learning, even as early as Kindergarten. Conversely, when students attend school every day, their grades and reading skills increase, they feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong future. Parents play an essential role in ensuring that their child attends school consistently and on time every day. [In fact, parents/guardians have a legal responsibility to ensure that their child meets the School District’s Attendance Policy and State laws governing attendance.](#)

**Students are subject to compulsory school attendance and truancy laws as required by the statutes of the State of Massachusetts and regulations of the State Board of Education found at M.G.L. c. 76, §§ 1, 16, & 20. Each child who has reached the age of six (6) years or is under the age of sixteen (16) years and who has not finished four (4) years of high school work must be enrolled in school.** If parents/guardians elect to enroll a child in kindergarten they are subject to this policy. The School Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

What is considered an excused absence?

Students may be excused temporarily from school attendance for the following reasons supported by written documentation, which is adequate in the judgment of the District:

1. Injury, illness or medical/dental appointment for the child
  - a. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician’s statement certifying such absences to be justifiable.
2. Bereavement or serious illness in the immediate family
3. Court appearance for the child

#### 4. Observance of religious holidays

##### What is considered an unexcused absence?

Unexcused absences are recorded when students are absent for reasons not defined above. Examples of unexcused absences include:

1. Family vacation while school is in session
2. Attending non-school related extracurricular activities or camps while school is in session
3. Appointments that do not directly involve the individual student

In the event of a student's absence, the absence will be considered to be accruing toward truancy as defined in Massachusetts statutes. **It is the responsibility of the parent/guardian(s) to notify the school when a student is absent.** A parental statement is required indicating the reason for absence. Notes from parent/guardian(s) will be kept on file at the school, as they may be needed for documentation purposes. However, when the validity of the communication is questionable, the school will attempt to establish its authenticity. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

Each student is responsible for making arrangements with teachers for the instruction missed during any absence approved by the school administration.

**In accordance with M.G.L. Chapter 76, Section 1B, each school will notify the parent/guardian(s) if any student who has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year or who has missed five (5) or more school days unexcused in a school year.**

The school administration will contact the parent/guardian in order to partner with the family and jointly address the absences and develop a potential plan to improve attendance. **An in-person meeting would be the best way for this plan to be developed. Administrators also could schedule an online meeting with the family.**

**The school administration strongly discourages students missing school for family vacations while school is in session. These absences are considered unexcused. There is no substitute to being in class and engaging in lessons directly.** Clearly, missed teacher presentations, lectures, classroom discussions, laboratory experiments and such cannot be made up as homework. However, the reality exists that parent/guardian(s) do take their children out of school for such trips and these absences will count against the attendance policy. When this occurs, the following procedures will be used:

1. The parent/guardian(s) will contact the administration in advance of the planned vacation.
2. The parent/guardian(s) and administration or his/her designee will discuss the duration of the absence, the procedure for students to follow for completion of their work upon their return and the date such work is due to the teacher(s). The administration or his/her designee will share this information with the teacher(s) involved.
3. The student will be held responsible for making specific arrangements with the teacher(s) for assignments. Work will be offered to students upon their return from an absence from school. **Please do not ask teachers to prepare student assignments in advance of your child's trip. All work will be offered to the student for full value credit upon the return of the student to class.**

#### **FIRST GRADE – FIFTH GRADE**

##### **Absences**

In grades 1-5 a student must be present 90% of the school year. All absences will be counted. The school will notify the parent/guardian(s) in writing after the fifth (5<sup>th</sup>) unexcused absence. When a student has accrued more than 18 days of absences the following actions will be taken:

- Retention will be considered by the school administration.

- Referrals may be made to the appropriate state agencies /or a court of competent jurisdiction by the Administration.

**Tardies & Early Dismissals**

Late arrivals or early dismissals are strongly discouraged. Seven (7) tardies will be counted as one day of absence.

**Appeals**

The principal or his/her designee shall make a final determination of all appeals. At this time, parents/guardian(s) may present information explaining absences. Information from the classroom teacher and appropriate guidance counselor may also be considered. The decision of the building principal shall be final.

**BIRCHLAND PARK MIDDLE SCHOOL - GRADES 6 - 8**

**Absences**

In grades 6-8, a student must be present 90% of the school year. All absences will be counted.

The school will notify the parent/guardian(s) in writing after the fifth (5<sup>th</sup>) unexcused absence.

Three times per year, the school will notify all families of students that are below the 90% attendance threshold. Meetings will be held with families that require targeted intervention to improve attendance.

When a student has accrued more than 18 days of absences the following actions will be taken:

- Retention will be considered by the school administration.
- Summer school will be considered by the school administration.
- Referrals may be made to the appropriate state agencies /or a court of competent jurisdiction by the Administration.

**Tardies & Early Dismissals**

Late arrivals or early dismissals are strongly discouraged. Seven (7) tardies will be counted as one day of absence. Middle school students who are chronically tardy may be referred for lunch detention, after school detention, or Saturday Morning Detention.

**Appeals**

The principal or his/her designee shall make a final determination of all appeals. At this time, parents/guardian(s) may present information explaining absences. Information from the classroom teacher and appropriate guidance counselor may also be considered. The decision of the building principal shall be final.

**EAST LONGMEADOW HIGH SCHOOL - GRADES 9 - 12**

**TARDINESS**

The school day begins at 7:25 am and it is expected that students will be on time. Students will be assigned an unexcused tardy for any day that they arrive at school after 7:25 am. **If the reason for tardiness is a medical or dental appointment, then a parent/guardian(s) must call an administrator prior to the day of the appointment.** If there are extenuating circumstances, an administrator also should be called in order to determine whether the tardy should be excused.

**NO TARDIES OTHER THAN THOSE LISTED ABOVE ARE EXCUSABLE.**

Students will be held accountable for excessive tardiness to school. Below is an outline of how that tardiness will be addressed.

1. Five days (5) tardy – a student will receive a verbal warning from an administrator .
2. At ten days (10) tardy, and each subsequent ten (10) days tardy – one (1) hour administrative detention (or school-based community service during that time).

The excessive tardiness also will count towards the “Students in Good Standing” rule. See below for further explanation.

NOTICE: Telephone call by parents/guardians only! Notes accepted from the approved absence list.

### **ELIGIBILITY**

A student is eligible for participation in athletics and other extracurricular activities in any marking period provided he/she in the previous marking period (year for the fall season) has a cumulative average equivalent to or better than 2.0 (C). The computation is based on the use of GPA1 and GPA2. Also, each student must be found as eligible within the “Students in Good Standing” rule.

### **STUDENTS IN GOOD STANDING**

Any student who reaches four hours of administrative disciplinary action during the current athletic season as defined by the MIAA (either detentions, suspension or community service for either tardiness or discipline issues) will lose eligibility from athletics and/or extracurricular activities for one week. Clubs and other extracurricular activities will also follow the MIAA calendar. Prior to the beginning of the second week, the student will then meet with an administrator to determine if the student should regain his or her eligibility. A plan will be put into place at that point to outline how that student can remain eligible moving forward. However, the meeting does not guarantee that eligibility will be restored at that point.

Furthermore, within the same athletic season, each subsequent disciplinary action will result in an additional week of suspension from extracurricular activities.

### **Absences**

In grades 9 – 12, a student must be present 90% in a class in order to receive credit for that class. All absences will be counted. If a student is absent from a class more than 10% of the time, the grade earned will be recorded.

1. Students shall not have more than fourteen (14) absences in a full year course regardless of the reason with the exception of school business.
2. Students with more than fourteen (14) absences in a full year course, will lose credit for that course (All students have the right to the appeals process).

**Tardy to Class:** Students have 4 minutes to pass between 55-minute classes. Students must be seated when the block starts. If students are more than 10 minutes late for class, they will be considered absent unless they have a pass from a teacher or the appropriate administrative pass.

**Early Dismissals:** Students who are dismissed during the school day for any reason other than school-related business will be considered absent from any class missed. If a student misses more than ten minutes of a class she/he will be considered absent from that class .

**Notification:** Written warning notification will be completed by the classroom teacher after the seventh (7<sup>th</sup>) and fourteenth (14) absence for a full year course. Students have the right to appeal the loss of credit before the assistant principal. At that time, students and parents/guardians may present information

explaining the student's absences. Information from the classroom teacher and appropriate guidance counselor may also be considered.

**Appeals:** The principal or his/her designee shall make a final determination of all appeals. Students with more than fourteen (14) absences in a full year course have the right to appeal the loss of credit before the assistant principal. At that time, students and parents/guardians may present information and/or written documentation explaining students' absences. Information from the classroom teacher and appropriate guidance counselor may also be considered. If a parent/legal guardian wishes further review of the loss of credit after the appeal with the Assistant principal, the parent/legal guardian may request in writing a review by the building principal. The building principal will conduct a hearing regarding the request and notify the parent/legal guardian in writing of the results of his/her review. The decision of the building principal is final.

## **7. MAKE-UP WORK POLICY**

A student's understanding of the importance of day-to-day school work is an important factor in the shaping of his/her character. Parents can help their children by refusing to allow them to miss school needlessly. However, when a student is absent, the following processes will be used in making up missed instructional work:

### **1. Make-up Work Due to Illness:**

- Students may request, complete, and receive credit for make-up work for any absence during any school day or partial school day, with the exception of absence due to truancy.
- Make-up work will be granted for absences upon the student's request. Student requests for make-up work shall be initiated within two (2) consecutive school days after returning from an absence. Make-up work shall be completed and returned to the respective teacher(s) following the absence(s), at the rate of one make-up day for each day of illness – plus one additional day. Absences will be documented by the parent or physician and administration.
- Work will be offered to students upon their return to school from an illness. Parents may pick up missed work by contacting the appropriate school.

### **2. Make-up Work Due to Suspensions:**

- Make-up work will be made available to students while on suspension in accordance with Massachusetts state law. Please contact your building principal for arrangements.

## **8. STUDENT PROJECTS: GUIDELINES FOR PARENTAL ASSISTANCE**

1. Know and understand the teacher's guidelines for the project's construction, the amount of parental assistance permitted and how the project will be graded. Recognize that they may be different from year to year and from teacher to teacher.
2. Avoid last minute pressure. Help your child to be aware of the deadlines and timetables established by the teacher for successful completion of the assigned project.
3. Help with transportation needs to the library, research site, the display site, and other places.
4. Ask questions. Can your child describe and explain his/her project to you? Do they know how their project will be graded? Can they tell you the next deadline date?
5. Encourage the student to take responsibility for his/her own learning. When your child asks you questions, help them to research the answers rather than providing the answers yourself.
6. Please provide encouragement and guidance, but make sure your children are the ones earning their grades. Allow them to do the project themselves. Everyone learns best by actually doing- and the quality of the learning experience will be greatly enhanced if the students do the work. The parents' role as coach and mentor to their child is always important and strongly encouraged, but the use and preparation of appropriate materials and the actual creation of the project are ultimately the student's sole responsibility.

## **9. PROMOTION/RETENTION AND PLACEMENT OF STUDENTS**

Consistent with laws prohibiting discrimination based on race, color, religious creed, national origin, sex, sexual orientation, gender identity, age, ancestry, or disability, the building principal, acting reasonably and in good faith, has the final decision regarding the promotion or retention of a student, the placement of a student with a particular teacher, and the placement of a student in a designated course at a specific level of academic sophistication and/or one that has specific prerequisite requirements.

While building principals are encouraged to involve parent/guardian(s) whenever feasible in significant decisions that affect their children, the ultimate authority concerning promotion, retention, and placement of students rests with school officials.

## **10. RIGHT OF STUDENTS TO FREEDOM OF EXPRESSION**

Pursuant to *Massachusetts General Laws, Chapter 71, Section 82*, “the right of students to freedom of expression in the public schools of the Commonwealth shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include, without limitation, the rights and responsibilities of students, collectively and individually, (a) express their views through speech and symbols, (b) to write, publish and disseminate their views, and (c) to assemble peaceably on school property for the purpose of expressing their opinions.”

The East Longmeadow Public Schools may regulate student speech and assembly based upon legitimate educational needs, including, but not limited to, the time, place, manner of student speech and assembly, and institute reasonable methods to insure non-interference with the learning process. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the building principal or his/her designee.

For the purpose of this section, the word “student” shall mean any person attending a secondary school, and the word “school official” shall mean any member or employee of the East Longmeadow School Committee: No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school official shall be held responsible in any civil or criminal action for any expression made or published by the students.

## **11. DISCIPLINARY POLICY IN THE CLASSROOM/DETENTION**

### **Disciplinary Policy**

Teachers are responsible for establishing standards of conduct within the classroom. They should use common sense to diffuse or stop situations which interfere with the educational process. They need to recognize the individual differences of students. Teachers are strongly encouraged to refer students to guidance and/or adjustment counselors when appropriate, as there may be underlying causes for a student’s disruptive behavior.

In their attempts to affect student behavior, teachers are encouraged to utilize all school resources including guidance and/or adjustment counselors, social workers, nurses, student support teachers, the teacher support team, other teachers and administrators. These resources should be utilized by teachers before situations need the attention of the principal or assistant principal. Teachers are encouraged to contact parent(s)/legal guardian(s) and/or notify guidance and/or adjustment counselors when appropriate to enhance communication between home and school.

**There are some areas of discipline that should remain in the classroom and be handled by the classroom teacher. These include but are not limited to:**

### **Elementary:**

1. Being unprepared for class
2. Talking and other minor disruptions
3. Minor horseplay
4. Eating in class

5. Non-participation in classroom activities/assignments

**Secondary:**

1. Tardiness to class
2. Unprepared for class
3. Use of cell phones during class
4. Eating in class
5. Use of inappropriate language
6. Cheating (see Academic Honesty, contained herein; disciplinary action by administrators may occur)

**Students should not bring to school or operate in school any of the following:**

1. Lasers, laser pens, laser pointers, or other similar devices which project intensive light upon surfaces
2. Non-instructional electronic devices
3. Matches or lighters

Students all have access to District-issued Chromebook computers. The use of cellular phones and other electronic communication is not allowed in school buildings except for documented reasons or in accordance with building procedures. The school will not be responsible for any loss of these items if they are brought to school.

A student should only be sent to the administration for repeated offenses or serious disruptions. When a student is removed from a classroom, he or she must report to the administration immediately.

**Classroom Detention (Secondary Level)**

When a student has persisted in a behavior contrary to this Discipline Policy, a teacher may assign the student to classroom detention. The student will be given twenty-four (24) hours' notice before he/she must serve detention. This notice may only be waived by the mutual consent of both parties for students enrolled in grades 9-12; for students in grades 6-8, this notice may only be waived with parental consent.

Classroom teachers are encouraged to discuss with students the violation(s) of the Discipline Policy leading to the detention and alternative ways of reacting in similar situations.

Classroom detentions can be for any length of time, but cannot exceed sixty (60) minutes from the end of school. Teachers are not to leave students unsupervised on school grounds.

**Birchland Park - Office Detention**

If a student misses a second detention without prior approval of the teacher, the student is to be referred to administration for an office detention or Saturday detention. The student is still responsible to attend a detention with the classroom teacher.

Office detentions after school are assigned to a student by the administration. Reasons include, but are not limited to:

1. Tardiness to school
2. Missing classroom detention
3. Being disruptive in a non-classroom setting (lunch, hallways, etc.)
4. Being involved in multiple minor offenses
5. Throwing objects
6. Being disruptive in the classroom
7. Disruptive arguments or disputes

**12. BIRCHLAND PARK MIDDLE SCHOOL SOCIAL PROBATION**

When a Birchland Park Middle School student has demonstrated a repeated disregard for class and school rules, the student may be placed on social probation. During this period, parents will be notified. While on social probation, a student's right to participate in school activities, trips not related to the required school program, and school dances and traditional end of year grade level activities will be temporarily revoked.

### **13. PROCEDURES FOR REPORTING/SENDING STUDENTS TO ADMINISTRATORS DUE TO VIOLATION OF THE DISCIPLINARY POLICY**

Teachers who send students to the office MUST complete a disciplinary referral form which provides a specific description of the misbehavior (what the student did or said). Depending upon the severity of the misbehavior and the consequences imposed, administrators will notify parents by phone.

### **14. DISCIPLINARY ACTION BY ADMINISTRATORS**

Other than cases involving student possession of a dangerous weapon or controlled substance, assaults on a member of the school staff, a felony charge against the student or a felony delinquency complaint or conviction, ELPS administrators, before taking the extreme action of excluding a student from their school program by means of short-term and long-term suspensions, shall consider ways to re-engage the student in the learning process. Administrators will first try to institute alternative disciplinary remedies when possible. These shall include but not be limited to, the following:

1. restitution
2. referral for and/or participation in counseling
3. referral for a risk assessment
4. mediation
5. conflict resolution
6. restorative justice
7. collaborative problem solving
8. school-based community service
9. oral or written apology
10. suspension of driving privileges on school property
11. creation of a discipline contract
12. random testing for illegal drugs, controlled substances, and/or alcohol
13. exclusion from extra-curricular activities
14. restriction from co-curricular activities
15. Lunch detention
16. Recess detention
17. Office detention
18. Saturday School

### **East Longmeadow High School Discipline System**

Students are expected to cooperate with the reasonable rules and procedures of East Longmeadow High School. If it is necessary to deal with uncooperative students, the following will be employed.

**Assignment of Detention:** Detention will be assigned by an administrator for the following:

1. Skipping a class
2. Misbehavior in school, on school property, on field trips or on school business, as well as on school buses
3. Misbehavior at school activities (off campus)
4. Absence from school without permission (truancy)
5. Being outside of assigned area on school property
6. Failure to report for a teacher detention
7. Possession of tobacco products, tobacco paraphernalia, and/ or electronic cigarettes
8. Use of obscenities
9. Public displays of affection
10. Running in the halls
11. Disruptive behavior in the halls during class time
12. Tardiness
13. Hazing
14. Civil Rights violation
15. Vandalism
16. Purposeful misrepresentation of the facts
17. Cheating/Plagiarism

18. Computer violations
19. Use of cellular phones and all personal electronic devices
20. Insubordination to a staff member
21. Improper use and/or parking of a motor vehicle
22. Skateboarding/rollerblading within the building
23. Any use of playing cards
24. Gambling
25. Improper disposal of food and/or trash
26. Bullying
27. Dress code violations
28. Abuse of teacher's pass privileges
29. Leaving the building/campus without permission
30. Any other acts that interfere with the learning opportunities of other students and/or interfere with the operation of the school

**Birchland Park Middle School Grounds for Saturday Detention**

1. Chronic tardiness
2. Leaving the school during school hours without permission
3. Truancy from school or from class
4. Repeated unexcused absences from teacher detention
5. Inappropriate cafeteria behavior
6. Repeated violations of school rules
7. Racial or sexual harassment

**15. CONFISCATED PROPERTY**

Parent/guardian(s) must pick up student property that has been confiscated by and is in the possession of school officials, due to an infraction of the Discipline Policy, within 48 hours from the school office. The East Longmeadow Public Schools will not be liable for any property not picked up by Parent/Guardian within 48 hours of notification.

**16. SUSPENSION AND EXPULSION**

All members of the school community have the responsibility to conduct themselves with respect for individuals, their rights, and their property in school and during all school-sponsored activities, both on and off campus, including those times when they are riding school buses or other school-provided vehicles. Therefore, the behavior of students shall be regulated during all of the aforementioned activities. It is specifically noted that, for the purposes of these rules and regulations, buses and other school transportation vehicles are considered school property and bus drivers are considered school personnel. Students are expected to behave in accordance with the rules and regulations and to remove themselves from situations which involve illegal activity, and possession or use of illegal drugs, alcohol, or weapons, or the violations of these rules and regulations. Every effort will be made by school officials to help students solve problems or behavior without interruption of the daily program of studies. However, certain types of behavior are unacceptable and may, and in some instances shall, result in disciplinary action.

Certain breaches of conduct are so serious that the principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H 1/2. These include:

1. possession of a dangerous weapon
2. possession of a controlled substance
3. assault on a member of the educational staff; or
4. a felony charge or felony delinquency complaint or conviction, 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.

Other violations of the Code of Conduct will subject a student to disciplinary action up to and including detention, or suspension under the provisions of M.G.L. chapter 71, §37H 3/4.

In addition to the disciplinary action, violation of the Student Code of Conduct may result in police notification pursuant to state statute.

The following actions will result in disciplinary action which may include suspension:

1. Leaving school during school hours without permission
2. Unexcused absence(s) from teacher's detention after two warnings or from an office detention
3. Behavior that disrupts the educational process (e.g. inappropriate physical contact, misuse of school equipment, disrespectful treatment of school property, dress code violations, using cellular phones or portable electronic devices etc.)
4. Gambling in any form
5. Use or possession of contraband items such as matches, lighters, fireworks, stink bombs, animal scents, electrical charges, lasers, laser pens or pointers, or any devices which project intensive light; possession of a short blade without treat or display
6. Use of electronic communication devices except for documented reasons
7. Smoking/Tobacco in a school building, on school grounds, in a school bus or at school functions (See Tobacco Free Policy, contained herein)
8. Exhibitionism, lewd, wanton and lascivious behavior, disorderly conduct and distracting and inappropriate sexual contact between students. Depending on its severity, such an offense may result in a long-term suspension/expulsion and referral to law enforcement agencies (See Massachusetts General Law, Chapter 272, Sections 16 and 53)
9. The possession, dissemination, or use of obscenity in any form, including, speech, writing or explicit sexual pictures or drawings; the use of this language or material in an intentional, disrespectful and disruptive manner will not be tolerated in a school setting and may result in a long-term suspension/expulsion and referral to law enforcement agencies (See Massachusetts General Laws, Chapter 272, Session 29 and 31)
10. Intentional acts threatening the health and safety of self and/or others (i.e. fights, false fire alarms, tampering with fire alarms, extortion, engaging in seriously unhealthy acts, etc.) on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school; a determination regarding the severity of such acts will be made by the appropriate administrator and staff member, and a long-term suspension/expulsion and referral to all enforcement agencies may be recommended.
11. Lack of respect for school staff and visitors, including, but not limited to, insubordination, failure to identify oneself to a teacher or administrator, disobedience to a teacher, administrator or staff member, the willful disregard of express or implied directions by a teacher, administrator or staff member, including the refusal to take or responding inappropriately to tests or exams and/or the failure to attend a mandated program, and the use of insulting and/or profane language and gestures
12. Theft or vandalism to school property or the property of others and/or possession of stolen property in a school setting, whether during or after school hours or at any school activity such as athletic events, dances, field trips, etc.; reasonable proof of the offender is necessary; restitution by the offender is required; if the offense is judged particularly severe by the appropriate administrator, a long-term suspension/expulsion and referral to law enforcement agencies may be recommended (See Massachusetts General Law, Chapter 266, Sections 30, 98, 100, 127A, etc.)
13. Chronic Code of Conduct offenses, including, but not limited to, repeated disruption of the educational process, refusal to work, falsifying signatures on reports, refusal to return signed papers to teachers or administrators, refusal to report to appropriate school personnel, exhibiting offensive behaviors on an ongoing basis
14. Organizing or participating in hazing (See Hazing - Penalties, contained herein)
15. Violation of others' Civil Rights - the right to be free from discrimination based upon race, color, religious creed, national origin, sex, sexual orientation, ancestry, or disability; such discrimination includes, but it is not limited to, verbal and physical attacks on students directed at their racial, ethnic or religious background, or their disability, and any form of sexual harassment and retaliation against someone who reports discrimination
16. Violation of rules approved by the East Longmeadow School Committee and filed with the Commissioner of Education for an individual school or program (See Massachusetts General Laws, Chapter 71, Section 37H)
17. Violation of federal or Massachusetts law
18. Bullying/Cyber-Bullying in any form, which is defined by MA General Law as: "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 victim that:
  - causes physical or emotional harm to the victim or damage to the victim's property;
  - places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
  - creates a hostile environment at the school (which includes school grounds, property

- adjacent to school grounds, at school-sponsored events, bus stops, or on school buses) for the victim; infringes on the rights of the victim at school (see above); or
- materially and substantially disrupts the education process or the orderly operation of a school (see above)”

19. Retaliation against someone who reports bullying
21. Disruptive behavior at other schools, other school’s functions, or in other school systems
22. Fighting
23. Accumulation of excessive points (East Longmeadow High School only)
24. Cheating/Plagiarism
25. Purposeful misrepresentation of the facts, i.e. lying about event(s), to school officials
26. Computer/Internet violations
27. Harassment and/or threats of any kind
28. Unexcused absence(s) from Saturday Morning/Detention Programs
29. Unauthorized buying or selling of any kind between students
30. Forging or willfully misusing a school related document, tampering with a school record, or misrepresentation of parent/guardian communication.
31. Alcohol use and/or possession
32. A school related act, on or off school property, which interferes with or restricts another student’s ability to enjoy the educational benefits afforded or offered within, and outside of, the school setting; such acts include, but are not limited to incidents that interferes with or threaten the wellbeing or order of the school or its staff, students, or the general public.

### **Consequences**

The principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using suspension until other remedies and consequences have been considered and/or employed.

### **Temporary Alternative Schedule**

At the discretion of the principal, a temporary alternative schedule may also be imposed for violation of the student **Code of Conduct**. A temporary alternative schedule means the student is removed from an aspect or more of their daily schedule and regular classroom activity, but not from the school premises. Educational programming will continue for the student, and the schedule will be individualized to the student and the specific situation.

Before deciding whether to implement a temporary alternative schedule, the principal or designee 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 and that a temporary alternative schedule is warranted, the principal or designee shall inform the student of the length of the student's temporary alternative schedule.

The principal shall notify the parent/guardian by phone call or email about the temporary alternative schedule, including the reason and the length of the temporary alternative schedule . The principal shall deliver such notice on the day of the temporary alternative schedule . Any student who receives a temporary alternative schedule shall have the opportunity to make up all assignments, tests, papers, and other school work as needed to make academic progress.

### **In-school Suspension**

At the discretion of the principal, in-school suspension may also be imposed for violation of the student code of conduct. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days.

For an in-school suspension, the principal or designee 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 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/guardian 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/guardian 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/guardian after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

The principal shall send written notice to the student and parent/guardian 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, 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/guardian.

### **Suspension**

A suspension is a short-term or long-term removal from regular classroom activities. Short-term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. The principal or his/her designee has the sole responsibility for determining who is suspended.

Any student receiving a short-term suspension or a long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

### **Opportunity for Academic Progress During Suspension**

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

## **17. STUDENTS DUE PROCESS RIGHTS**

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

### **DUE PROCESS RIGHTS FOR STUDENTS UNDER MGL Ch. 71, §37H (POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES, ASSAULT OF EDUCATIONAL PERSONNEL)**

MGL Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

### **Due Process Rights M.G.L. c. 71, § 37H½ (SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION)**

Upon 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 of a school 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 student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his 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 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 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.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, 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 such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his 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 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 parent/guardian or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his 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 expulsion.

A copy of this law may be obtained in the main office.

#### **Due process rights for students charged with other violations (M.G.L. c. 71, §37H 3/4)**

Prior to issuing any disciplinary consequences pursuant to G.L. c. 71, § 37H ¾ and not subject to G.L. c. 71, §§ 37H and 37H ½, as discussed below, the principal or designee will consider alternative remedies to such consequences. This policy applies only to short-term or long-term suspensions or in-school suspensions, or expulsions that are not issued under G.L. c. 71, §§ 37H and 37H ½. This policy does not apply to disciplinary consequences issued under G.L. c. 71, §§ 37H and 37H ½, which include: assault of educational staff, possession of controlled substances or a dangerous weapon on school grounds, and felony charges or conviction.

The principal or designee will consider methods to re-engage the student in the learning process when deciding disciplinary consequences for the student. Specifically, the principal or designee will consider and use alternative remedies including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. The use and results of such alternative remedies will be documented in writing. The principal or designee will consider, use to the extent possible, and document in writing such alternative remedies before the principal or designee may suspend or expel a student. The principal will

also implement school or district models to re-engage students in the learning process, including positive behavioral intervention and support models and trauma-sensitive learning models. The principal or designee will not implement such models in direct response to a specific incident.

The principal or designee will document specific reasons where alternative remedies are unsuitable or counter-productive. The principal or designee will document specific reasons in situations where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm on another while in school, the principal or designee will document specific reasons.

a. Short-term Suspension

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following due process prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the principal and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing;
  - vi. The right of the parent/guardian and student to interpreter services at the hearing; and
  - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
    1. The rights set forth under the "Procedures for Long-Term Suspension"; and
    2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notice the student and parent/guardian in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. 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.

**Short-term suspensions may not be appealed. The decision of the building principal is final.**

b. Long-Term Suspension

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the principal and the parent/guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing; and
  - vi. The right of the parent/guardian and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct the hearing without the parent/guardian, the principal must be able to document reasonable efforts to include the parent/guardian. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent/guardian.
4. At the hearing, if the student and/or parent/guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
5. The parent/guardian, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
6. The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notice the student and parent/guardian in writing of his/her decision, including the following information:
  - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
  - ii. The key facts and conclusions reached by the principal;
  - iii. The length and effective date of the suspension and the date of return to school;
  - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent/guardian or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - b. The superintendent shall make a good-faith effort to include the parent/guardian in the hearing.
    - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent/guardian upon request.
    - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
    - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the

disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.

- f. The decision of the superintendent shall be the final decision of the school district.
- vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

**Emergency Removal:**

The 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 and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal. In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent/guardian as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent/guardian 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/guardian. The principal shall 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 as described above. In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

**Superintendent's Hearing:**

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension for more than 10 days or expulsion to submit a written request for an appeal to the superintendent but may be granted an extension of time of up to 7 calendar 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 will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). 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/guardian and superintendent to participate. The superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The superintendent will issue a written decision within 5 calendar days of the hearing. 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 superintendent's decision is the final decision of the district.

## **18. DISCIPLINARY ACTION RELATIVE TO STUDENTS WITH DISABILITIES**

Eligible students with disabilities, as defined by the reauthorized Individuals with Disabilities Education Act (IDEA 2004) and *Massachusetts General Laws, Chapter 71B (Chapter 766)*, as well as Section 504 of the Rehabilitation Act, shall be subject to the provisions of the East Longmeadow Student Handbook/Code of Conduct Discipline Policy except as otherwise provided in this section.

Federal and Massachusetts laws, regulations and policies do not prohibit the exclusion of students with disabilities in all cases. However, when it is permitted, the long-term removal of a student from the program which is prescribed in his/her Individualized Education Program (IEP) or Section 504 Accommodation Plan must be preceded by a more deliberate review of the causes and reasons for the proposed suspension and the development of an alternative program, consistent with federal and state law.

With respect to the exclusion of students with disabilities for more than ten (10) consecutive days, or a cumulative pattern of exclusions resulting in a change of placement, federal law (see 20 United States Code, Section 1415(k)) requires parental consent, or where the parent(s)/legal guardian(s) does not consent, the securing of an administrative or judicial order authorizing the exclusion, except for violations involving dangerous weapons, controlled substances, or fighting resulting in serious bodily injury.

With respect to the removal of students with disabilities from public schools, Massachusetts follows federal laws and regulations.

Procedures for the Exclusion of Students with Disabilities Pursuant to Federal and Massachusetts Regulations:

Exclusions of More than Ten (10) Consecutive School Days or a Pattern of Exclusions Resulting in a Change of Placement: (The following provisions shall apply whenever a school administrator proposes to suspend a student with disabilities for more than ten (10) school days):

### **Suspension:**

Suspension shall be defined as any action which results in the removal of a student from the program prescribed in his/her Individualized Education Program (IEP) or Section 504 Accommodation Plan. The term includes in-school suspension as well as any exclusion from transportation services which prohibits the student's participation in his/her prescribed program.

### **General Requirements:**

Each school shall ensure that:

1. Its Code of Conduct is on file with the Department of Elementary and Secondary Education and all student handbooks contain the specific procedures in these regulations for the exclusion of a student with disabilities;
2. It has an appropriate procedure to notify the Director of Student Services of the misconduct for which exclusion of a student with disabilities for more than ten (10) school days is proposed so that the required procedures can be implemented consistently;
3. The number and duration of exclusions of students with disabilities is recorded and maintained by school administrators;
4. The IEP or 504 Accommodation Plan of every student with disabilities indicates whether the student is or is not expected to meet the school's discipline code, and, if not, describes modifications of the code;
5. No student with disabilities may be excluded for more than ten (10) school days resulting in a change of placement except as provided hereunder.

### **Manifestation Determination Meeting:**

When it is known that the exclusion(s) of a student with disabilities approaches ten (10) school days, a review of the IEP and other relevant information will be conducted. Participants in the meeting shall include, but not be limited to, individuals who are trained in the area of the student's special needs as well as the parent/guardian(s). At that review, the review TEAM will determine whether the student's misconduct is a direct and substantial manifestation of the student's disabilities, or results from an inappropriate special education program/placement or an IEP that was not fully implemented. School personnel may consider any

unique circumstances on a case-by-case basis before deciding whether a change in placement is warranted. Depending on the result of the determination, exclusion may or may not be implemented.

**Circumstances under which the student may not be suspended for more than ten (10) school days:**

1. If the TEAM concludes that the student's misconduct is directly and substantially related to the student's disability/ies, or results from an inappropriate special education program or placement or an IEP that was not fully implemented, the student shall not be excluded. Instead, the student's IEP shall be revised to reflect a new program or placement designed to meet the student's needs more effectively, or, if the misconduct resulted from an appropriate IEP that was not fully implemented, all necessary steps shall be taken by the school to ensure that the IEP is fully implemented. If revision of the student's IEP is required, development of an amended or new IEP shall occur.
2. If a new program or placement is designed for the student as a result of the review, the program or placement shall be implemented immediately following parental approval of the IEP. If the parent(s)/legal guardian(s) refuse consent to the IEP, the school or parent(s)/legal guardian(s) may request a hearing to determine the appropriateness of the program. Alternatively, the parties may seek mediation to resolve the dispute. If a hearing is requested, during the pendency of the hearing, the student shall remain in his/her last agreed upon educational placement (the placement in effect when the dispute arose), unless another placement is agreed upon by the school and the student's parent(s)/legal guardian(s), or a court or hearing officer's order permits the school to change the student's placement based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

**Circumstances under which exclusion may be imposed for more than ten (10) school days:**

1. If the school wishes to impose a suspension/expulsion which results in more than ten (10) school days, and the TEAM concludes that the student's misconduct is not a manifestation of the student's disabilities and/or is not the result of an inappropriate special education program/placement, and the current IEP was fully implemented, the school shall:
  - a. Conduct a Functional Behavioral Assessment and develop a Positive Behavioral Intervention Plan
  - b. Provide an appropriate interim alternative educational plan for the delivery of services to the student during the period of the exclusion
  - c. Present the interim alternative educational plan to the student's parent(s)/legal guardian(s)
2. A copy of the interim alternative educational plan must be included in the student's file, which shall also include documentation which demonstrates that:
  - a. The school has complied with procedures required by Goss v. Lopez and by the school's Code of Conduct
  - b. The school has complied with procedures required by Section 1415(k) of the IDEA
  - c. The disciplinary action is for a stated number of days
  - d. The action is necessary in light of the needs of the student and others
  - e. The school administrators have conferred with appropriate special education staff as to the disciplinary action and have followed all the procedures outlined herein including notice to the parent/guardian(s) or guardian(s) of their right of appeal

For further information regarding students with disabilities, please see the *"Notice of Procedural Safeguards"* by the Massachusetts Department of Elementary and Secondary Education, contained herein.

**Exception for Students on Section 504 Accommodation Plans for Drug-Related Offenses:**

Section 504 of the Rehabilitation Act makes an exception for students on Section 504 Accommodation Plans who have been disciplined for drug-related offenses and are currently using illegal drugs. Section 504 permits a district to take the same disciplinary action against such a student as it would against a regular education student, including exclusion. In its definition of "student with a disability," Section 504 specifically exempts from its protections a student who is currently engaged in drug use. Once a student is involved with using drugs, he/she forfeits his/her right to services during the period of his/her exclusion. The due process procedures of the Section 504 implementing regulation also do not apply to such disciplinary actions. See 29 U.S.C. § 705(20) (c) (IV).

Since no services are provided to regular education students who have been excluded from school for using drugs, a district is not required to provide them to students on a Section 504 Accommodation Plan. The U.S. Department of Education, Office for Civil Rights, which oversees Section 504, has stated, however, that districts “may” provide such services if they wish to. However, schools are not required under the law to provide such services during the period of exclusion. When the exclusion period ends, the student returns to school under the same Section 504 Accommodation Plan that existed prior to the offense and suspension.

IDEA 2004 Statutory Requirements:

Section 1415(k) of the Individuals with Disabilities Education Act (IDEA 2004) sets forth the following procedures with respect to disciplining students with disabilities, as well as protections for those students who have not yet been found eligible for special education services. The IDEA was amended by Congress in 2004 and became effective July 01, 2005.

Massachusetts law defers to Section 1415(k) of IDEA 2004 with regard to disciplining students with disabilities. In addition, students who fall under Section 504 of the Rehabilitation Act of 1973 also have a right to almost all of the procedural protections enumerated in Section 1415(k) as follows:

PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING:

**AUTHORITY OF SCHOOL PERSONNEL**

- A. **CASE-BY-CASE DETERMINATION** - School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- B. **AUTHORITY**- School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).
- C. **ADDITIONAL AUTHORITY**- If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child’s disability pursuant to subparagraph (E), the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except as provided in section 612(a)(1) although it may be provided in an interim alternative educational setting.
- D. **SERVICES**- A child with a disability who is removed from the child’s current placement under subparagraph (G) (irrespective of whether the behavior is determined to be a manifestation of the child’s disability) or subparagraph (C) shall:
  - (i) continue to receive educational services, as provided in section 612(a)(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child’s IEP; and
  - (ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- E. **MANIFESTATION DETERMINATION**
  - (i) In General - Except as provided in subparagraph (B), within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent/guardian, and relevant members of the IEP Team (as determined by the parent/guardian and the local educational agency) shall review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parent/guardian to determine
    - (I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (II) if the conduct in question was the direct result of the local educational agency’s failure to implement the IEP.
  - (ii) Manifestation - If the local educational agency, the parent/guardian, and relevant members of the IEP Team determine that either sub clause (I) or (II) of clause (i) is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

**F. DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION**

If the local educational agency, the parent/guardian(s), and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child’s disability, the IEP Team shall.

- (i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change of placement described in subparagraph (C) or (G);
- (ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- (iii) except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent/guardian and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

**G. SPECIAL CIRCUMSTANCES-** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, in cases where a child.

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

**H. NOTIFICATION-** Not later than the date on which the decision to take disciplinary action is made, the local educational agency shall notify the parent/guardian(s) of that decision, and of all procedural safeguards accorded under this section.

**I. DETERMINATION OF SETTING-** The interim alternative educational setting in subparagraphs (C) and (G) of paragraph (1) shall be determined by the IEP Team.

**J. APPEAL**

(A) IN GENERAL- The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.

**K. AUTHORITY OF HEARING OFFICER**

- (i) In General- A hearing officer shall hear, and make a determination regarding, an appeal requested under subparagraph (A).
- (ii) Change of Placement Order- In making the determination under clause (i), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may-- (I) return a child with a disability to the placement from which the child was removed; or (II) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

**L. PLACEMENT DURING APPEALS**

When an appeal under paragraph (3) has been requested by either the parent/guardian of the local educational agency

- The child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1) (C), whichever occurs first,

unless the parent/guardian and the State or local educational agency agree otherwise; and (B) The State or local educational agency shall arrange for an expedited hearing, which shall occur within twenty (20) school days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

**M. PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES IN GENERAL:**

- A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for in this part if the local educational agency had knowledge (as determined in accordance with this paragraph) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

**N. BASIS OF KNOWLEDGE**

A local educational agency shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred.

- (i) the parent/guardian of the child has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- (ii) the parent/guardian of the child has requested an evaluation of the child pursuant to Section 614(a)(1)(B); or
- (iii) the teacher of the child, or other personnel of the local educational agency, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency or to other supervisory personnel of the agency.

- O. EXCEPTION** - A local educational agency shall not be deemed to have knowledge that the child is a child with a disability if the parent/guardian of the child has not allowed an evaluation of the child pursuant to section 614 or has refused services under this part or the child has been evaluated and it was determined that the child was not a child with a disability under this part.

**P. CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE**

- (i) In general - If a local educational agency does not have knowledge that a child is a child with a disability (in accordance with subparagraph (B) or (C)) prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors consistent with clause (ii).
- (ii) Limitations - If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this subsection, the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parent/guardians, the agency shall provide special education and related services in accordance with this part, except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

**Q. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES-**

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

(B) **TRANSMITTAL OF RECORDS-** An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

- R. DEFINITIONS** - In this subsection:

(A) **CONTROLLED SUBSTANCE**- The term 'controlled substance' means a drug or other substance identified under schedule I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(B) **ILLEGAL DRUG**- The term 'illegal drug' means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(C) **WEAPON**- The term 'weapon' has the meaning given the term 'dangerous weapon' under section 930(g)(2) of title 18, United States Code.

(D) **SERIOUS BODILY INJURY**- The term 'serious bodily injury' has the meaning given the term 'serious bodily injury' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

## **19. HAZING - PENALTIES**

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the principal or his/her designee including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the building principal or his/her designee, be suspended from school for up to ten (10) school days.

Any student determined by the principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

### **CH. 269, S.17. CRIME OF HAZING: DEFINITION; PENALTY**

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

### **CH. 269, S.18. DUTY TO REPORT HAZING**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself/herself or

others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

**CH. 269. S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED**

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

**20. SEXUAL HARASSMENT**

**General Statement**

All persons have the right to be free from sexual harassment; therefore, sexual harassment in any form is strictly forbidden in school, on school grounds, or at school related activities.

**Definitions of Sexual Harassment**

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

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

Sexual harassment is not, by definition, limited to prohibited conduct by a male toward a female. A male, as well as a female, may be the victim of sexual harassment, and a female, as well as a male, may be the harasser. Further, the victim does not have to be of the opposite sex from the harasser. The victim does not have to be the person to whom the unwelcome sexual conduct is directed. Finally, an adult may be the victim of sexual harassment by a student. A student may be the victim of sexual harassment by an adult. Furthermore, sexual harassment may occur between adults or between students.

**Examples of Sexual Harassment**

Examples of sexual harassment include, but are not limited to:

1. demanding sexual favors accompanied by threats
2. engaging in reprisals as a result of an individual's refusing to engage in sexual behavior
3. contact with any sexual part of another's body (e.g., touching, patting or pinching)
4. touching any nonsexual part of the body (e.g., shoulder, etc.) after that person has indicated that such touching is unwanted
5. displaying or transmitting sexually suggestive pictures or objects
6. calling a person a demeaning, sexualized term, or making a reference to a person's physical characteristic when that person has indicated he/she does not wish to be addressed or referred to in that manner

7. leering (i.e., prolonged staring) at a person's body
8. sexual language or conduct in another's presence, even if not directed to said individual, once it is known that he/she objects

### **Reporting**

Any person who believes they are a victim of sexual harassment should report the incident(s) to their building Principal, the District's Title IX Coordinator, or another person in a position of authority in the school as soon as possible. The District's Title IX Coordinator is Jenny Sullivan, <mailto:jenny.sullivan@eastlongmeadowma.gov>, 413-525-5450 ext 3. Staff and students should avoid trying to solve the problem of sexual harassment alone. All persons shall promptly report knowledge of actual or reasonably suspected sexual harassment to the building principal or their designee or Title IX Coordinator. Any principal or other person who becomes aware of or who receives a complaint of sexual harassment shall promptly inform the Title IX Coordinator. The District's Title IX Coordinator will promptly notify the complaining person concerning the investigation process contemplated to be followed. If the complainant wishes to file a formal Title IX complaint, the complaint will be handled under the required Title IX complaint and grievance process applicable to K-12 schools pursuant to 34 CFR Sections 106.44 and 106.45.

### **Investigation** (Applicable to complaints that are not processed under Title IX)

Within five (5) working days after receipt, all complaints or reports of sexual harassment shall be thoroughly investigated by the building principal or his/her designee, including notifying the person who has been accused of harassment and permitting a response to said allegation(s).

In determining whether alleged conduct constitutes sexual harassment, the building principal or his/her designee should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes sexual harassment requires a determination based on all facts and surrounding circumstances.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have the knowledge of the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the building principal or his/her designee may take immediate steps, at his/her discretion, to protect the complainant, students and employees pending completion of the investigation of alleged sexual harassment.

### **Disciplinary Action**

If there are reasonable grounds to believe that sexual harassment has occurred, the person accused of sexual harassment will have a disciplinary hearing before the building principal or his/her designee within ten (10) working days after the investigation is completed. The purpose of the hearing will be to determine if an act or acts of sexual harassment has/have taken place. Depending on the circumstances, the alleged victim may also be present. Each incident of sexual harassment will be handled individually and as strictly confidential as possible.

If the building principal or his/her designee, after the above hearing, determines that sexual harassment has actually taken place disciplinary and corrective action will occur to prevent any further incidents. The range of discipline and corrective action may include one or more of the following:

1. An educational component ("consciousness raising" concerning the effects of sexual harassment on the victim, the difference between flirting and sexual harassment, the problem of sexual harassment in our schools and in our culture, etc.)
2. Apology to the victims;
3. Mandatory counseling;
4. Detention;
5. Short term suspension;
6. Recommendation for long-term suspension or expulsion hearing.
7. The building principal or his/her designee shall forward a written report to the Superintendent of Schools within two (2) working days upon completion of the disciplinary hearing.

If either the victim or person accused of sexual harassment is aggrieved by the finding(s) of and/or discipline and corrective action taken by the building principal or his/her designee, he/she may notify the Superintendent of Schools within five (5) working days after the decision is rendered that he/she wishes to appeal said action.

Within ten (10) working days after he/she receives the appeal, the Superintendent shall conduct a hearing and shall indicate his/her disposition of the appeal within two (2) days of such appeal, and shall furnish a copy thereof to the grievance and the East Longmeadow School Committee.

The superintendent shall conduct a hearing and shall indicate his/her disposition of the appeal within two (2) days of such appeal, and shall furnish a copy thereof to the aggrieved party.

### **Reprisal**

Reprisal, intimidation with, interference of, and/or retaliation against any individual, including a student, parent/guardian, or guardian, for filing a complaint, filing a grievance, or opposing discrimination, including sexual harassment, is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself. Such wrongful acts may result in a recommendation of permanent separation from the school community through expulsion from school. Employees found to have engaged in reprisal or retaliation shall be subject to discipline up to and including dismissal.

### **Notification to/by Parent(s)/Legal Guardian(s)** (Applicable to complaints that are not processed under Title IX)

After investigation, if there are reasonable grounds to believe that sexual harassment has occurred, the building principal or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is the victim of, or is accused of, sexual harassment.

Parent(s)/legal guardian(s) are strongly encouraged to report incidents of sexual harassment to their son's/daughter's building principal or to the superintendent of Schools.

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

### **Report to Police**

Depending upon the seriousness and frequency of incidents, police/law enforcement agencies may be contacted by the school administration

21. **ANTI-BULLYING POLICY**

File: JICFB

**POLICY ON HARASSMENT, BULLYING, DISCRIMINATION, AND HATE CRIMES**

The East Longmeadow School Committee is committed to providing a safe, positive and productive educational environment where all can achieve to their highest potential. No student shall be subjected to harassment, intimidation, discrimination, hate crimes, bullying, or cyberbullying.

**Disciplinary Policy Regarding Civil Rights Issues**

The East Longmeadow Public Schools prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, age, disability, or gender identity.

The East Longmeadow Public Schools also prohibits bullying, as defined in Policy JICFB-R. The East Longmeadow Public Schools will also not tolerate retaliation against persons who take action consistent with this Policy.

The prohibition against harassment, discrimination, hate crimes, bullying, cyberbullying, and retaliation applies to all students on all sites and activities the East Longmeadow Public Schools supervise, control, or where it has jurisdiction under the law, including on school premises and at school-sponsored functions, events or activities, including field trips, athletic activities, and school-related events.

File: JICFB-R

**POLICY ON HARASSMENT, BULLYING, DISCRIMINATION AND HATE CRIMES**

**Glossary of Terms:**

**AGGRESSOR:** An aggressor is a student or a staff member who engages in bullying, cyberbullying, or retaliation.

**BULLYING:** Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- 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 or herself or of damage to his or 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.

**CYBERBULLYING:** Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

**HOSTILE ENVIRONMENT:** A hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

**RETALIATION:** 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.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

**STAFF:** Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

**TARGET:** A target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

**DISCRIMINATION:** Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or course of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students because of his/her membership in a protected class.

**HARASSMENT:** Harassment is oral, written, graphic, electronic or physical conduct on school property or at a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability, that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the District's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this Policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment. A single incident, depending on its severity, may create a hostile environment.

**HATE CRIME:** A hate crime is a crime motivated by hatred, bias, or prejudice, or where the target is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

### **Student Responsibilities**

Each student is responsible for:

Complying with this Policy;

Ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;

Ensuring that (s)he does not bully another person on school grounds or at a school-related function, event or activity;

Ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and

Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

### **Protection against Retaliation**

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

The East Longmeadow Public Schools will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

### **Designated Officials for Reporting**

The principal or his/her designee is responsible for receiving reports and complaints of violations of this Policy.

### **Reporting Procedures**

1. Any student who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the principal or his/her designee. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the principal or his/her designee.
2. All complaints or reports about a violation of this Policy must be documented on the School's "Reporting/Complaint Form" (see Appendix A). The form is available from designated school officials and on the school system's web page. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/ Complaint Form, the school official who receives the oral complaint or report will promptly prepare a written report by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
3. 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 his/her designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The School official will promptly provide the principal or his/her designee with the completed Reporting/Complaint Form.
4. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will utilize a variety of reporting resources including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
5. Through the ELPS Memorandum of Understanding with the East Longmeadow Police Department, East Longmeadow may share any and all information with regard to student safety or possible illegal activity with the East Longmeadow School Resource Officer and/or other members of the ELPD.

6. If the principal or his/her designee determines that bullying has occurred, (s)he shall take appropriate disciplinary action. If it is believed that criminal charges may be pursued against the perpetrator, the principal will consult with the School Resource Officer and the superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the East Longmeadow Police Department will be notified.

### **Investigation Procedures**

The goal of the investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint.

The principal or his/her designee, upon receipt of a viable report of bullying, shall promptly contact the parents or guardians of a student who has been the alleged target and the alleged perpetrator of the bullying. The actions being taken to prevent further acts of bullying shall be discussed.

### **Emergencies**

The principal or his/her designee will immediately call 911 in a case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

### **Students on IEPs**

As required by M.G.L. c. 7 IB, §3, when an IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

### **Formal Procedure**

The principal or designee will take immediate steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

### **STEP ONE**

The principal or his/her designee will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.

### **STEP TWO**

The principal or his/her designee will conduct an investigation in accordance with the procedures described under the Investigations heading of this policy. Parents or guardians of both the complainant and alleged aggressor will be notified of the complaint and the process being followed.

### **STEP THREE**

The principal or his/her designee will determine whether the allegations have been substantiated, and whether this Policy and/or the Code of Conduct have been violated. If the complaint is substantiated, the designated official will decide based on the investigative findings, on the appropriate course of action. The principal or his/her designee will prepare a written report that includes the investigative findings.

### **STEP FOUR**

The designated official will promptly notify the complainant and the subject of the complaint to let them know whether the complaint has been substantiated. If the complaint is substantiated and the aggressor remains a

student in the school, the designated official will meet with the aggressor to describe, consistent with the Code of Conduct, the disciplinary and/or corrective action recommended, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

If a complaint is substantiated, a report of the incident will be placed in the offender's student records.

**File Retention:** The principal or his/her designee will maintain a separate confidential file containing the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials. Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.

#### **STEP FIVE**

The principal or his/her designee will monitor the situation, and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action and/or disciplinary action(s) imposed has/had been effective. The designated official will maintain a written record of the follow-up.

#### **STEP SIX**

Any right of appeal from discipline imposed is governed by the Code of Conduct.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

- A written warning;
- Parent/guardian conferences;
- An apology to the target;
- Limiting or denying student access to a part or an area of the school;
- Adult supervision on school premises;
- Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities;
- Classroom transfer;
- Awareness training (to help students understand the impact of their behavior);
- Participation in cultural diversity, anti-harassment, anti-bullying or intergroup relations program;
- Specific recommendations, (i.e. anger management, medical assessment, counseling)
- Short-term or long-term suspension;
- Exclusion, expulsion, or discharge from school; and
- Any other action consistent with the Code of Conduct.

#### **Investigations for Formal Proceedings**

Prompt and Thorough Investigations: When the principal or his/her designee determines that a Formal Proceeding is appropriate, the school will promptly investigate all reports or complaints of an alleged violation of this Policy.

#### **Investigative Procedure**

The principal or his/her designee investigating the incident will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or acts of a serious criminal nature, the designated official will confer with the local police department prior to gathering or preserving evidence.

## **Communication During Investigation**

Throughout the investigatory and complaint resolution process, the principal or his/her designee will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, the anticipated timing for concluding the investigation, and determination of discipline and/or corrective action(s). At a minimum, the principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

## **Time for Investigations**

The principal or his/her designee will complete his/her investigation as soon as practicable, but not to exceed 14 school days once the report has been received. The principal or his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

## **Ensuring Safety During Investigation**

The principal or his/her designee will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation.

## **Victim Assistance**

The principal or his/her designee will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

## **Confidentiality**

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and the Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable confidentiality laws and student record regulations.

## **Imposing Disciplinary Action or Corrective Action**

If the principal or his/her designee concludes that the subject of the complaint has violated this Policy, the District will impose disciplinary measures and/or corrective action reasonably calculated to end the conduct cited in the complaint, deter future conduct, and protect the complainant(s) and other similarly situated individuals.

## **Frivolous Complaints**

When a complaint is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and correction actions consistent with the Code of Conduct or Massachusetts General Law.

**SOURCE:** East Longmeadow

**LEGAL REFS.:** Title VII, Section 703, Civil Rights Act of 1964 as amended  
Federal Regulation 74676 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
603 CMR 26.00  
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

**REFERENCES:** Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

EAST LONGMEADOW PUBLIC SCHOOLS



Appendix A

EAST LONGMEADOW PUBLIC SCHOOL
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: \_\_\_\_\_

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

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

3. Check whether you are a [ ] Student [ ] Staff member (specify role) \_\_\_\_\_
[ ] Parent [ ] Administrator [ ] Other (specify) \_\_\_\_\_

Your contact information/telephone number: \_\_\_\_\_

4. If student, state your school: \_\_\_\_\_ Grade: \_\_\_\_\_

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

6. Information about the Incident:

Name of Target (of behavior): \_\_\_\_\_

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

Date(s) of Incident(s): \_\_\_\_\_

Time When Incident(s) Occurred: \_\_\_\_\_

Location of Incident(s) (Be as specific as possible): \_\_\_\_\_

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

Name: \_\_\_\_\_ • Student • Staff • Other \_\_\_\_\_

Name: \_\_\_\_\_ • Student • Staff • Other \_\_\_\_\_

Name: \_\_\_\_\_ • Student • Staff • Other \_\_\_\_\_

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

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: \_\_\_\_\_ Date: \_\_\_\_\_

(Note: Reports may be filed anonymously.)

10: Form Given to: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**II. INVESTIGATION**

1. Investigator(s): \_\_\_\_\_ Position(s): \_\_\_\_\_

**2. Interviews:**

- Interviewed aggressor Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Interviewed target Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Interviewed witnesses Name: \_\_\_\_\_ Date: \_\_\_\_\_
- Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Any prior documented Incidents by the aggressor?  Yes  No

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

Any previous incidents with findings of BULLYING, RETALIATION  Yes  No

**Summary of Investigation:**

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

**III. CONCLUSIONS FROM THE INVESTIGATION**

1. Finding of bullying or retaliation: YES \_\_\_\_\_ NO \_\_\_\_\_

- Bullying  Incident documented as \_\_\_\_\_
- Retaliation  Discipline referral only \_\_\_\_\_

**2. Contacts:**

- Target's parent/guardian Date: \_\_\_\_\_  Aggressor's parent/guardian Date: \_\_\_\_\_
- District Equity Coordinator (DEC) Date: \_\_\_\_\_  Law Enforcement Date: \_\_\_\_\_

**3. Action Taken:**

- Loss of Privileges  Detention  STEP referral  Suspension
- Community Service  Education  Other \_\_\_\_\_

4. Describe Safety Planning: \_\_\_\_\_

Follow-up with Target: scheduled for \_\_\_\_\_ initial and date when completed: \_\_\_\_\_

Follow-up with Aggressor: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_

Report forwarded to principal: Date \_\_\_\_\_ Report forwarded to Superintendent: Date \_\_\_\_\_

(If principal was not the investigator)

Signature and Title: \_\_\_\_\_ Date: \_\_\_\_\_

## **East Longmeadow Public Schools**

### **SAFE SCHOOLS REPORTING HOTLINE**

413-486-9015

***24-hours a day***

**Call this anonymous, recorded line if you know of unsafe school issues, bullying, incidents of bias, or violence.  
Report by phone, via email, or use the QR Code.**

[SafeSchools@eastlongmeadowma.gov](mailto:SafeSchools@eastlongmeadowma.gov)



#### **22. NON-SCHOOL RELATED TEEN DATING VIOLENCE**

The East Longmeadow Public Schools is dedicated to providing an atmosphere free from actual or threatened psychological, physical, or sexual abuse, including teen dating violence. The District believes that education plays a critical role in establishing healthy relationships for its students. East Longmeadow's health curriculum for grades 6-12 includes instruction on establishing safe, non-violent relationships. In addition, an Individualized Safety Plan may be developed and implemented by the school.

It is the policy of the East Longmeadow Public Schools 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/guardian. The complaint may relate to verbal, nonverbal, written, physical or sexual behaviors which are observed, reported, or experienced. The complaint should be filed with the building principal, but if the victim is more comfortable talking with another staff member, that staff member must report the incident to the building principal. It is important to note that, pursuant to *Massachusetts General Laws Chapter 209A*, school staff are required by law to report to the Department of Social Services if they have reasonable cause to believe that a child under the age of 18 is suffering serious physical, emotional abuse or neglect, or sexual abuse, including rape and indecent assault and battery.

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

#### **Disciplinary Action**

When it is determined that inappropriate behaviors have occurred related to school or school-sponsored activities, disciplinary and corrective action will occur consistent with the disciplinary policy.

## **Restraining Orders**

It is the responsibility of the student to inform the building principal if he or she has obtained a restraining order against an individual. Once the building principal is notified of the restraining order, him or her, or his/her designee, may meet with the student and his/her parent/guardians to review the order and its implications. An appropriate safety plan will be developed in collaboration with the school psychologist, 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 department.

When complaints of teen dating violence are made known to administration, and are not related to school or school-sponsored activities, the student will be informed of available services. If the student agrees, a referral(s) to appropriate resources may be made. Parental involvement shall be encouraged.

## **23. HATE CRIMES AND BIAS INCIDENTS**

### **General Statement**

The East Longmeadow Public Schools are committed to providing a safe environment in which all students have an equal opportunity to learn, regardless of their race, ethnicity, national origin, sexual orientation, gender, religion, or disability. Hate crimes and bias incidents, by their nature, are confrontational; they create tension and promote social hostility. Such incidents will not be tolerated in the East Longmeadow Public Schools because they interfere with every student's right to an education. In addition to jeopardizing academic achievement, hate crimes and bias-related harassment can undermine a student's physical and emotional well-being, provoke retaliatory violence, damage the school's reputation, and create or exacerbate tensions in the wider community.

The East Longmeadow Public Schools will comply with all applicable federal and state laws governing hate crimes. Massachusetts law defines hate crimes as "any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seeks to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation." M.G.L. c. 22C, § 33; M.G.L. c. 12, §§ 11H, 11I.

In addition, federal regulations prohibit the intentional use of force or threat of force against a person because of race, religion, ethnicity, handicap, gender or sexual orientation for the purpose of interfering with a student's enrollment or attendance in any public school or college. 18 U.S.C. § 245. Both federal and state statutes and regulations contain serious criminal penalties for persons convicted of hate crimes and the resulting civil rights violations.

This policy applies to hate crimes, bias incidents, civil rights violations, and bias-related harassment which occur in school buildings or on school grounds, or during the course of any and all school-sponsored activities, including those which take place outside of school or in any situation where there is a detrimental effect on the school or the educational climate.

### **Definitions**

A hate crime occurs when a student or group of students is targeted for physical assault, threat of bodily harm, intimidation, verbal abuse, and/or damage to personal property because he or she is a member of a different race, religion, ethnic background, gender, gender identity, or has a handicapping condition or different sexual orientation.

Bias incidents are less serious acts that are also motivated by race, religion, ethnic background, gender, handicap(s), or sexual orientation issues.

### **Examples**

Examples of hate crimes and bias incidents include, but are not limited to, the following:

**Hate crimes:**

1. bias-related drawings, markings, symbols, graffiti
2. harassing and/or threatening hate mail and/or e-mail messages
3. verbally abusive and/or threatening phone calls
4. damage to personal property or belongings; arson; vandalism
5. stalking: repeated, purposeful following of a student, together with evident bias against the victim's actual or perceived group status
6. assault and battery against a student based upon their actual or perceived group status
7. physical conduct which puts a student in fear of imminent harm, together with name-calling of a bigoted nature

A student who has committed a hate crime may also be subject to criminal prosecution for that crime:

**Bias incidents:**

1. insults, jokes, mimicking, and name-calling based upon a student's race, religion, ethnicity, handicapping condition, sexual orientation, or gender identity
2. use of racial, ethnic, religious, sexual, or anti-gay slurs
3. negative comments on a student's manner of speaking or racial customs, surname, religious traditions
4. unwelcome verbal, written, or physical conduct directed at a student because of their race or skin color, such as nicknames which emphasize stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs
5. conduct directed at the characteristics of a student's national origin, such as negative comments regarding surnames, manner of speaking, customs, language
6. conduct directed at the characteristics of a student's sexual orientation, whether actual, perceived, or asserted – such as negative name-calling and imitating mannerisms
7. conduct directed at the characteristics of a student's disabling condition, such as imitating their manner of speech or movement, or interfering with that student's necessary equipment
8. unwelcome verbal, written or physical conduct, directed at the characteristics of a student's religion, such as derogatory comments regarding surnames, religious traditions, religious jewelry or clothing

When a student has been subjected to behaviors such as those described above, and is reasonably fearful of his/her own safety, a hostile environment has been created for that student. It may be created by a series of minor incidents, or by one serious incident. The existence of a hostile environment is a violation of the student's civil rights, as it prohibits him or her from obtaining an education.

A hate crime or bias incident will be deemed to have occurred even where the harasser is mistaken about the victim's race, ethnicity, or other targeted characteristics. In addition, targeting students simply because they associate with another student or students who are members of a particular racial, ethnic, religious, or other targeted group may also be the basis of a hate crime or bias incident.

**Reporting**

The designated Civil Rights Administrator for the East Longmeadow Public Schools is:

Name	Michael Fredette Director of Student Services
Address	180 Maple Street East Longmeadow, MA 01028
Phone number	(413) 525-5450, ext. 3

Incidents may be reported by students, staff, or any interested third party. Students should report any incidents to an adult with whom they feel most comfortable – a teacher, guidance counselor, or other staff member. Staff members should report incidents to the building principal or the School District's Civil Rights Administrator for investigation and handling. Confidentiality will be maintained to the extent possible, but it should be understood that where a serious crime is involved, the police, and other governmental agencies such as the Office of the Attorney General, will be alerted. When a student has complained of a bias incident

but does not wish to file a written complaint, school officials or the designated administrator will conduct an informal inquiry into the circumstances of the incident, and will keep a written record of the inquiry, in the event that further incidents involving the complaining student and the alleged harasser take place.

### **Investigation**

Upon receiving notice that a hate crime or bias incident is alleged to have taken place, the building principal and/or his/her designee will immediately take steps to ensure that the victim or victims are safe and secure, and will notify the Civil Rights Administrator of the allegation. All victims and witnesses will be interviewed within five (5) days following the incident, followed by interviews with any other individuals who may have knowledge pertaining to the incident and the persons involved in it. Physical evidence, if any, will be gathered. The investigator will then make a determination as to whether a hate crime or bias incident has occurred, taking into consideration the definitions contained above, the surrounding circumstances, the relationships of the parties involved, and the context in which the incident(s) took place. In addition, the investigator will determine whether there are, or have been, any related incidents of harassment, and will evaluate the kinds of damage that may have been caused, both to the victim(s) and to the school environment. The investigator will issue his/her report within five (5) school days.

### **Notification to/by Parents/Legal Guardians**

After investigation, if there are reasonable grounds to believe that a hate crime or bias incident has occurred, the building principal and/or his/her designee shall notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, a hate crime or bias incident.

Parent(s)/legal guardian(s) are strongly encouraged to report hate crimes or bias incidents to their child's building principal or to the superintendent of schools.

### **Informal Resolution Procedure**

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser which is facilitated by a school employee or by the designated Civil Rights Administrator. Both the complainant and the alleged harasser may be accompanied by a person of their choice for support and guidance. If the complainant and the alleged harasser feel that a resolution has been achieved, the conversation then will remain confidential and no further action will be taken.

The results of the informal resolution will be reported, in writing, to the building principal and the superintendent of Schools. If either party feels that the informal conversation process is inadequate, or has not been successful, they may proceed to the formal complaint procedure. Either party may also choose to forego the informal process and proceed directly to the formal complaint procedure.

### **Formal Complaint Procedure**

The designated administrator will fill out a harassment complaint form based on a student's written or oral allegations that an incident or incidents have taken place. The complaint form will be kept in a secure location, and will describe in detail the facts and circumstances of the incident(s).

If an involved student is under the age of 18, his/her parents or legal guardian will be notified immediately after consultation with the student, unless such notification is determined not to be in the best interests of the student.

An investigation will take place within five (5) school days of the date of the complaint or report. The investigator may determine that immediate steps need to be taken to protect the complaining student, the alleged harasser, and any potential witnesses, and will notify school administrators of such a determination.

The investigation will be completed as soon as possible, but no later than five (5) school days after the date of the complaint, and a written report made to the building principal and the superintendent of schools. The report will contain a determination as to whether the allegations have been substantiated as factual, and whether they constitute a violation of this policy. The investigator will also recommend to the building

principal and the superintendent what action, if any, is required. The complainant and the alleged harasser will be informed of the results of the investigation, and whether disciplinary action will be taken.

All written reports of investigations will be kept by both the building principal and the superintendent of schools. The East Longmeadow Public Schools recognizes that both the complainant and the alleged harasser have strong interests in maintaining the confidentiality of this process. The privacy of all parties, including witnesses, will be respected as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations which may be necessary due to the severity of the incident(s), the potential involvement of the police department, the District Attorney's Office, the Office of the Attorney General, and the potential involvement of a civil and/or criminal trial.

### **Disciplinary Action**

Disciplinary and/or corrective action will be taken as soon as possible following completion of the investigation of an incident of hate crime or a bias-related incident, and will have as its goal the elimination of the offensive conduct, the prevention of reoccurrences, and the re-establishment of a healthy school environment, especially for the victim(s). Such action will take into account the severity of the incident and the age and identity of the victim and harasser, and the effect upon the victim. Disciplinary and/or corrective action may include one or more of the following:

1. participation in an educational program about hate crimes and bias incidents for the perpetrator
2. an apology to the victim(s)
3. mandatory counseling
4. community service
5. placement in an alternative educational setting
6. detention
7. short-term or long-term suspension
8. recommendation for expulsion

In addition, perpetrators of hate crimes which rise to the level of criminal activity may be subject to criminal punishment as mandated by state and federal laws pertaining to such crimes. Consistent with the Memorandum of Understanding between the East Longmeadow Public Schools and the East Longmeadow Police Department, police will be notified when a probable hate crime has taken place, and in particular will be notified in an emergency situation.

**Retaliation:** Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination, including hate crimes or bias incidents, is strictly prohibited and shall itself be treated as an actionable, wrongful act in and of itself.

The East Longmeadow Public Schools will deal seriously with any and all threats or acts of retaliation against an individual who reports a hate crime or bias incident. School staff will maintain constant contact with victims and persons who report such incidents in order to ensure that no threats or acts of retaliation take place. Any person found to have threatened to retaliate and/or actually retaliated will be subject to severe disciplinary action, including potential exclusion from school. Should the retaliation rise to the level of criminal activity, school staff are required to report it to the local law enforcement agency.

## **24. FIREARMS AND DANGEROUS WEAPONS**

*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.

*Massachusetts General Laws, Chapter 269, Section 10*, states in part that air rifles, BB guns, knives, blades, clubs, blackjack, are all considered dangerous weapons. Additionally, East Longmeadow Public School administration can and will determine if any object carried or used by a student is a dangerous weapon while in school or on school grounds.

Imposter/fake/artificial firearms and weapons will all be treated as if they are real firearms and weapons. There is no place for artificial firearms or weapons on school campuses, buses, or any school event. Weapons are serious issues- students should not carry or possess anything that can be mistaken as a weapon. Students also have the responsibility to report any weapon seen or heard about while at school.

## **25. VIOLENT JUVENILE OFFENDER BILL**

Effective October 1, 1996, *Massachusetts General Laws, Chapter 265, Section 44*, has been amended by adding the following section:

"Whoever commits an assault and battery on a child under the age of eighteen for the purpose of causing or coercing such child to join or participate in a criminal conspiracy in violation of section seven of chapter two hundred and seventy-four, including but not limited to a criminal street gang or other organization of three or more persons which has a common name, identifying sign or symbol and whose members individually or collectively engage in criminal activity, shall, for the first offense, be punished by imprisonment in the state prison for not less than three nor more than five years or by imprisonment in the house of corrections for not more than two and one-half years; and for a second subsequent offense by imprisonment in the state prison for not less than five nor more than ten years."

## **26. LOCKERS/DESKS/COMPUTERS/VEHICLES - SEARCHES OF STUDENTS**

Students may be issued lockers, with or without private combinations, desks, computers, etc., at the opening of school or thereafter. STUDENTS SHOULD HAVE NO EXPECTATION OF PRIVACY IN SCHOOL LOCKERS, DESKS, COMPUTERS, VEHICLES, ETC. Lockers, desks, and computers are for the use of students but remain the property of the East Longmeadow Public Schools.

Students are advised that lockers, desks, computers, etc., may be inspected without notice by school administrators to ensure cleanliness, safety, and adherence to federal, state, and local laws and regulations, as well as the Code of Conduct. The use of police drug dogs may also be employed at the discretion of school administration.

The legality of a search of a student, his/her clothing, vehicle, and/or possessions depends simply on the reasonableness, under all circumstances, of the search. The search by a school official of a student and/or his/her possessions is "justified at its inception" when there are reasonable grounds for suspecting that the search will turn up evidence that a student or students have violated either the law or the rules of the school.

Such a search is permissible in its scope when the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student(s) and the nature of the infraction. The Massachusetts Supreme Judicial Court has ruled that a warrant requirement is unsuited to the school environment, and that school officials need not obtain a warrant before searching a student who is under their authority.

**27. Parent/guardians and Students' Rights under Section 504, Titles II, IV, VI, IX and the Americans with Disabilities Act**

It is the policy of the East Longmeadow Public Schools to comply with all applicable provisions of Section 504 of the Rehabilitation Act of 1973, as well as those contained in Title II, Title IV, Title VI, Title IX, and the Americans with Disabilities Act ("ADA"). These Acts prohibit discrimination against persons in any program which receives federal funding.

Section 504 of the Rehabilitation Act of 1973 and the ADA prohibit discrimination against persons with a handicap. A person with a handicap is defined as one whom:

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

The Office for Civil Rights (OCR) has noted that the ADA Amendments Act, effective January 1, 2009:

- directs that the ameliorating effects of mitigating measures (other than ordinary eyeglasses or contact lenses) may not be considered in determining whether an individual has a disability;
- expands the scope of "major life activities" by providing non-exhaustive lists of general activities and major bodily functions;
- clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active; and
- clarifies how the ADA applies to individuals who are "regarded as" having a disability.

Students who may not have been determined to have a disability under Section 504 or the ADA in the past may now be found to have a disability under those laws.

Learning is not the only major life activity that a school district must consider in determining if a student has a disability. In fact, the list of major life activities and major bodily functions that constitute such activities includes, but is not limited to:

- caring for oneself
- performing manual tasks
- seeing
- hearing
- eating
- sleeping
- walking
- standing
- lifting
- bending
- speaking
- breathing
- learning
- reading
- concentrating
- thinking
- communicating
- working

The list of major bodily functions that are now considered major life activities includes, but is not limited to: functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

A student with ADHD, for example, may be achieving good grades in academically rigorous classes; however, the district must consider other life activities, such as concentrating, that may be substantially limited to ADHD.

A student with a peanut allergy may not have been covered before the Act because the student's use of mitigating measures – frequent hand-washing or bringing a homemade lunch – allowed him to minimize the risk of exposure. Now, after the Act, the effects of an epipen or other measures cannot be considered in the school's assessment of whether the student has a disability. The school must assess whether, without the measures, the allergy substantially limits a major life activity such as breathing – which it often does.

The East Longmeadow Public Schools recognizes its responsibility to avoid discrimination in policies and practices involving both students and staff. Discrimination against anyone who falls under the provisions of Section 504 or the ADA will not knowingly be permitted in any program or practice of the East Longmeadow Public Schools. Accordingly, the East Longmeadow Public Schools acknowledges that it has specific responsibilities to identify such handicapped persons, to evaluate such persons, and, if they are eligible under Section 504, to provide them with reasonable accommodations to access appropriate educational services.

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

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

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

#### **Parents/Guardians Notice of Rights under Section 504**

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination based on his/her handicapping conditions(s).
2. Have the school district advise you of your rights under the Federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free, appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-handicapped students.
6. Have evaluation, educational, and placement decisions based upon a variety of sources by persons who know the student, the evaluation data, and placement options.
7. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a grievance.

14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing and mediation requests may be made to: Commonwealth of Massachusetts, Department of Elementary and Secondary Education, Bureau of Special Education Appeals, 75 Pleasant Street Malden, MA 02148-4906 Phone – (781)338-3000.
15. Appeal to the Office of Civil Rights (OCR), Region 1, John W. McCormack, Post Office and Court House Square, Room 222, Boston, MA 02700 Phone (617) 223-9662.

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

Name: Michael Fredette  
 Director of Student Services

Address: 180 Maple Street  
 East Longmeadow, MA 01301

Phone: (413) 525-5450 ext. 3

**Grievances**

The East Longmeadow Public Schools has established an internal procedure in order to provide for prompt and equitable resolutions of complaints alleging any action prohibited by the United States Department of Justice regulations implementing Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. Title II of the ADA regulations largely reinforces Section 504 of the Rehabilitation Act of 1973. This procedure is also to be followed when lodging complaints involving alleged violations of Title IV, Title VI and Title IX (excluding procedures for investigating and remedying Title IX complaints of sexual harassment covered by Section 21 of this Code).

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

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

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

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

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

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

**Definitions/Purpose/Retaliation/Confidentiality**

1. A “Grievance” is a complaint made pursuant to, and arising out of, the East Longmeadow Public Schools obligations under Section 504 of the Rehabilitation Act, Title II, Title IV, VI, Title IX, and the ADA. An “Aggrieved Party” is a person or persons making the complaint.
2. The purpose of this grievance procedure is to secure prompt and equitable solutions to grievances which may, from time to time, arise pursuant to Section 504, Title II, Title IV, Title IX, and the ADA.
3. Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself. No aggrieved party will be subject to coercion, intimidation, interference, or discrimination for registering a complaint or for assisting in the investigation of any alleged complaint within the context of this grievance procedure.
4. All documents, communications, and records dealing with the filing of a grievance will be kept confidential to the full extent provided by law.

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

### **Procedures**

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

### **28. CONFIDENTIALITY**

Any action taken by the East Longmeadow Public Schools in the application of this Disciplinary Policy shall be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the student's parent(s)/legal guardian(s) and the student if he/ she is fourteen (14) or older or a ninth grader is prohibited except as allowed by law.

### **29. STUDENT RECORDS**

In order to provide students with appropriate instruction and educational services, it is necessary for the School District to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to a student's parent(s)/legal guardian(s) and/or the student in accordance with the law, and yet be guarded as confidential information.

Pursuant to state and federal statutes and regulations, no third party, other than authorized school or Department of Elementary and Secondary Education personnel, shall have access to information in or from an education record without the specific informed consent of the eligible student or the parent(s)/legal guardian(s), subject to certain exceptions. Court officers, health officials and authorized school personnel

may have access to school records of the students without “the specific informed consent” of the student or his/her parent(s)/legal guardian(s).

These laws include the Family Educational Rights and Privacy Act (FERPA), found at *20 U.S.C. § 1232g*, the Individuals with Disabilities Education Act (IDEA), found at *20 U.S.C. § 1400 et seq.*, and *M.G.L. c. 71, §§ 34A, B, D, E, and H*, as well as the regulations promulgated under these statutes.

FERPA also allows disclosure of education records without the consent of parent(s)/guardian(s) and/or students to any school officials, including teachers, who have a legitimate educational interest in them; during lawsuits brought against the school by a student or against a student by the school; in the event of a health or safety emergency; and, among other exceptions, upon receipt of a Court Order or lawfully issued subpoena, or upon receipt of a request from a court or the Department of Youth Services for information regarding a student. Prior to compliance with the Court Order, subpoena, or request, the school shall notify the eligible student or parent(s)/legal guardian(s) of the Court Order, subpoena, or request in such reasonable time that he/she may seek to have the process quashed. Other exceptions may be found by reviewing the statute.

In the case of a student, fourteen through seventeen (14-17) years of age, or of one who has entered the ninth grade, both the student and his/her parent(s)/legal guardian(s), or either one acting separately, shall exercise these rights. Any student eighteen (18) years of age or older may exercise these rights alone.

This privacy protection also means that if parent(s)/legal guardian(s) or students wish transcripts or records forwarded to schools, colleges, or prospective employers, a written release must be delivered to the principal of the school or the appropriate custodian of the student’s school records.

Parent(s)/legal guardian(s) and students are guaranteed the right under state and federal law to inspect as well as seek addition to or deletion from all records which are kept or requested to be kept by the School Department concerning individual students. The term “education records” is defined as records that are “directly related to a student” and “maintained by an educational agency or institution or by a party acting for the agency or institution.” *20 U.S.C. 1232g (a) (4) (A)*. They include the “student record” – a student’s transcript and any other recorded information which is identified by the student’s name, as well as the “temporary record,” which contains all other information such as evaluations by teachers, counselors, and other school staff. A signed log is kept in each cumulative record for all students identifying all persons who have obtained access to the student record.

Under FERPA, certain records are excluded from the definition of “education records” and are not subject to access by parent(s)/guardian(s), students, and other individuals. These records include personal notes kept by instructional and administrative staff in their own files, employee records, records kept by school law enforcement officers, and medical treatment records of students over the age of 18.

Complete copies of the state regulations concerning parent/legal guardian and student rights to education records may be obtained in the building principal’s office.

#### **Public Notice – Public Directory Notice**

The East Longmeadow Public Schools may release the following information without prior consent: “a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans.”

Parent(s)/legal guardian(s) and eligible students have the right to request, in writing, that this information not be released without prior consent. This notice may also be included in the routine information letter the school publishes under *603 C.M.R. sec. 23.10(1)*.

### **30. NON-CUSTODIAL PARENTS: ACCESS TO SCHOOL RECORDS**

As required by *M.G.L. c. 71, § 34H*, a non-custodial parent may have access to the student record, consisting of information concerning his/her child, including, but not limited to report cards and progress reports, the results of testing, notification of a referral for a special needs assessment, notification of enrollment in an English Language Learner program, absences, illnesses, detentions, suspensions, expulsions, or withdrawal from school, in accordance with the following provisions:

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

### **31. SUBSTANCE ABUSE POLICY**

The East Longmeadow Public Schools are dedicated to providing a drug and alcohol free environment for staff, students and citizens. The public schools believe that education plays a critical role in establishing lifelong health habits for its students. The East Longmeadow Public Schools 6-12 health curriculum emphasizes the dangers of drugs and alcohol. The East Longmeadow Public Schools also has a strong interest in the health of its employees and in their serving as positive role models for students. It is also the policy of the East Longmeadow Public Schools that the commercialization/promotion of drug or alcohol use is contrary to the health and the wellbeing of its students, staff and community.

### **32. E.L.P.S./E.L. POLICE MEMORANDUM OF UNDERSTANDING**

#### **School Resource Officer Memorandum of Understanding**

Between  
East Longmeadow Public School District  
and  
East Longmeadow Police Department

This agreement (the "Agreement") is made by and between **East Longmeadow Public School District** (the "District") and the **East Longmeadow Police Department** (the "Police Department") (collectively, the "Parties"). The Chief of Police of the Police Department or the board or officer having control of the police department in a city or town (the "Chief") and the Superintendent of the District [*or, in the case of charter schools: the head of the school*] ("the Superintendent") are each a signatory to this Agreement. The provisions of this Agreement are specifically required by [section 37P of chapter 71 of the General Laws, as amended by Section 79 of chapter 253 of the Acts of 2020](#).

#### **Purpose**

The purpose of this Agreement is to formalize and clarify implementation of the partnership between the school and the School Resource Officer (“SRO”)/the District and a Police Department regarding the placement of a police officer at the East Longmeadow Public School(s) (the “Schools”) in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum does not, and may not be relied upon to, create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

## **I. Mission Statement, Goals, and Objectives**

The mission is to facilitate relationship-building by the SRO such that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, or socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student conduct and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student conduct and that school administrators are responsible for code of conduct and routine disciplinary violations;
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To provide requirements and guidance for training, including SRO training required by law and consistent with best practices and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations and programming to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

Nothing in this Agreement shall limit an officer’s ability to exercise lawful authority consistent with all laws of the Commonwealth.

## **II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Conduct**

A “school resource officer” is a duly sworn municipal police officer, or a special officer appointed by the chief of police, with all necessary training and up-to-date certificates, including special school resource officer certification as required by subsection (b) of section 3 of chapter 6E of the General Laws and is charged with: (i) providing law enforcement; (ii) promoting school safety and security services to elementary and secondary public schools; and (iii) maintaining a positive school climate for all students, families and staff.

The Parties agree that school officials and the SRO play important and distinct roles in responding to student conduct to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or principal's designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to potential criminal or delinquent offenses as well as student conduct that requires immediate intervention to maintain safety, as described below. The Parties acknowledge that many acts of student conduct that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read the student code of conduct for both the District and the school and seek clarification on any questions the SRO has.

The principal or principal's designee and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student conduct. In such instances the guiding principle is whether conduct rises to the level of criminal and delinquent conduct that (1) poses substantial harm to the physical well-being of another person or (2) is willful and malicious and causes substantial harm to the property of the school or (3) constitutes the taking of property of substantial value belonging to another with intent to permanently deprive the property owner of the property. The Parties acknowledge that it may be appropriate for school administrators rather than the SRO deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to personal property. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student conduct that do not require a law enforcement response, including any incident involving misconduct by a student under 12 years of age, the principal or principal's designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless doing so would pose a serious safety or security risk. The principal or principal's designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student conduct that requires immediate intervention to maintain safety (whether or not the conduct involves criminal conduct), the SRO may act to de-escalate the immediate situation (where feasible) and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

The SRO shall inform the principal or principal's designee, where practicable, to facilitate supportive intervention by school staff on behalf of the student in an emergency situation where a student may be in immediate need of emergency medical or psychological assistance. Such intervention is appropriate when a school nurse, psychologist, or social worker is not available, and the SRO believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall assist in a criminal investigation only as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or principal's designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

The SRO shall consult with the principal or principal's designee prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the

preferred method for bringing all juveniles to court unless there is reason to believe the juvenile will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student conduct, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section X.

### **I. The Process for Selecting the SRO**

The Parties acknowledge that the selection of the SRO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief of Police shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to the following: continuing professional development in child and adolescent development, conflict resolution and diversion strategies, de-escalation tactics, trauma-informed practices, diversity, equity, and inclusion, behavioral health and any other training required by the Municipal Police Training Committee established in [Section 116 of Chapter 6](#). The Chief of Police, or any employee of the state police assigning an officer, shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO. *[Note: regional school districts should tailor this paragraph to specify how chiefs of different towns should work together, and with the Superintendent, to select the SRO].*

Should the Superintendent request assignment of an SRO and the Chief, in consultation with the Superintendent, determines there are not sufficient resources to assign an SRO to serve the city, town, regional school district, or county agricultural school, the Chief shall consult with the Department of State Police regarding the option of an officer being assigned, subject to appropriation, and pursuant to all requirements under the MOU and governing state law (e.g., regarding SRO training).

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
  - Knowledge of school safety planning and technology;
  - Demonstrated commitment and ability to engage in outreach to the community;
  - Knowledge of school and community resources;
  - A record of good judgment and applied discretion, including an absence of validated complaints

and lawsuits, documented in annual reviews conducted pursuant to Section VII.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify the SRO's appointing authority at the earliest opportunity. The appointing authority shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

## **II. Annual Review of the SRO**

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the goals and objectives of this MOU. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

## **V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings**

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel. The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student's family, and the SRO to develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section VI).

## **VI. Information Sharing Between SROs, School Staff, and Other Partners**

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

### **A. Points of Contact for Sharing Student Information**

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or principal's designee) and the SRO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below:

Superintendent of Schools  
Assistant Superintendent for Business  
Director of Student Support Services  
Assistant Principals (where applicable)

### **B. Compliance with FERPA and the Massachusetts Student Record Regulations**

At all times, school officials must comply with the Family Educational Rights and Privacy Act ([20 U.S.C. § 1232g; 34 CFR Part 99](#)) (FERPA), and the Massachusetts Student Records Regulations, [603 CMR 23.00](#). These rules permit disclosures of personally identifiable information about students ("Student PII") contained in educational records, without consent, under specific circumstances.

When the District “has outsourced institutional services or functions” to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SRO can qualify as a “school official” who can access, without consent, Student PII contained in education records about which the SRO has a “legitimate educational interest.” To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SROs Student PII in education records for the purposes consistent with Sections I and II of this agreement.
3. The SRO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. § 99.33(a), 603 CMR 23.07(4). The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties, who are not “school officials,” without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.
4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SROs as “school officials” and to describe purposes from paragraph 2 (directly above) of this section among “legitimate educational interests” for accessing education records. If the District does not update the annual notification accordingly, the SRO’s access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including, as applicable, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student’s immigration status except as required by law.

### **C. Disclosure to a Law Enforcement Officer or Agency**

As required by [section 37L of chapter 71 of the General Laws](#), school department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police’s Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student’s family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written

consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

#### **D. Information Sharing by School Personnel**

##### **1. For Law Enforcement Purposes**

Where the principal or principal's designee learns of conduct by a student for which a law enforcement response may be appropriate (as described in Section II), the principal should inform the SRO. If a teacher has information related to such conduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the conduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of [G.L. c. 71, § 97](#).

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or principal's designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or principal's designee from reporting possible criminal conduct by a person who is not a student. Nothing in this section or this Agreement shall prevent school personnel from complying with reporting requirements in state law, including those found in [G.L. c. 71, § 37L](#), [G.L. c. 269, § 18](#), and [G.L. c. 71 § 37O](#).

##### **1. For Non-Law Enforcement Purposes**

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section II.

Student information received by the SRO (or other Police Department employee identified in Section VI.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal

or principal's designee shall notify the student's parent/guardian, the student, or both, when such information will be shared with the SRO.

**B. Information Sharing by the SRO with the Principal or Principal's Designee**

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or principal's designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

When the SRO observes or learns of student conduct in school for which a law enforcement response is appropriate (as described in Section II), the SRO shall convey to the principal or principal's designee as soon as reasonably possible the fact of that conduct and where practicable the nature of the intended law enforcement response.

**VII. Organizational Structure, including Supervision of SROs, Lines of Communication between the School District and Police Department, and Complaint Resolution**

The SRO shall be a member of the Police Department and report directly to Sgt. Dan Bruno. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal or principal's designee and any other school officials identified in Section VI.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section VI.D.

The salary and benefits of the SRO shall be covered by the East Longmeadow Police Department. The costs of the training required by this Agreement and any other training or professional development shall be paid by the East Longmeadow Police Department.

The East Longmeadow Public Schools will provide the SRO with an office at East Longmeadow High School. The office will be furnished with a desk, office chair, computer, and monitors to access to all of the surveillance cameras in the School District. Although the office of the SRO will be located at East Longmeadow High School, the SRO will visit and be active in all five schools, working with each building principal to ensure that the safety plans are effectively in place and students and staff in all five buildings have a chance to get to know the SRO.

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year. Upon execution, the complaint resolution system should be placed on file at the office of the Chief of Police, the Superintendent, and the Department of Elementary and Secondary Education.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise.

### **VIII. Training for SROs**

In accordance with section [23 of chapter 253 of the Acts of 2020](#), the [Municipal Police Training Committee shall provide](#) training for SROs including but not limited to:

- (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and
- (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- (i) hate crime identification and prevention training curriculum including acquisition of practical skills to prevent, respond to and investigate hate crimes and hate incidents and their impact on victim communities;
- (ii) anti-bias, anti-racism and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited;
- (iv) bullying and cyberbullying; and
- (v) helping school resource officers interact effectively with school personnel and victim communities and building public confidence with cooperation with law enforcement agencies.

Additional areas for continuing professional development may include:

- Restorative justice practices
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall attend a minimum of 16 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

### **IX. Data Collection and Reporting**

In accordance with [section 37P\(d\) of chapter 71](#) of the General Laws, “[a]nnually, not later than August 1, the Superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the

Department. With respect to item (iii) above, the Department must receive individual student-level data from the District on school-based arrests, citations, and court referrals made in the previous academic year.

- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District's data reporting responsibilities.

**X. Accompanying Standard Operating Procedures**

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies, and procedures. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

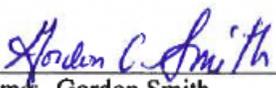
1. the school resource officer uniform;
2. use of police force, arrest, citation, and court referral on school property;
3. a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. information sharing between the SRO, school staff, and parents or guardians.

**XI. Effective Date, Duration, Applicability, and Modification of Agreement**

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

  
Name: Gordon Smith  
Superintendent of Schools  
Date: June 24, 2024

  
Name: Mark A. Williams  
Chief of Police  
Date: June 24<sup>TH</sup>, 2024

**33. 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 nor 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.

### **34. BUSING POLICY (BUS REGULATIONS)**

#### **Rule of Conduct on Buses**

Pupils are under the jurisdiction of the school authorities from the time they board the bus to school until they leave the bus which returns them home. It is a privilege to ride on the school bus. If riders are not well-behaved and courteous, they endanger the health and safety of other riders and may be deprived of the privilege of riding. A bus driver's authority on the bus is comparable to that of a classroom teacher. East Longmeadow Public Schools reserves the right to assign students to specific seats.

1. Pupils are assigned to specific bus stops for transportation to and from school. Pupils are to be on time\* at the location, are to respect the property of homeowners, are to stand back from the roadway and should refrain from horseplay while awaiting the arrival of the bus.
  - a. *\*Please allow +/- 10 minutes from designated time of pickup/ discharge to actual time of pickup/ discharge.*
2. Students can only board and depart the school bus at their individually assigned bus stop, as stated on their bus pass. If there is an emergency and the need for your child to get on at a different location, you must contact the Transportation Manager. If you have an emergency and your child needs to be dropped off at a different school bus stop (even if this is the same bus) you must contact your school's principal and submit this in writing.
3. Food and/or drink are not to be consumed on the bus at any time. Because of food allergies, the "No Eating" policy is strictly enforced and includes home to school, athletic and field trip bus transportation. No Exceptions.
4. Pupils should wait for the bus to stop, board the bus promptly and take seats toward the rear of the bus (unless otherwise assigned by the driver) with the exception of kindergarten students. Enough seats are to be reserved at the front of the bus to accommodate kindergarten students.
5. Pupils should always face the front of the bus while seated, talk quietly, keep aisles free of all objects and refrain from any and all horseplay.
6. Windows are not to be opened without the permission of the driver. Emergency equipment should only be used upon instruction of the driver.
7. Smoking is prohibited at all times.
8. Only eligible and/or authorized students may ride assigned buses on assigned routes.
9. Bus drivers furnish school administrators with written notice of any minor rule infractions by students. These notices are referred to as "bus tickets." Tickets will be reviewed by the school administrator with the student. Appropriate disciplinary action will be taken and notification will be forwarded to the parent/guardian, the superintendent's office and the issuing driver.
10. It is a safety violation for any large equipment or large band instruments to be loaded and transported on the bus with students. Large instruments and large equipment must be transported by other means.

All infractions are to be reported to the building principal by the bus driver by the end of each day. Other persons having any complaint should put it in writing along with their signature and submit the grievance to the building principal concerned. The principal will then investigate the problem and take appropriate action.

Major infractions such as, but not limited to, vandalism, tampering with the emergency door or other safety equipment, consumption of alcohol, use of illegal drugs, fighting, the lighting of matches or other flammable items, or disrespect and insubordination to the driver will be dealt with on a single offense basis by the principal and may result in an immediate loss of bus privileges, school disciplinary action, legal action, or all three.

### **35. TOBACCO FREE STATEMENT**

The East Longmeadow Public Schools is dedicated to providing a healthy, safe, and productive learning and recreation environment for staff, students, and visitors to its facilities. The use of tobacco products has a direct link to numerous health problems. Tobacco prevention and education plays a critical role in establishing life-long positive health habits for its students.

In accordance with the *Massachusetts General Laws, Chapter 71, Section 37H*, the use or possession of any tobacco product within the school building, school facilities, on school grounds, or on school buses by any individual, including school personnel, shall be strictly prohibited. Students and staff who violate this policy will be disciplined in accordance with published regulations. Members of the public who violate this policy and fail to stop at the request of school staff or police will be directed to leave school property immediately. Those failing to obey the direction of school staff or police will be considered to be trespassing.

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

The disciplinary procedure for this policy will be consistent across the system and may be found in the appropriate student and staff handbooks. The superintendent of schools, building administrators, and school officials who have been designated by the East Longmeadow Board of Health as agents of the Board for the purpose of the Tobacco Free Policy shall be responsible for the enforcement of this policy.

### **36. PROPER DRESS**

Moderation in all things is an admirable virtue and moderation in dress and grooming is not a difficult goal to achieve. Neatness, cleanliness and appropriateness are the keystones of school dress and appearance in the East Longmeadow Public Schools. Personal dress and appearance may not violate reasonable standards of health, safety, cleanliness and propriety.

**The ELPS Dress Code hopes to achieve three goals:**

1. Promote a respectful learning environment
2. Promote a safe learning environment where dress does not interfere with the successful and safe completion of learning activities
3. Promote an equitable and inclusive learning environment in which the dress code does not negatively impact any group based on race, sex, gender, identity, sexual orientation, ethnicity, religion, socio-economic status, and/or body type/size

The responsibility of proper dress and grooming rests primarily with the student and his/her/their parents or guardians. We ask that students and parents work to ensure that the goals outlined above are being met with the student's school dress attire.

In addition, a student's personal dress and appearance must comply with any and all applicable state and federal safety regulations, especially while attending a lab or shop.

**Allowable Dress and Grooming:**

- Students must wear clothing including both a shirt with pants, shorts, skirt or the equivalent, and shoes.
- Clothing must have fabric in the front, back, and sides with no space between the top and the bottom.
- Clothing must cover undergarments and private parts.

- Fabric covering all private parts must not be see through.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards and situations exist.

In grades 9-12, it is understood that as students grow and mature, they must also grow in independence and responsibility. To support students in this growing independence and responsibility, students in grades 9-12 will engage in discussions during the advisory period and/or within the guidance curriculum regarding the fact that appropriate dress may be different in many settings (e.g. job interview, place of employment, sporting events, etc.).

### **37. SKATEBOARD/ROLLERBLADE/SCOOTER/ROLLING FOOTWEAR POLICY**

Students shall not roller-blade, roller-skate, scooter, or skateboard on school grounds at any time whether during or after school hours, including all outdoor and indoor recess periods (except for supervised physical education programs). For purposes of this ban, school grounds shall include all school buildings, parking lots, paths, playgrounds, and stair wells leading to school building entrances.

### **38. HEALTH POLICIES AND PROCEDURES:**

#### School Health Services Mission Statement:

The mission of the East Longmeadow Public School's Health Services Department is to enhance the educational 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 fundamental to effective learning.

#### Immunization Regulations:

Under *Massachusetts General Laws Chapter 76-15*: All students entering East Longmeadow Schools must meet the MA DPH Immunization Requirements under state regulations (*102CMR7.09 and 105 CMR220.00*). Students must present a physician's certificate that he/she has been successfully immunized against diphtheria, pertussis, tetanus, measles, mumps, rubella, poliomyelitis, Hepatitis B, and varicella (and such other communicable diseases as may be specified under state law) and is up to date on all required boosters before school entry. Pre-school students must show proof of Hib Influenza immunizations in addition to other immunizations noted above. Students in Grades K-12 must have 2 MMRs and 2 Varicella vaccines. Students in grades 7-12 also need a Tdap vaccine. New Meningococcal Conjugate Vaccine (MenACWY) Requirement for School Entry. All students entering Grades 7 and 11 will be required to have the Meningococcal Conjugate Vaccine (MenACWY), also known as Menveo or Menactra, for school entry.

- Grade 7 entry: (1) dose of MenACWY for all students
- Grade 11 entry (1) booster dose of MenACWY received on or after 16 years of age. (1 or more doses of MenACWY are acceptable as long as one dose was received after 16 years of age.

An exception to this regulation exists for homeless children. Pursuant to the No Child Left Behind Act, if a homeless student does not have immediate access to immunization records, the child shall be enrolled under a personal exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible with the assistance of the district.

The School Nurse and administration have the authority to refuse school admittance and/or exclude a student from school for non-compliance with these immunization requirements, subject to the exemption for homeless children described above. Religious or medical exemptions may be applied for if requested documentation of such exemption is provided each school year. However, in situations when one or more cases of disease are present in a school, all susceptible students, including students with medical or religious exemptions, are subject to exclusion as described in the Reportable Disease and Isolation and Quarantine Requirements Report. No tutors will be provided for students excluded from school due to non-compliance with immunization requirements.

### **Massachusetts School Immunization Requirements 2025-2026**

Massachusetts school immunization requirements are established under the authority of 105 CMR 220.000, Immunization of Students Before Admission to School.

Requirements apply to all students, including individuals from another country attending or visiting classes or educational programs as part of an academic visitation or exchange program. Requirements apply to all students, regardless of age.

### Childcare/Preschool†‡

Attendees <2 years should be immunized for their age according to the [ACIP Recommended Immunization Schedule](#). The requirements listed in the table below apply to all attendees aged 2 years and above. These requirements also apply to children in preschool classes designated as K0 or K1.

Hib	1-4 doses; the number of doses is determined by vaccine product and age at which the series begins
DTaP	4 doses
Polio	3 doses
Hepatitis B	3 doses; laboratory evidence of immunity acceptable
MMR	1 dose; must be given on or after the 1 <sup>st</sup> birthday; laboratory evidence of immunity acceptable
Varicella	1 dose; must be given on or after the 1 <sup>st</sup> birthday; a reliable history of chickenpox* or laboratory evidence of immunity acceptable

### Grades Kindergarten - 6†‡

In ungraded classrooms, Kindergarten requirements apply to all students aged 5 years and above.

DTaP	Five doses are required; four doses are acceptable if the fourth dose is administered on or after the fourth birthday. DT is only acceptable with a letter stating a medical contraindication to DTaP
Polio	4 doses: The 4th dose must be administered on or after the 4th birthday and at least 6 months after the previous dose; otherwise, a 5 <sup>th</sup> dose is required. Three doses are acceptable if the third dose is given on or after the fourth birthday and at least six months after the previous dose.
Hepatitis B	3 doses; laboratory evidence of immunity acceptable
MMR	2 doses; first dose must be given on or after the 1 <sup>st</sup> birthday and the 2 <sup>nd</sup> dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable
Varicella	2 doses; first dose must be given on or after the 1 <sup>st</sup> birthday and 2 <sup>nd</sup> dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable.

§ Address questions about enforcement with your legal counsel.

Meningococcal vaccine requirements (see Grades 7-10 and 11-12) also apply to residential students in Grades Pre-K through 8 if the school combines these grades in the same school as students in Grades 9-12.

†Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) must be renewed annually at the start of the school year and religious exemptions (statement from a student, or parent/guardian of the students is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.

\*A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.

### Grades 7 – 12†

In ungraded classrooms, Grade 7 requirements apply to all students aged 12 years and above.

Tdap	1dose; and history of DTaP primary series or age-appropriate catch-up vaccination. Tdap given at 7 years or older may be counted, but a dose at ages 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td should be given if it has been ≥10 years since Tdap.
Polio	4 doses; the 4th dose must be given on or after the 4th birthday and at least 6 months after the previous dose, or a 5 <sup>th</sup> dose is required. Three doses are acceptable if the third dose is given on or after the fourth birthday and at least six months after the previous dose.
Hepatitis B	3 doses; laboratory evidence of immunity acceptable. Two doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	2 doses; first dose must be given on or after the 1 <sup>st</sup> birthday and the 2 <sup>nd</sup> dose must be given ≥28 days after dose 1; laboratory evidence of immunity acceptable.
Varicella	2 doses; first dose must be given on or after the 1 <sup>st</sup> birthday, and 2 <sup>nd</sup> dose must be given ≥28 days after the first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable.

### NEW – Meningococcal Requirements

Grade 7-9	1 dose; 1 dose MenACWY (formerly MCV4) required. Meningococcal B vaccine is not required and does not meet this requirement.
Grade 11-12‡	Two doses are required; the second dose of MenACWY (formerly MCV4) must be administered on or after the 16th birthday and at least 8 weeks after the previous dose. One dose is acceptable if it was shown on or after the 16th birthday. Meningococcal B vaccine is not required and does not meet this requirement.

## Meningococcal Vaccine Phase-In Schedule

	2022-2023	2023-2024	2024-2025
1 Dose MenACWY	Grade 7-8	Grades 7-9	Grades 7-10
2 Doses MenACWY	Grade 11-12	Grades 11-12	Grades 11-12

§ Address questions about enforcement with your legal counsel. School requirements are enforced at the local level.

† Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) must be renewed annually at the start of the school year and religious exemptions (statement from a student, or parent/guardian if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.

\* A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.

‡ Students who are 15 years old in grade 11 comply until they turn 16 years old.

Requirements apply to all students, including individuals from another country attending or visiting classes or educational programs as part of an academic visitation or exchange program. Requirements apply to all students, regardless of age.

### College (Postsecondary Institutions) †

Requirements apply to all full-time undergraduate and graduate students under 30 years of age, as well as to all full-time and part-time students in the health sciences. Meningococcal requirements apply to the group specified in the table below.

Tdap	1 dose; and history of DTaP primary series or age-appropriate catch-up vaccination. Tdap given at 7 years or older may be counted, but a dose at ages 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. <b>Td should be given if it has been ≥10 years since Tdap.</b>
Hepatitis B	3 doses; laboratory evidence of immunity acceptable; 2 doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	2 doses; first dose must be given on or after the 1 <sup>st</sup> birthday and the 2 <sup>nd</sup> dose must be given ≥28 days after dose 1; laboratory evidence of immunity acceptable. Birth before 1957 is acceptable for non-health science students.
Varicella	2 doses; first dose must be given on or after the 1 <sup>st</sup> birthday and 2 <sup>nd</sup> dose must be given ≥28 days after dose 1; a reliable history of chickenpox* or laboratory evidence of immunity acceptable. Birth before 1980 in the U.S. is acceptable only for non-health science students.
Meningococcal	1 dose; 1 dose MenACWY (formerly MCV4) required for all full-time students 21 years of age or younger. The dose of MenACWY vaccine must have been received on or after the student's 16 <sup>th</sup> birthday. Doses received at younger ages do not count towards this requirement. Students may decline the MenACWY vaccine after reading and signing the MDPH Meningococcal Information and Waiver Form provided by their institution. Meningococcal B vaccine is not required and does not meet this requirement.

§ Address questions about enforcement with your legal counsel. School requirements are enforced at the local level.

\*\*The immunization requirements apply to all students who attend any classes or activities on campus, even once. If all instruction and activities are remote and the student will never be on campus in person, the requirements would not apply. If a student physically returns to campus, they must comply with this requirement.

† Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) must be renewed annually at the start of the school year and religious exemptions (statement from a student, or parent/guardian if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) must be renewed annually at the start of the school year.

\* A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.

**East Longmeadow Schools: COMMON COMMUNICABLE DISEASE PROTOCOL 2025-2026**  
**Please keep your child at home if they experience any of these symptoms & contact their school nurse.**  
**A physician note is requested for an absence of three or more days.**

### ILLNESS:

### MINIMUM PERIOD OF EXCLUSION FROM SCHOOL

#### Chicken Pox:

Exclude for **at least 5 days from rash onset** and until **all lesions are crusted and dry**. Students **may return** when no new blisters are appearing and all lesions are crusted. Unvaccinated students/staff exposed to a confirmed case must be excluded from **day 8 through day 21** after exposure (or up to **28 days** if immune globulin was given).

#### Conjunctivitis:

Usually **not an emergency**. Students may remain in school unless their hygiene is poor or their symptoms are severe. May return the **next day after starting treatment for bacterial conjunctivitis**, unless a doctor specifies otherwise. Ninety percent of cases are viral—encourage hand washing and use of warm compresses.

<b>COVID-19</b>	Keep child home if COVID-19 symptoms are suspected; consult your pediatrician and notify the school nurse. If COVID-positive, child may return when fever-free for 24 hours without fever-reducing medicine, and symptoms are improving.
<b>Fever:</b> (≥ 100°F / 37.8°C)	A student may return when they have been <b>fever-free for at least 24 hours without the use of fever-reducing medication</b> (e.g., Tylenol, Motrin, Advil).
Flu/Flu-like	Symptoms usually include fever, chills, cough, sore throat, headache, and may include body aches, diarrhea & vomiting. Child should remain out of school, vomit and fever free for 24 hours without fever-reducing medication and until physically able to return to school routine. <b>Typically 5 to 7 days.</b>
<b>Gastro-Intestinal Illness:</b>	Exclude for <b>at least 24 hours after last episode</b> of vomiting or diarrhea—persistent or unmanageable diarrhea at school warrants exclusion. Handwashing is essential to prevent spread.
<b>Impetigo:</b>	Not an emergency unless draining or extensive. May return to school <b>12 hours after starting oral or topical antibiotics</b> . Cover lesions if possible and reinforce hand hygiene.
<b>Lice:</b>	Inform parents about lice and need for treatment. Child may remain in school. Child may return to school after treatment but must check in with the school nurse first. Child will be rechecked in 10-14 days.
<b>Ringworm:</b>	Student <b>may remain in school</b> if the affected area is covered. Refer to healthcare provider for diagnosis and treatment. Athletes (e.g., wrestlers) may return to sports <b>72 hours after starting treatment</b> .
<b>Scabies:</b>	Not an emergency. Student may stay in school but should be referred for treatment. May return <b>once treatment is started</b> .
<b>Shingles:</b>	If the rash can be <b>fully covered</b> , the student may attend school. If <b>not coverable</b> , exclude until <b>rash is crusted over</b> .
<b>Strep Throat:</b>	May return to school <b>24 hours after starting antibiotics</b> and if <b>fever-free without fever-reducing meds</b> . Complete the <b>entire antibiotic course</b> . Encourage changing the toothbrush after 24 hours of treatment.

**Physical Exams:**

1. **Students' physical exams are required in Grades K, 4, 7, and 11, as well as for new entrants.** We encourage parents to have this exam completed by the student's Primary Care Provider when parent(s)/legal guardian(s) receive these notices. A physical examination by a private healthcare provider is required before entering any pre-school and/or kindergarten program in East Longmeadow Public Schools.
2. All students participating in high school sports must provide proof of a current physical examination **(every 13 months)** and a completed MIAA athletic questionnaire, signed by both the parent/guardian and the student, before participating in practices and/or games. The ELPS Concussion Policy and Guidelines, effective January 2020, outline the forms, education, and baseline concussion testing required for students in Grade 9 and 11, as well as for ELHS sports clearance. Parents and students must register and complete the necessary information on Family ID before participating in each sport. All paperwork must be submitted at least one week before the start of the season. Please see Policy on page 70.
3. All public schools subject to MIAA rules are required to provide training for parents, coaches, trainers, physicians, and school nurses on the dangers of opioid use during annual mandatory sports night.

**Mandated Screenings:**

1. Postural screening will be administered to students yearly in Grades 5 through 9. No parental permission is required for this screening.
2. Sight and hearing screenings shall be performed in the school by a nurse or school personnel. Vision screenings are done in Grades K-5 and Grades 7 and 9. Hearing screenings are conducted in Grades K-5 and Grades 6-10.
3. Statewide guidelines effective June 2010 require public schools to perform Body Mass Index (BMI) screenings in grades 1, 4, 7, and 10. This information will only be mailed home if the parent/guardian provides a written request to the school nurse. Parents/guardians must present a written note to the school nurse before the screening if they do not wish their child to participate.

4. Effective in the 2017-2018 school year, students in grades 7 and 9 will participate in “screening” Brief Intervention and Referral to Treatment (SBIRT). Letters to parents will be sent home explaining this screening. Parents may opt their child out with written notification before the screening.

### **Field Trips/Medical Concerns:**

It is often a lengthy process to arrange for the medical/health needs of students on field trips. The process can involve parents, physicians, staff members, and the school nurse to accompany the student on the field trip. **Four weeks** is the minimum amount of time needed to accomplish this task and ensure a safe trip for everyone. The responsibility starts with parents notifying the school.

### **Forms:**

1. It is the responsibility of the parent(s)/legal guardian(s) to complete necessary health forms such as Emergency Information and Health Histories.
2. The school must have the proper information to contact parents(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 are required before initiating any special procedure on any student for that school year.

### **Medication Procedures:**

As a rule, medication is not given in school. In most cases, pupils who are on medication can have their dosage adjusted by their healthcare provider so that the routine time for taking the medication coincides with either before or after school hours. When a medication, prescription, and/or over-the-counter drug must be given during school hours, the East Longmeadow Public Schools will cooperate in the administration of medication when the following regulations have been met (a complete copy of the medication policy is available in each school and the Central Office):

1. Parent/guardian consent forms are completed and returned to the school nurse.
2. The medication order form is completed and signed by the licensed prescriber and returned to the school nurse. This order must be renewed at the beginning of each school year (**July 1st**).
3. Medication is brought to school by a **parent/guardian** in a pharmacy- or manufacturer-labeled container including student's name, physician's name, and expiration date.
4. Self-Administered medications will be limited to EpiPens and inhalers; these medications will require a parent/guardian written consent form, a licensed prescriber's written order, and approval from the school nurse
5. Under Massachusetts regulations (105 CMR 210.000), students are not permitted to carry medications on their person while at school unless the following conditions are met:
  - There is a written physician's order specifying that the student may self-carry and/or self-administer the medication (typically for life-saving medications such as inhalers or epinephrine auto-injectors).
  - The parent/guardian provides written consent, and
  - The school nurse, in consultation with the parent and physician, determines that the student is competent and developmentally able to safely carry and use the medication independently.

Only medications such as asthma inhalers and epinephrine auto-injectors (e.g., EpiPens) are typically approved for self-carry due to their life-saving nature.

All other medications—both prescription and over-the-counter—must be:

- Brought to school by a parent or responsible adult,

- Stored securely in the school nurse’s office, and
- Administered by the school nurse only when proper documentation (physician order and parent consent) is on file.

The school nurse will maintain the Medication Administration Plan. Medication will be kept in a locked cabinet/refrigerator in the health room. Epinephrine and inhalers will be unlocked in the health room for easy access. Procedures for resolving questions between school personnel and parents/guardians are available from the Administrator of Health Services.

**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 according to the severity of their illness or injury.
3. Except for emergency first aid and preliminary assessment of illness or injury, treatment is the responsibility of the student’s parent(s)/legal guardian(s).
4. When a student transfers to another school or school system, upon receipt of a signed “Release of Information” form from the student’s parent(s)/legal guardian(s), the health record may be sent with other school records. The nurse places the health record in a sealed envelope clearly labeled for the school nurse of the receiving school. Otherwise, the health record shall be sent directly to the school nurse of the receiving school.
5. In cases of communicable disease and febrile illness, the school nurse has the authority to exclude students under the guidelines of the Department of Public Health. Readmission will be dependent on compliance with these guidelines.
6. Parent(s) or legal guardian(s) may contact the East Longmeadow Nursing Supervisor or individual school nurse if there are any questions regarding these regulations.

East Longmeadow Public Schools  
Co-Curricular Emergency Medical Plan

**THE SCHOOL NURSE IS NOT PRESENT DURING BEFORE AND AFTER-SCHOOL PROGRAMS**

Please fill out this form if your child participates in an after-school club or activity and submit it to the staff person in charge.

**After-School Activity Medical Alert Form**

**After-School Activity:** \_\_\_\_\_  
**Adult Supervisor:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Address:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_

**Parent/Guardian Contact Information:**

**Contact**

**Cell Phone**

**Work Phone**

Parent/Guardian \_\_\_\_\_

Parent/Guardian 2 \_\_\_\_\_

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## Medical Conditions

Please check all that apply. This form must be given to the staff member in charge of the activity.

- Life-Threatening Allergy:** \_\_\_\_\_
- Asthma**
- Diabetes**
- Seizures**

 *If your child has a condition that may require immediate medical attention (e.g., 911), ensure that the staff is fully informed and that emergency action plans and medication are provided as needed.*

### Action Plans

#### Allergic Reaction

**Symptoms:** Difficulty breathing, shortness of breath, wheezing, difficulty swallowing, stomach aches, hives, itching, swelling of any body part.

**Action Plan:**

1. Call 9-911 immediately.
2. Assist the child in using Epinephrine if prescribed and available.
3. Call the parent/guardian.

#### Asthma

**Symptoms:** Difficulty breathing, wheezing, coughing, or shortness of breath.

**Action Plan:**

1. If the student has an inhaler, allow them to use it.
2. If there is no relief within 5 minutes, call 9-911.
3. If no inhaler is available, call 9-911 immediately.

#### Diabetes (Low Blood Sugar Reaction)

**Symptoms:** Hunger, sweating, pale appearance, shakiness, headache.

**Action Plan:**

1. If alert, allow the student to drink juice or regular soda, or eat glucose tablets or a snack from their emergency pack.
2. Students must test and record their blood sugar levels.
3. If no improvement after 5 minutes, call 9-911 and repeat steps above.

## Seizure

**Symptoms:** Altered consciousness, involuntary muscle stiffness or jerking, drooling or foaming at the mouth, temporary halt in breathing, loss of bladder control.

**Action Plan:**

1. Protect the student from falling or injury.
2. Call 9-911 immediately.
3. Never put anything in the student’s mouth.

Parent/Guardian Child-specific instructions:

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Parent/GuardianSignature: \_\_\_\_\_ Date: \_\_\_\_\_

**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 disease 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 of the student’s parent(s)/legal guardian(s), that provider and/or facility has violated the *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. The law mandates strict confidentiality. If an adolescent student has sought such testing, independent of parental consent. In that case, that student has a right to privacy of the test results, and any disclosure of this information would require that 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 give specific, informed, written consent to do so.

## **New Meningococcal Conjugate Vaccine (MenACWY) Requirements for School Entry**

Starting in the 2025-2026 school year, all students entering grades 7-8 and 11-12 will be required to have the meningococcal conjugate vaccine, MenACWY (brand names Menveo or Menactra), for school entry.

Grade 7-8 entry: 1 dose of MenACWY for all students

Grade 11-12 entry: 1 booster dose of MenACWY received on or after 16 years of age. (1 or more doses of MenACWY are acceptable as long as one dose was received on or after 16 years of age.).

## **School Immunization Surveys**

### **Will my school be required to report on the meningococcal vaccine in my Grade 7 immunization survey?**

Yes. The Grade 7 survey was updated for fall 2022 to include a question about meningococcal vaccine for all students.

### **I'm at a residential school. Will I still need to complete a separate residential survey in addition to my Grade 7 survey?**

No. The residential school immunization survey will be incorporated into the Grade 7 survey.

### **Will there be a Grade 11 immunization survey?**

Yes. Similar to the Kindergarten and Grade 7 surveys, a Grade 11 survey will be accessible in the Massachusetts Immunization Information System (MIIS) beginning in the 2022-2023 school year. The Grade 11 survey opened in January 2023 with a deadline for completion in March of that year.

## **Health Insurance Portability and Accountability Act (HIPAA):**

### **Student Health Information and Privacy Laws**

The **Health Insurance Portability and Accountability Act (HIPAA)** is a federal law enacted in 1996 to reform health insurance practices and streamline healthcare administration. While HIPAA includes privacy provisions to protect the confidentiality of individuals' protected health information (PHI), these provisions generally do not apply to public schools.

The U.S. Department of Health and Human Services (HHS) has clarified that student health records maintained by public schools—including those created by school nurses—are considered education records under the Family Educational Rights and Privacy Act (FERPA) or the Individuals with Disabilities Education Act (IDEA). As a result, these records are explicitly excluded from HIPAA coverage.

### **What This Means for Schools**

Public schools, including those in Massachusetts, must **follow FERPA and IDEA** when managing and disclosing student health information, not HIPAA. These laws provide strong protections for the confidentiality and access rights of students and their families.

### **When Health Information May Be Shared**

Under certain public health exceptions, health care providers outside the school may share limited health information with schools **without prior written consent**, including:

- **Immunization records**, to comply with Massachusetts school entry requirements (603 CMR 18.05 and 105 CMR 220.000)
- Information necessary for public health purposes, such as:
  - Reporting of communicable diseases or injuries
  - Suspected cases of child abuse or neglect
  - Birth and death reporting

- Public health surveillance or investigation

Once the school receives this information, it becomes part of the student's education record and is protected under FERPA, not HIPAA.

For more information on how East Longmeadow Public Schools protects student health and education records, please refer to Section 31 of this handbook.

## **East Longmeadow Public Schools**

### **Policy for Management of Sports-Related Concussion**

Medical management of sports-related concussion is essential. Research shows that young athletes, who return to play before the brain has healed, are highly vulnerable to more prolonged post-concussion syndrome. East Longmeadow Public Schools (ELPS) has established this policy to provide education about concussion for athletic department staff, other school personnel, the School Nurse, parents/guardians, and athletes. The protocol and guidelines outline procedures that must be followed in the management of head injuries and what steps must be completed before the student/athlete may return to activity/play after concussion.

East Longmeadow Public Schools strives to provide a safe return to activity for all athletes, particularly those who have sustained a concussion. To effectively and consistently manage these injuries, procedures have been developed to ensure that concussed athletes are identified, removed from activity, treated and referred appropriately, receive follow-up care during the school day, including academic support, and are fully recovered before returning to activity.

The East Longmeadow Public Schools Athletic Training Staff, Athletic Director, Administrator of Health Services, and School Nurse will review the protocol annually. Any changes or modifications will be reviewed and given to athletic department staff and appropriate school personnel in writing. All athletic department staff will attend an annual mandatory in-service session, during which procedures for managing sports-related concussions will be discussed. The protocol developed for managing a sports-related head injury or concussion addresses the following key components.

- I. *Recognition of Concussion and Referral for Treatment*
- II. *Requirement of Annual Training*
- III. *Requirement for Neuropsychological Testing*
- IV. *Requirements of the Athletic Director (AD)*
- V. *Requirements of the Athletic Trainer (AT)*
- VI. *Requirements of the School Nurse*
- VII. *Requirements of Coaches*
- VIII. *Requirements of Parents/Guardians*
- IX. *Requirements of Athletes*
- X. *Requirements of Guidance Counselors/Teachers*
- XI. *East Longmeadow Public Schools (ELPS) Return to Play Protocol (RTP)*
- XII. *Second Impact Syndrome Definition*
- XIII. *Required Documentation of Head Injury and Concussion*
- XIV. *Required Forms, Educational Materials, Management of Concussions (Appendix I-XII)*

#### References:

- [www.cdc.gov/concussion/headsup/high\\_school.html](http://www.cdc.gov/concussion/headsup/high_school.html)
- Department of Public Health 105 CMR 201.000: Head injuries & Concussions in Extracurricular Athlete Activities. (For complete Concussion Policy, Protocol and Appendices, please visit the ELPS District website [www.eastlongmeadowma.org](http://www.eastlongmeadowma.org))

### **39. HOME OR HOSPITAL PROGRAMS**

Educational services in home or hospital:

Upon receipt of a fully completed Physician's Statement verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen (14) school days, the principal, or designee, shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his /her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate services with the Director of Student Services for students eligible for special education. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services contained in the student's Individualized Education Program.

Copies of the Physician's Statement form may be obtained through the building principal or the Director of Student Services.

#### **40. PHYSICAL RESTRAINT POLICY 603 CMR 46.00**

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

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

The definitions of forms of restraint shall be as defined in 603 CMR [46.02](#).

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

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

The superintendent will develop procedures identifying:

- a) Appropriate responses to student behavior that may require immediate intervention;
- b) Methods of preventing student violence, self-injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- c) Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- d) Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- e) Procedures for receiving and investigating complaints;
- f) Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- g) A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03\(1\)\(b\)](#), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
- h) A process for obtaining principal approval for a time out exceeding 30 minutes.

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

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

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

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

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

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

### **Grievance Procedures**

- a) Any and all complaints regarding the District's restraint practices or use of physical restraints within the District should be presented to the building principal in writing, specifying in as much detail as possible the nature of the complaint.
- b) The principal or his or her designee will investigate the complaint and will issue a written reply upon completion of the investigation.

**Definitions:** The following definitions appear at 603 CMR 46.02:

**Extended Restraint:** A physical restraint the duration of which is more than twenty (20) minutes.

**Consent:** shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

**Department:** shall mean the Department of Elementary and Secondary Education.

**Mechanical restraint:** shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

**Medication restraint:** shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

**Parent:** shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

**Physical escort:** shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

**Physical restraint:** shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

**Principal:** shall mean the instructional leader or his or her designee.

**Prone restraint:** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face down position.

**School Working Day:** shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

**Seclusion:** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time out as defined in 603 CMR 46.02.

**Timeout:** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for timeout must be clean, safe, sanitary, and appropriate for the purpose of calming. Time out shall cease as soon as the student has calmed.

### **Procedures and Reporting Requirements Physical Restraint and Exclusionary Time-Out**

#### **Physical Restraint**

- Staff shall report the use of any physical restraint, as defined under the new regulations
- Staff must verbally inform the principal as soon as possible
- Staff must complete the written report no later than the next school working day
- The principal must maintain an ongoing record of all instances of physical restraint
- A log, showing weekly and monthly data has been recommended by DESE (may be requested as a public record)
- The principal shall make reasonable efforts to verbally inform parents within 24 hours
- DESE recommends three documented phone calls if a parent cannot be reached (name, phone number called, whether message was left, day/time)
- Written notice is required within 3 school days (email, postmarked mail)
- Parent must have opportunity to comment (See form)
- Send a copy of the written report to DESE when a restraint results in serious injury
- Send a copy of the written report when an extended restraint was administered within three school days (20 minutes or more)
- The report must include a copy of the principal's log for the past 30 days
- DESE will require an annual report of data

**There is no present requirement for reporting Time-Out data to DESE.**

## **42. CIVILITY POLICY**

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

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

1. **Expected Level of Behavior:**

- a. District personnel will treat parents and other members of the public with courtesy and respect.

- b. Parents and other visitors will treat teachers, administrators, and other District employees with courtesy and respect.

2. **Examples of Unacceptable and/or Disruptive Behavior:**

- a. Using loud or offensive language, swearing, cursing, or displays of temper
- b. Threatening to do physical harm or doing physical harm to a teacher, school administrator, school employee, District personnel, student or others lawfully on school or School Committee premises
- c. Threatening the health or safety of a teacher, school administrator, school employee, District personnel, student or others lawfully on school or School Committee premises
- d. Abusive, threatening, or obscene letters, e-mail, or voice mail messages
- e. Intentionally causing damage to District property or the property of others lawfully on school or School Committee premises
- f. Coming onto school premises without authorization
- g. Any other behavior that disrupts the orderly operation of a school, classroom, extra-curricular school activity, and/or administrative function

3. **Parent Recourse:**

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

4. **Authority of School Personnel to Deal with Unacceptable and/or Disruptive Behavior:**

Any individual who engages in unacceptable and/or disruptive behavior may be directed to leave school premises or School Committee premises by a building principal or assistant principal, or their designee, any school administrator, including the Superintendent of schools, and school security personnel. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as they deem necessary.

5. **Authority of School Personnel to Deal with Persons who are Verbally Abusive to School Personnel:**

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

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

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

**43. SAFETY AND SECURITY PLAN**

The care and protection of students and staff of the East Longmeadow Public Schools is of primary concern to the East Longmeadow School Committee. Therefore, the Committee is determined to establish a comprehensive safety and security policy for the system. The goal of this policy is to enhance those safety and security procedures that are already in use through the development of a formal safety and security plan for the school system and for each individual school.

### **Safety and Crisis Plans:**

Each building principal annually will submit a safety and crisis plan to the superintendent by **August 30<sup>th</sup>** of each year. The plan will provide safety plans for staff, students, and visitors in each building.

When revising safety and crisis plans, administrators should conduct a physical survey of each school site, including but not limited to:

1. Doors and windows (including locking devices, access to interior latches, concealment by building design or trees, shrubs, etc.)
2. Roof access (including hatches, skylights, air conditioning systems)
3. Building and classroom access
4. Lighting
5. Intrusion devices (alarms)
6. Internal security (including hiring methods, control of keys, identification cards)
7. Emergency notification system
8. Warning signs
9. Safety equipment and materials
10. Evacuation plan in cases of emergency

### **Student Field Trips**

A signed, parent(s) or legal guardian(s) permission slip is required of each student going on a field trip. In addition to permission slips, a roster of students' names and the bus number will be maintained in the school's office. Teachers must bring a copy of the class roster listing students' names, addresses, and phone numbers on the field trip. (See sections on Student Rights and Responsibilities and Field Trips, contained herein).

### **Control of Visitors**

All School District employees must wear their ID badge during their work day. Notices will be posted at the entrances to each school building that all visitors shall, upon entering the school building, report to the office and sign in. They will be given visitor's badges which must be worn at all times. All schools now utilize a front door "buzz-in" access system. All staff members and students shall immediately report any strangers without badges to the building principal. School entry ways should be monitored during the school day.

### **School Crisis Team**

There shall be established at each school site within the East Longmeadow Public Schools a building-based Crisis Team consisting of the principal, teachers, students, guidance counselors, and custodians.

The purpose of the Crisis Team is to formulate safety and security plans within each school in order to ensure and promote a safe and secure school environment, develop specific protocols in response to emergencies, and disseminates safety enforcements to students, staff, parent(s)/legal guardian(s) and the community. The Crisis Team shall meet at least once a month during the regular school year.

### **Written Reports**

The principal or his/her designee of each school site within the East Longmeadow Public Schools shall document in writing all critical incidents, including, but not limited to, misdemeanors which affect the health, safety, and welfare of students and/or staff, the outbreak of contagious diseases or illnesses, the intrusion of uninvited and/or unwelcome strangers into or upon the school site, etc., and all accidents and injuries, vandalism, felonies, and dangerous incidents involving weapons and controlled substances, and shall immediately forward a copy of the same to the superintendent of schools.

### **Severe Weather Conditions**

The school shall be equipped with devices for receiving warnings for emergencies such as tornadoes, storms, blizzards, and other severe weather conditions which can be foretold.

## **Emergency Plans**

1. Evacuation of Building: Each school site must have an established written plan for the evacuation of students, staff, and others.
2. Official Notification: For each emergency, the building principal or his/her designee shall provide official notification to the superintendent of schools and, depending upon the nature of the emergency, local and/or State Police, Fire, Civil Defense, Board of Health, Environmental Protection Agency, Town Hall, and other departments or agencies. The superintendent of schools at his/her discretion shall notify print and/or electronic media. The building principal or his/her designee shall notify all lessees and/or licensees within each school site when an emergency occurs.
3. Transportation Relocation: The superintendent of schools, at his/her discretion, shall provide for the relocation of students during emergency situations when those students are unable to get home. Designated locations are identified in each school's safety and security plans. Parents will always be notified if students are relocated.
4. Emergency School Closings and Delayed Openings: The superintendent will be responsible for closing school(s) once the school day begins. Administrators will coordinate the dismissal of all students. The superintendent will also be responsible for delayed openings. Radio and television stations will be notified of early closings and delayed openings for broadcast. The following television stations and their websites will broadcast closings and delayed openings: WGGB News40, WSHM CBS3 Springfield or WWLP 22News or online at [www.wggb.com](http://www.wggb.com), [www.cbs3springfield.com](http://www.cbs3springfield.com) or [www.wwlp.com](http://www.wwlp.com). Blackboard-Connect phone messages will also be delivered.
5. Contagious Diseases: The building principal or his/her designee shall provide the superintendent of schools and the Director of Health for the Town of East Longmeadow with all known information regarding students or staff who have been diagnosed as having contagious diseases. The building principal shall not disclose this information to others without expressed written consent.

## **44. ACCEPTABLE INTERNET USE POLICY**

### **Purpose**

The East Longmeadow Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. *Educational purposes* shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

### **Availability**

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

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the East Longmeadow Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the East Longmeadow Public Schools.

### **Acceptable Use**

The superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the East Longmeadow Public Schools as well as with law and policy governing copyright.

### **Monitored Use**

Electronic mail transmissions and all other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

**Liability**

The East Longmeadow Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The East Longmeadow Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

**ACCEPTABLE USE POLICY AUTHORIZATION FORMS**

This user agreement must be renewed each academic year.

Student Name:

School:

I have read the District's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, suspension or expulsion from school, termination of employment, and criminal prosecution.

Student Signature: \_\_\_\_\_

**Parent/Guardian Sponsor**

I have read the District's Acceptable Use Policy and Administrative Procedures. In consideration for the privilege of using the District's system/network, and in consideration for having access to the public networks, I hereby release the District, its operators, and institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the District's policy and administrative procedures.

\_\_\_ I give permission for my child to participate in the District's system/network.

\_\_\_ I do not give permission for my child to participate in the District's system/network.

Signature of parent/guardian: \_\_\_\_\_

**ACCEPTABLE USE POLICY - TECHNOLOGY  
Administrative Procedures for Implementation**

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with permission of their supervisor. ELPS employees will be granted access to the district network.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Employee account names will be recorded and managed by the Town IT department.
8. Initial passwords provided by the network administrator should be set to expire on login.
9. The Town IT department will alert users to change passwords on regular intervals.
10. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
11. Students completing required coursework will have first priority for after hour's use of equipment.
12. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
13. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of the system/network. All such agreements are to be maintained at the building level.

14. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
15. Principals or their designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
16. The Town IT department shall be responsible for establishing appropriate retention and backup schedules.
17. The Town IT department shall be responsible for establishing disk usage limitations, if needed.
18. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
19. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
20. System users shall not use another user's account.
21. System users should purge electronic information according to District retention guidelines.
22. System users may redistribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
23. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
24. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
25. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
26. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
27. Forgery or attempted forgery is prohibited.
28. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
29. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
30. Pretending to be someone else when sending/receiving messages is prohibited.
31. Transmitting or viewing obscene material is prohibited.
32. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
33. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network.

A user who violates District policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

#### **45. ELPS CHROMEBOOK LOAN AGREEMENT**

East Longmeadow Public Schools is implementing a *1:1 Chromebook Take Home* program to include all students in Grades 6 through 12. All students will be issued a Chromebook laptop, charger, and in grades 6 - 8, a case. Each Chromebook will be issued and registered to an individual student. The student is responsible for their device at all times.

Participation in this program is subject to the following terms and conditions:

- The student must be actively enrolled at East Longmeadow High School or Birchland Park Middle School.
- The Chromebook and related peripherals are on loan and remain the property of The Town of East Longmeadow.
- Both the student and parent/guardian agree to adhere to the terms and conditions of the care and use guide.
- For all technology use, the student will adhere to the terms and conditions of the East Longmeadow Public Schools [Acceptable Use Policy](#).
- The student shall be the exclusive user of this device and shall not grant access to any other individual.
- The student must comply with all applicable software license agreements.
- Chromebooks and peripherals must be returned to East Longmeadow School Department no later than the time of transfer, withdrawal or graduation from the East Longmeadow Public Schools.
- Chromebooks and peripherals will be returned in good condition with reasonable wear and tear as outlined in the *Chromebook Care and Use Procedures and Guidelines*.
- East Longmeadow Public Schools may charge a late fee and/or take disciplinary measures if the Chromebook and peripherals are not returned on or before the return date.
- The care and maintenance of the Chromebook and related peripherals are the responsibility of the student and parent/guardian while in their care. There will be a fee assessed if the Chromebook and/or peripherals are broken, lost or damaged in cases where the equipment is not covered by insurance. Full replacement cost is \$250 for the Chromebook, \$30 for the charger, \$25 for the case.
- Optional accidental insurance coverage is available for \$30 per year, discounted for multi-year payments, through the East Longmeadow Public Schools and covers any broken, stolen, or damaged equipment. There will be a total loss deductible of \$50. Otherwise, replacement costs will be the responsibility of the student and parent/guardian.
- During PE, after-school activities, and athletics, students are responsible for securing their Chromebook in a locker or some other secure means.

**ELPS Chromebook Loan Agreement**

**ALL students must bring this signed page to Homeroom on the first day of school, and if purchasing Accidental Insurance, a check/money order for the amount selected.**

**Parent Agreement/Waiver:** Check appropriate boxes and initial

- I agree to these terms and authorize the distribution of a Chromebook to my child.
- I do not approve of my child participating in this Chromebook initiative. I understand my obligation to provide my child access to the technology needed for digital learning assignments outside the school day.

**INSURANCE OPTIONS**

- I will purchase the Accidental Coverage. A check or money order made payable to **East Longmeadow Public Schools**.  
**Please in the memo line write "1:1 Insurance."** Select the option below that makes the most sense for your situation
  - 1-year coverage, \$30
  - 2-year coverage, \$50

Check or Money Order # \_\_\_\_\_ **OR** Online Payment Confirmation #: \_\_\_\_\_

- I decline to purchase the accidental insurance and understand my obligation to pay for repair or replacement of the Chromebook.

Student Name (Print clearly): \_\_\_\_\_

Homeroom: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (Print clearly): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**Student Agreement:** I have read and understand this loan agreement and the ELPS *Chromebook Care and Use Procedures and Guidelines* and agree to abide by the terms and conditions contained within both documents.

I also agree to the following specific expectations (please initial each line):

- I will use and transport my Chromebook in its case (If applicable).
- I will bring my Chromebook to school each day, fully charged.
- I will keep my Chromebook in good working condition, making every effort to avoid unnecessary damage.
- N
- 
- I agree to abide by the terms and conditions contained within the East Longmeadow Public Schools *Acceptable Use Policy*.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Payment Received _____	Check/MO #	Date
------------------------	------------	------

**46. 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, 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. Building principals must approve all photographing, videotaping, and filming in advance for their respective schools.
3. The student Code of Conduct book shall state that permission is granted for filming, taping, photographing, and videotaping – **unless the parent notifies the school and denies permission. A student list of “denied media access by parents” will be kept at each school.** Lists will be checked prior to any media release.
4. Films/videotapes/photographs of School District productions or events shall not be duplicated, distributed, or sold without the prior consent of the building principal.

**47. FAMILY LIFE/SEX EDUCATION POLICY**

The East Longmeadow School Committee officially adopts the following policy regarding Family Life/Sex Education in the East Longmeadow Public Schools:

1. Parents/guardians will be notified every year regarding the instruction of the Family Life/Sex Education classes.
2. Parents/guardians will be given the opportunity to exempt their child/children from any portion of said curriculum.
3. No student shall be penalized by reason of such exemption.
4. Each year all principals will be informed of such policy by the Health Education Coordinator.
5. Program instruction materials for said curriculum shall be made reasonably accessible to parents, guardians, educators, school administrators and others for inspection and review.
6. A parent/guardian who is dissatisfied with an action or decision of the building principal under Massachusetts General Law, Chapter 71, Section 32A (that is, an action or decision concerning notice, access to instructional materials, or exemption for the student) may submit a written request to the superintendent of schools for review of the issue. The superintendent or designee should review the issue and give the parent a timely decision, preferably within two weeks of the request. The parent/guardian who is dissatisfied with the superintendent’s decision may submit a written request to the School Committee for review of the issue. The School Committee should review the issue and give the parent a timely written decision, preferably within four weeks of the request.
7. The Department of Elementary and Secondary Education shall promulgate regulations for adjudicatory proceedings to resolve any and all disputes arising under this section.

**48. SUMMER PROGRAMS**

All rules contained in this **Code of Conduct** are in effect during summer sessions of the East Longmeadow Public Schools.

**49. PARENT OBSERVATIONS IN THE CLASSROOM**

The East Longmeadow Public Schools believes parents are important partners in educating students. To that end, we open our classrooms to parents, or their designee, who want to observe the child in the classroom context. The following criteria below shall be followed when an observation is requested:

1. All observations must be scheduled through the building principal.

2. The parent or designee and principal will discuss the parameters of the observation prior to the observation taking place.
3. The observation must be scheduled on a mutually agreed-upon date with the parent, principal and teacher(s).
4. The parent or designee must report to the school office (as do all visitors) as part of our safe schools program. Parents or their designee will be directed to the classroom by the administration.
5. The parent or designee must sign the Confidentiality Statement that follows so that both the School District and other classroom parents have assurance that information concerning other students' education remain in the classroom and are not discussed in public.
6. The parent or designee 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.
7. The parent or designee must be a silent observer at all times and not interrupt or disrupt the educational process of the class.
8. The parent or designee must refrain from using the observation to critique or evaluate teacher or staff performance.
9. Given the inherently disruptive nature of observations, more than one observation each quarter is strongly discouraged.

### **Confidentiality Statement**

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

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

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

\_\_\_\_\_  
(Parent or Designee Signature)

\_\_\_\_\_  
(Date)

### **50. FIELD TRIPS**

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools. Due to this fact, students on approved field trips will have an excused absence from school and their specific classes at the secondary level with regard to District and school attendance policies for the duration of the field trip.

All students must have a signed, written parental permission for all trips as well as a signed release of liability. Students who do not provide signed parental permission slips and release of liability forms will not be allowed to participate in field trips. Students are also responsible for working with their teachers to schedule time for missed assessments and other essential work from the classes missed. **This must be done in advance of the field trip.** The East Longmeadow Public Schools will ensure that:

1. Trips are properly supervised.
2. Safety precautions are observed.
3. Trips contribute substantially to the educational program.
4. Reasonable accommodations are made to promote participation by students with disabilities.
5. All money collected for field trips are receipted and deposited within 24 hours; cash is not to be kept in the schools.

### **Late Night and Overnight School-Sponsored Student Travel:**

Chapter 346 of the Acts of 2002, an Act Relative to Safety of School Sponsored Travel, was enacted by the Massachusetts legislature in October 2002 and requires schools to have policies in place governing late night and overnight school-sponsored travel. Please note the following items:

- Trip Approval: All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval from the School Committee. Trip approval should be sought at least (30) days in advance. Fund-raising activities for such trips will be subject to approval by the appropriate Administrator and should not take place until approval has been received. The trip approval process applies only to school-sanctioned trips.
- Transportation: Trips planned to include late night or overnight student travel will involve pre-trip checks of companies, drivers, and vehicles. The company selected must be licensed by the Federal Motor Carrier Safety Administration. The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the District so that it may verify the subcontractor's qualifications.
- Scheduling: Overnight accommodations will be made in advance with student safety and security as the priority. Every attempt will be made to avoid driving students between the hours of midnight and 6:00 a.m., due to the increased risk of accidents during those hours. Whenever possible, overnight trips will be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward structured learning time requirements under 603 CMR 27.00. Academic field trips are, however, counted toward these requirements. If most of a class's members are participating in a trip, the school will provide appropriate substitute activities for any students who do not participate.
- Fundraising: The amount of time devoted to fundraising should be reasonable and take into account student responsibilities for homework, after-school activities, and jobs. Group fundraising activities are preferred; students will not be assigned individual fundraising targets. Where students are charged a fee for participation in a field trip, the district will make every effort to provide scholarships for those who need them.
- Supervision of Students: Students will be accompanied by a sufficient number of chaperones. All chaperones, including parents and volunteers, must have a CORI check in accordance with *Massachusetts General Laws, c. 71, § 38R*. CORI checks are recommended but not required by law for bus drivers who do not regularly work for the district and who will not have unsupervised contact with students. A chaperone will always be present when students are on a bus.
- Scheduling: Field trips will not be scheduled during the last full week (plus any partial weeks) of school in the school year.

## **51. 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.

## **52. HOMELESS STUDENTS**

To the extent practical and as required by law, the East Longmeadow Public Schools will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided the same district services on the same terms as families resident in the district.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations
3. Living in emergency or transitional shelters
4. Being abandoned in hospitals
5. Awaiting foster care placement
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings
8. Migratory children living in conditions described in the previous examples

The superintendent shall designate the Director of Student Services as the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. Homeless students are entitled to the same transportation programs, on the same terms, as families resident in the district.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and such.

### **53. NON-DISCRIMINATION POLICY**

The East Longmeadow Public Schools is committed to maintaining an educational environment workplace free of bias and discrimination where individuals of all backgrounds and experiences are welcomed, encouraged, included, and can flourish. We aim to eliminate all forms of bias and bigotry, including discrimination based on race, ethnicity, age, neurodiversity, disability, pregnancy and pregnancy-related conditions, homelessness, military status, sex/gender, gender identity, gender expression, religion, immigrant status, nationality, ancestry, sexual orientation, genetics, family income.

East Longmeadow Public Schools are resolved that prejudice and disparate treatment shall never impede our learners or our educators. East Longmeadow Public Schools will not tolerate discriminatory behavior, including racism, intimidation, threats, or harassment of employees, students, or anyone else who visits or is part of our learning community. Retaliatory conduct toward persons who have reported incidents of bias, discrimination, or inappropriate behavior, who have assisted in an investigation, or who have otherwise exercised their rights under this policy is also prohibited. Conduct in violation of this policy includes any action, including verbal or nonverbal communication, that contributes to, promotes, or is complicit in disrupting the district's inclusive learning and working environment.

Derogatory or intimidating statements, threats, acts of exclusion, or other mistreatment regarding a student's or employee's membership in or association with a member of a protected group, whether made in person or by telephone, postal mail, email, internet posting, or any other means, will not be tolerated.

This policy extends to all employment and educational practices and programs, including:

- recruitment;

- selection and admission;
- compensation and benefits;
- access to learning;
- professional development, training, and extracurricular activities;
- discipline, evaluation and testing;
- reasonable accommodation for disabilities or religious practices;
- promotion;
- transfer;
- termination;
- layoff; and
- other terms and conditions of employment and education.

East Longmeadow Public Schools will vigorously implement and actively enforce this policy to ensure that all of its daily operations are characterized by fairness, respect, and equity. Any violation of this policy will be viewed as serious misconduct and may result in discipline, up to and including termination of the offending employee or expulsion of the responsible student(s). Retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a report of a violation of this policy, will similarly be viewed as serious misconduct and may result in discipline, up to and including termination or expulsion.

Employees of East Longmeadow Public Schools who become aware of any possible bias-based conduct toward or involving students must report the incident or concern to their school leader, supervisor, and/or the ELPS Title IX Coordinator as soon as practicable, generally within the same school day. The same standard applies to partners or contractors providing services in or under the auspices of East Longmeadow Public Schools.

**Reporting incidents of bias:**

Contact if you know of unsafe school issues, violence, or bullying.

- [Bullying Prevention and Intervention Plan](#)
- [ELPS Safe Schools Reporting Form](#)
- [Policy on Harassment, Bullying, Discrimination, and Hate Crimes](#)
- [Bullying Incident Reporting Form](#)
- [Cyber Bullying Brochure](#)
- ELPS Contact Information:
  - Superintendent's Office  
180 Maple Street  
East Longmeadow, MA 01028
    - Gordon Smith
    - Ph: 413-486-9015
    - Email: [gordon.smith@eastlongmeadowma.gov](mailto:gordon.smith@eastlongmeadowma.gov)
  - ELPS Title IX Coordinator: ELPS Director of Student Support Services

- 413-525-5450, ext. 7950
  - High School Principal: Frank Paige, [frank.paige@eastlongmeadowma.gov](mailto:frank.paige@eastlongmeadowma.gov)
  - Birchland Park Principal: Steve Pearson, [steve.pearson@eastlongmeadowma.gov](mailto:steve.pearson@eastlongmeadowma.gov)
  - Mapleshade Principal: Conor Martin, [conor.martin@eastlongmeadowma.gov](mailto:conor.martin@eastlongmeadowma.gov)
  - Mountain View Principal: Elaine Santaniello, [elaine.santaniello@eastlongmeadowma.gov](mailto:elaine.santaniello@eastlongmeadowma.gov)
  - Meadow Brook Principal: Renee Lodi, [renee.lodi@eastlongmeadowma.gov](mailto:renee.lodi@eastlongmeadowma.gov)
  -
- Additional Helpful Information:
  - [Office of Civil Rights \(OCR\)](#)
  - [DESE Problem Resolution System Office](#)
  - [Massachusetts Commission Against Discrimination \(MCAD\) Complaint of Discrimination](#)

#### **54. CELL PHONES AND PORTABLE COMMUNICATION DEVICES**

The use and possession of cell phones and electronic devices at school or on school property is a privilege, not a right. Therefore, students who choose to bring cell phones and/or electronic devices to school or onto school property, including buses, agree to the following policy. *ELPS is not responsible for any lost, stolen, or damaged devices.*

- The use of cell phones and electronic devices is not permissible in the classroom setting unless teacher approval has been granted and the devices are used for educational purposes that are closely aligned with the course content. Video gaming applications and social networking sites that are not connected to the course content are not permitted.
- Cell phones must remain off or in silent mode when in the building.
- For safety reasons, students are not to use headphones during school hours unless they have explicit permission from a classroom teacher or school administrator. Headphones are not allowed during passing times.
- Students who are found to be in violation of permitted cell phone and electronic device usage will be required to turn their device into the main office immediately.
- Pursuant to East Longmeadow Public School's **CODE OF CONDUCT**, all cell phones and electronic devices that are confiscated for unauthorized use will need to be picked up at the end of the academic day. The student may be subject to additional disciplinary action as well. On the second offense and all subsequent offenses, the device will need to be picked up at the school office during regular school hours by a parent or guardian. The student again may be subject to additional disciplinary action. The East Longmeadow Public Schools will not be liable for any property not picked up by parents within 48 hours. Multiple violations of the policy may result in further disciplinary action consistent with the **CODE OF CONDUCT**, including the loss of the privilege to possess cell phones and electronic devices at school.
- Students who display acts of defiance or disrespect toward staff who are implementing the Cell Phone and Electronic Device Policy will be subject to further disciplinary action.
- In grades 9-12, the use of cell phones and electronic devices will be permitted during lunch times and hallway passing times, so long as it does not violate existing school policies, including, but not limited to:
  1. Bullying, intimidating, and harassing behavior via texting and social networking sites;
  2. Academic integrity-sharing of assessment or assignment information;
  3. Safety protocols (i.e. fire drill procedures);
  4. Any act that may interfere with the learning opportunities of other students within the operation of the school;
  5. Unauthorized audio/videotaping or photographing of any individual without the express consent of the school administration and
  6. Policies prohibiting the viewing and/or dissemination or transmittal of obscene texts or images.

Staff members have the obligation to report to the main office students who are violating existing school policies at any time in school, on school property at school sponsored events, or on the school bus. Staff members must also report violations pursuant to the Bullying Policy herein. See Cyberbullying.

Cell phone/electronic or digital device searches:

School administrators may conduct a search of cell phones or electronic/digital devices for pictures, text messages, video, audio, uploaded and downloaded online materials if they have reasonable suspicion that a violation of the East Longmeadow Public School's **CODE OF CONDUCT** has occurred. Acceptable searches may include, but are not limited to:

- Video and pictures of threats, assaults, and fighting;
- Evidence of academic dishonesty;
- Evidence of harassment/intimidation/bullying;
- Evidence of graffiti/destruction of property; and
- Evidence of possession, use, or distribution of controlled substances, illegal drugs, or alcohol.

If a search of an electronic device is found to contain evidence pertinent to an investigation, the school administration has the sole discretion to hold on to the device, download the evidence, notify the police, and/or give the device to law enforcement officials.

#### **File: JICJ - R: CELL PHONE AND PORTABLE COMMUNICATION DEVICES**

**Beginning in the 2023 - 2024 school year**, ELPS will provide all classrooms at Birchland Park Middle School and East Longmeadow High School with cell phone holders that have numbered pouches and can hang on a door or on the wall. The cell phone holders will provide further support for Policy JICJ in ensuring that cell phones are not disruptive to instructional time.

BPMS and ELHS teachers will assign each student in their classes a numbered slot in which the student will place the cell phone at the beginning of class. Teachers should begin using the cell phone holders with their classes on the first day of school in order to immediately establish the daily routine. One recommended, possible way of establishing this daily routine is to take class attendance using the cell phone holder.

The goal of Policy JICJ is to reduce disruption to instructional time. Students will continue to be able to use cell phones in the buildings according to building procedures during passing times, lunch, and before and after school. During class time, students who fail to place their cell phone in the holder will receive a warning from their teacher with the possible follow-up by the teacher with the student's parents/guardians. Class time will not be used to debate or argue about the policy. Further disruption to class will result in a referral to the school administration and the student will be subject to further disciplinary action.

This procedure will be reviewed throughout the year for possible needed revisions.

#### **55. PROFICIENCY BASED PROMOTION**

Upon the written request of a student, parent/guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum. Proficiency will be demonstrated by assessment on a criterion-referenced test that correlates to the actual curriculum taught in the East Longmeadow Public Schools.

#### **Guidelines by Grade Level**

Elementary students (Grades 1-8) must demonstrate proficiency in all of the four core curriculum areas in order to skip a grade level. The core curricula are: History and Social Science, English Language Arts, Mathematics, and Science.

High School students (Grades 9-12) must demonstrate proficiency in order to skip specific courses and document mastery on the official transcript. Proficiency in laboratory sciences will require that students are able to perform relevant laboratory techniques. The honors core curriculum areas are History and Social Science, English Language Arts, Foreign Languages, Mathematics, and Science.

### **Policy and Procedures**

1. Proficiency for advancing to the next level of study will be demonstrated by a score of **90%** on the criterion-referenced test.
2. Eligible students are those who are legally enrolled in East Longmeadow Public Schools.
3. Tests will be offered annually in June of each year. Students will be required to register for the proficiency assessments prior to May 31<sup>st</sup> of each year.
4. Students may take the proficiency test option only once for the specified grade level or high school course.
5. The proficiency test must be in the grade level/high school course the student has not taken.
6. The proficiency test must move the student forward in sequence as per the Program of Studies/District-Wide curriculum.
7. Accommodations to proficiency testing will be approved for eligible students consistent with their current approved IEP or 504 plans.
8. All test results remain property of East Longmeadow Public Schools and must not be photocopied nor disseminated.
9. Failure to demonstrate proficiency will not be noted on the high school student's transcript or the elementary/middle school student's permanent record.
10. Each institution of higher education will review and interpret the High School transcript and is the sole authority on admissions criteria.

### **Credit/Acceleration/Promotion**

1. Proficiency assessments measure mastery of the Massachusetts Curriculum Frameworks in the same way that curriculum and instruction are focused on the Massachusetts Curriculum Frameworks. In other words, assessment will be aligned with the state curriculum and local instruction.
2. Proficiency testing measures skills and knowledge already learned by a student. The East Longmeadow Public Schools will not provide study materials or advanced preparation to students.
3. High School students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area. The student will be granted an "A" on his/her official high school transcript. The unit shall count toward meeting the credit requirements for the high school diploma.
4. All students must maintain a full course load each year of enrollment in the East Longmeadow Public Schools.
5. The school will confer with parents in making promotion/acceleration decisions. Such factors as social and emotional growth should be considered.
6. If a student scores a 90% or above on the proficiency test(s) and the parent or guardian requests promotion/acceleration against the recommendation of school administration, the parent or guardian shall sign a written statement allowing the acceleration. This statement shall be included in the cumulative file of the student.

### **56. EAST LONGMEADOW PROCEDURE ON DISSECTION & ALTERNATIVES**

In accordance with the 2005 Massachusetts Board of Education's Policy on Dissection and Dissection Alternatives, the East Longmeadow Public School District has developed the following policy.

Participation in hands-on science is important to learning science and dissections are a valuable learning experience in which all students are encouraged to participate. When dissection is used in the classroom:

1. Teachers will thoroughly explain the learning objectives of the lesson and use written and audio-visual materials as appropriate to maximize the educational benefits of the experience.
2. All specimens will be treated with respect.
3. All students will be informed, prior to the dissection, that they have the option of discussing individual concerns about dissection with the appropriate teacher.

4. Upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science classes that include dissection must also include dissection alternatives. Upon written request of a student's parent or guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method. The procedure for a student to participate in an alternate activity in place of dissection is as follows:

1. The student will notify the science teacher of the student's choice to participate in an alternative activity in place of participating in a dissection.
2. The student will submit a written request from his/her parent/legal guardian to the science teacher or to the building principal.
3. The student will be provided an alternate activity to be determined by the teacher who will specify in writing what is expected of the student. Alternate activities should allow students to gain the same content knowledge as a dissection activity and should allow for a comparable investment of time and effort by the student.
4. The student will accept responsibility for completing the alternate activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.
5. The student will be subject to the same course standards and examinations as other students in the course.

This policy will be provided to all teachers of science classes that may include dissection activities.

### **57. CHILD ABUSE**

It shall be the policy of the East Longmeadow School District to report all cases of suspected child abuse consistent with *M.G.L. c. 119, § 51A* (see language from Section 51A, following). All employees are to report any suspected child abuse to their building principal or immediate administrator. All administrators must file any suspected child abuse with the Commonwealth of Massachusetts, Department of Children and Families: (413) 452-3200, and inform the superintendent of Schools.

The following is selected from the ***Massachusetts General Laws of Chapter 119: Section 51A:***

"Any physician... public or private school teacher, educational administrator, guidance or family counselor, day care worker or any person paid to care for or work with a child in any public or private facility, or home or program funded by the commonwealth... school attendance officer... clinical social worker... to supervise, educate, coach, train or counsel a child on a regular basis...

...who, in his professional capacity **shall have reasonable cause to believe** that a child under the age of eighteen years is suffering physical or emotional injury resulting from abuse inflicted upon him which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the department by oral communication and by making a written report within forty-eight hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the department or notify the person in charge of such institution, school or facility, or that person's designated agent, whereupon such person in charge or his said agent shall then become responsible to make the report in the manner required by this section.

Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars. Any person who knowingly files a report of child abuse that is frivolous shall be punished by a fine of not more than one thousand dollars.

Said reports shall contain the names and addresses of the child and his parents or other person responsible for his care, if known; the child's age; the child's sex; the nature and extent of the child's injuries, abuse, maltreatment, or neglect, including any evidence of prior injuries, abuse, maltreatment, or neglect; the circumstances under which the person required to report first became aware of the child's injuries, abuse, maltreatment or neglect; whatever action, if any, was taken to treat, shelter, or otherwise assist the child; the name of the person or persons making such report; and any other information which the person reporting

believes might be helpful in establishing the cause of the injuries; the identity of the person or persons responsible therefore; and such other information as shall be required by the department.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect. Any person making such a report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

No employer of those persons required to report pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any person who in good faith makes such a report, testifies or is about to testify in any proceeding involving child abuse or neglect. Any such employer who discharges, discriminates or retaliates against such a person shall be liable to such person for treble damages, costs and attorney's fees.

Within sixty days of the receipt of a report by the department from any person required to report, the department shall notify such person, in writing, of its determination of the nature, extent and cause or causes of the injuries to the child, and the social services that the department intends to provide to the child or his family.”

#### **58. E.L.P.S. ASBESTOS MANAGEMENT PLAN**

Per Federal EPA Regulations (40 CFR Part 763; AHERA) we are hereby notifying you of the availability of our Asbestos Management Plan and associated records. Although some or all of the asbestos may have been abated in the past, we may still be required to perform annual notifications of the availability of records. For the remaining asbestos containing materials (ACM's) in our schools, we are responsible for performing internal six month periodic surveillance checks, three year re-inspections by a Licensed Asbestos Inspector, internal Operations and Maintenance training and procedures, and occasional abatement with follow-up air sampling for the remaining ACM's in our buildings. Often, these asbestos abatements and/or removals are performed not as a hazard response but as a requirement, prior to a building renovation. Any asbestos removal projects we have done are always conducted by Licensed Abatement Professionals with follow-up air sampling. *\*Even if we have a newer school in our system (built after 1988), we are still obligated to perform limited communications regarding the availability of our Asbestos Management Plan.*

The following East Longmeadow schools have an Asbestos Management Plan and records available for your review:

East Longmeadow High School  
Mapleshade School  
Meadow Brook School  
Mountain View School  
Birchland Park Middle School

If you have any questions with regard to past current or future asbestos inspections, response actions/abatements or air sampling performed, please feel free to contact the superintendent's office.

#### **59. E.L.P.S. WELLNESS POLICY**

East Longmeadow Public Schools strongly believes that students and staff need access to healthy food choices and opportunities to be physically active in order to grow, learn and thrive. There is a growing concern about childhood obesity and related diseases. The New Massachusetts School Nutrition Regulations for Competitive Foods and Beverages, 105 CMR 225.000, became effective August 2012, this initiative aims at combating

childhood obesity by offering students/staff, foods and beverage choices that will enhance learning, contribute to their healthy growth and development and cultivate life-long healthy eating behaviors.

In compliance with Section 204 of Public Law 108-265 of the Child and WIC Reauthorization Act, we believe community participation is essential to the development and implementation of a successful wellness policy. Improved health optimizes student performance potential and ensures that no child is left behind.

East Longmeadow Public Schools will strive to meet the following goals:

I. Maintain A Wellness Committee

- Committee members
- Roles of the members

II. Compliance with Nutritional Guidelines and Standards for Schools involving:

- School Lunch
- Meal times and scheduling
- Food service staff qualifications
- No food/beverage sharing

III. Compliance with Nutritional Education for staff, students, parents/guardians and the community

- Communication with parents/guardians
- Food marketing in schools

IV. Maintain Physical Education and Physical Activity opportunities

- Physical education (PE K-12)
- Integrating physical activity into the classroom, as appropriate
- Daily recess in specific schools
- Physical activity opportunities before and after school

V. Promote a healthy lifestyle for staff, which promotes a healthy school climate

- Staff wellness opportunities

VI. Compliance with Policy Review and Monitoring

VII. Compliance with Guidelines for Reimbursable School Meals

- Free and Reduced meals

VIII. Compliance with Standards for competitive foods and beverages sold or provided during the school day

All competitive foods and beverages, sold or provided in public schools, shall comply with the nutritional standards of 105 CMR 225.000.

- Foods and beverages sold individually 30 minutes before school hours and 30 minutes after school hours ( foods and beverages sold in school buildings, including classrooms and hallways; school stores; school snack bars; all school campus vending machines accessible to students; concession stands; booster sales; school sponsored related events; any other location on school property)
- Fundraising activities
- Snacks
- Rewards
- Celebrations

IX. Recommendations/Guidelines for competitive foods and beverages sold outside school

- Concession stands or school sponsored events

**References:**

The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108-265.

Healthy Students, Healthy Schools: Guidance for implementing the MA School Nutrition Standards for Competitive Foods and Beverages. Developed by: MA Department of Public Health, MA DESE, John Stalker Institute of Food and Nutrition, Harvard School of Public Health and Boston Public Health Commission

The Child Nutrition Act of 1996, 42 U.S.C. 1771-1789

[www.fns.usda.gov/end/governance/legislation/implementation\\_timeline.pdf](http://www.fns.usda.gov/end/governance/legislation/implementation_timeline.pdf)

[www.mass.gov/eohhs/docs/dph/mass-inmotion/school-nutrition-guide.pdf](http://www.mass.gov/eohhs/docs/dph/mass-inmotion/school-nutrition-guide.pdf)

[www.doe.mass.edu/cnp/nprograms/nslp.html](http://www.doe.mass.edu/cnp/nprograms/nslp.html)

[www.fns.usda.gov/cnd/governance/legislation/Pricing-Equity-Facts.pdf](http://www.fns.usda.gov/cnd/governance/legislation/Pricing-Equity-Facts.pdf)

<https://www.govinfo.gov/content/pkg/FR-2012-01-26/pdf/2012-1010.pdf>

<https://www.govinfo.gov/content/pkg/FR-2018-12-12/pdf/2018-26762.pdf>

<https://health.gov/dietaryguidelines/2015/guidelines/>

### **East Longmeadow Public Schools Wellness Protocol-Revised 11/2019**

**Health Advisory Council (HAC)** - The East Longmeadow Public School (ELPS) District will continue to maintain a HAC, which meets at least three times per year. The Nursing Supervisor and the Health Curriculum Director co-chair the Council meetings. The Council is district-wide and representative of all five schools. The membership of the Council is composed of staff, students, parents, administrators, the school physician, school nurses and members from the community. The main purpose of the HAC is to develop, implement, monitor, review, and as necessary, make recommendations on revisions to the Wellness Policy.

**Nutritional Guidelines and Standards for School Meals**- the Food Service Program will continue to follow the USDA requirements for the Federal School Meals Program and the School Meals Initiative for Healthy Children.

The nutritional requirements for school lunches:

- Must provide 1/3 the Recommended Daily Allowance (RDA) for:
  1. Calories
  2. Protein
  3. Vitamin A
  4. Vitamin C
  5. Calcium
  6. Iron

No more than 30% of an individual's calories will come from fats and less than 10% of the calories will come from saturated fats.

- Meals will be appealing and attractive to students
- Meals will be served in a clean and pleasant setting
- Meals will meet nutritional requirements established by local, state and federal regulations ([www.fns.usda.gov/end/governance/legislation/implementation\\_timeline.pdf](http://www.fns.usda.gov/end/governance/legislation/implementation_timeline.pdf))  
Implementation of most meal requirements in the National School Lunch Program (NSLP) begins school year 2012-2013.
- Fiber rich fruits, vegetables and whole grains will be offered (see timeline link for grains component) ELPS currently participates in the Massachusetts Farm-to-School Program and purchases fresh produce directly from a Massachusetts farmer.
- Milk served will contain less than 2% or less of fat. (See timeline link for new milk guidelines).

This nutritional information will be available on menus, the district website and menu boards.

#### **A. Meal times and scheduling**

- Twenty minutes per day will be provided to students for lunch time
- Lunch periods are scheduled mid-day
- Tutoring, club or organizational meetings or activities will not be scheduled during meal times, unless student is able to eat during the activity
- Students will have access to hand washing before they eat meals or snacks
- Students with oral health needs, if appropriate, will have access to care.

#### **B. Requirements of Food Service Staff:**

Qualified nutritional professional will serve the school meals and have access to continued professional development opportunities. These programs will include appropriate certification or

trainings for the Food Service Director, school cafeteria managers and cafeteria workers, according to their levels of responsibility. Annual training will include Life Threatening Allergy Awareness, Choking and Medical Emergency Protocol training.

- C. **Sharing of Foods and Beverages:** Schools will follow the District wide policy of “no sharing” of any foods or beverages, given concerns about allergies and some diet restrictions.

**D. Compliance with Nutritional Education for staff, students, parents/guardians and the community:** All students in Grades K-12 should receive nutrition education. East Longmeadow Public Schools (ELPS) aim to teach, encourage and support healthy food choices by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a comprehensive, standards-based program taught by a certified health teacher and/or FACS teacher, designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in other subjects like math, science, language arts, social studies and electives;
- includes enjoyable, developmentally appropriate, culturally-relevant, participatory activities such as contests, taste testing, farm visits and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat free dairy products, healthy food preparation methods and healthy enhancing nutritional practices;
- emphasizes caloric balance between food intake and physical activity;
- links for school meal programs, other school foods and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing;
- includes training for teachers and other staff;
- fosters appreciation for good nutritional foods through the Family Consumer Science and Culinary Arts curriculum.

- A. **Communication with Parents/Guardians:** ELPS will support parent/guardian’s efforts to provide healthy meal choices and daily physical activity for their children. School staff will encourage parents to pack healthy lunches and snacks and to refrain from sending foods and beverages that do not meet the nutritional standards. Parents/Guardian will be provided a list of foods that meet the lunch and snack requirements and ideas for healthy celebrations, rewards and fundraising activities.

ELPS will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parent/guardian’s efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity, healthy food choices and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

- B. **Food Marketing in Schools:** School-based food marketing will be consistent with nutrition education and health promotion. Schools will promote food and beverage marketing that meet the nutrition standards for meals or for foods and beverages sold individually. Schools will not promote low nutrition foods and beverages. Healthy foods, including fruits, vegetables, whole grains and low-fat dairy products will be encouraged.

Marketing techniques that are unacceptable include: logos and brand names on/in vending machines, books, textbook covers, school supplies, scoreboards, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low nutrition food products.

Marketing activities that promote healthful behaviors include: vending machines promoting water, sales of fruit for fundraisers and coupons for discount gym memberships.

### C. Physical Activity Opportunities and Physical Education

**Physical Education (P.E) K-12:** All students in grades K-12 will be offered physical education and will be taught by certified physical education teachers.

**Integrating Physical Activity into the Classroom Setting:** Students need opportunities for physical activity beyond physical education class. The nationally recommended amount of daily physical activity is at least 60 minutes per day. Therefore:

- classroom education should complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to decrease screen time and sedentary activities;
- opportunities for physical activity should be incorporated into other subject lessons;
- classroom teachers are encouraged to provide short physical activity breaks between lessons or classes, as appropriate.

**Daily Recess:** All elementary students will have at least 12 minutes a day of supervised recess, preferably outdoors, weather permitting, during which moderate to vigorous physical activity is encouraged.

**Physical Activity opportunities before and After School:** The middle and high school will offer extracurricular activity programs, such as physical activity clubs or intramural programs. The town of East Longmeadow and the school staff will offer a range of activities that meet the needs, interests and abilities of all students including students with disabilities and students with special healthcare needs.

Additional supplemental East Longmeadow School Policies for reference include: AD, ADA, IHA and IHAE.

**Promote a healthy lifestyle for staff:** The East Longmeadow School District highly values the health and wellbeing of every staff member and will plan to implement activities that support personal efforts by staff to maintain a healthy lifestyle. Healthy students and healthy staff promote a healthy school climate.

- Encourage all school staff to improve their own personal health and wellness
- Improve staff morale
- Create a positive role model for the students
- Encourage the commitment from staff to promote the health of students
- Encourage the commitment from staff to help improve school nutrition and a physical activity environment

Nutrition and physical activity education opportunities and resources will be available to all staff. This may include the distribution of educational materials and access to presentations and workshops that focus on nutrition and healthy lifestyles, fitness activities and other appropriate nutrition and physical activity related topics.

#### **Compliance with Policy Review and Monitoring: Monitoring:**

The superintendent or designee will ensure compliance with current district-wide nutrition and physical activity wellness policy and protocol. In each school building, the principal or designee will ensure compliance with this policy and will report any concerns to the superintendent.

School food service staff, at the individual schools and the district level, will ensure compliance with the wellness policy and protocol within food service areas and report any concerns to the Food Service Director.

The superintendent or designee will develop a summary report every three years regarding district-wide compliance with the current wellness policy, based on input from schools within the district.

**Policy Review:**

The Health Advisory Council will assess and review the wellness policy and protocol and determine compliance and any areas that may need improvement or revisions. The HAC will ensure that each individual school promotes an environment that supports healthy food choices and physical activity.

Additional supplemental East Longmeadow School Policies for reference include: AE, BA, BG, BGC, BGE, CH, CHB, CL and IL.

**Compliance with Guidelines for Reimbursable School Meals:**

Free and Reduced Meals: Schools will make every effort to eliminate any social stigma attached to students who are eligible for free/reduced school meals. Electronic identification and a payment system promote the availability of school meals to all students. Applications for free/reduced lunch are available at each school. Local school food authorities set their own prices for full-priced meals.

([www.fns.usda.gov/cnd/governance/legislation/Pricing-Equity-Feds.pdf](http://www.fns.usda.gov/cnd/governance/legislation/Pricing-Equity-Feds.pdf))

In addition to cash reimbursements, schools are entitled, by law, to receive commodity foods. Under the School Meals Initiative, USDA also provides schools with technical training and assistance, to help school food service staff prepare healthy meals, and nutrition education to help children understand the link between diet and health. ([www.doe.mass.edu/cap/nprograms/nslp.html](http://www.doe.mass.edu/cap/nprograms/nslp.html))

**Compliance with Standards for Competitive Foods and beverages sold or provided during the school day:**

All Foods and Beverages sold individually (foods or beverages sold outside of reimbursable school meal program: a la carte, vending machines accessible to students, fundraising activities, snacks, rewards and celebrations). The regulations apply to competitive foods and beverages sold or provided to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends. However, foods and beverages sold in vending machines and, accessible to students, must comply with the standards at all times. School districts are encouraged to go beyond the minimum standards to establish local protocols that apply the food and beverage standards at all times to promote a healthy school environment throughout the entire day. All vending machines, accessible to students, will only offer water, 100% fruit juice or vegetable juice and milk or milk substitutes.

**Foods & Beverages:** Water must be made available to all students during the day without charge. Fresh fruits and non-fried vegetables will be for sale where food is sold. The use of a fry-o-lator is not used. Nutrition information is available for not-prepackaged competitive foods and beverages served in the cafeteria. A binder is kept in the Food Service Director's office with nutrition information for each item in the vending machine.

- 100% fruit and vegetable juice, with no added sugar and 4 oz. serving or less
- Low-fat and fat-free milk; 8 oz. serving or less
- Flavored milk with no more than 22 grams of sugar per 8 oz.
- Water contains natural flavorings and/or carbonation but does not contain added sugars, sweeteners or artificial sweeteners
- Flavored milk or milk substitutes that have the same amount or less sugar than plain, fat-free or low-fat milk are allowed. Flavored milk is fat free.
- Soda, sports drinks, teas, etc. are not sold.
- Only 100 % fruit/vegetable juice, milk, milk substitutes and water are sold or provided.
- Foods should be 200 calories or less per item
- A la carte entrees should not exceed the calorie count of entrée items of the equivalent portion size offered as part of the National School Lunch Program ( NSLP)
- Foods should have less than 35% of their total calories from fat
- Foods should have less than 10% of their total calories from saturated fat
- All foods should be trans-fat-free
- 1 oz. serving of seeds and reduced-fat cheese are exempt from the fat standards
- Foods should have less than 200 mg of sodium per item
- A la carte entrees should have a maximum of 480 mg of sodium per item

- All breads of grain-based products should be whole grain (whole grain should be listed as the first ingredient) this includes crackers, granola bars, chips, bakery items, pasta, rice, etc.
- Trace amounts of naturally occurring caffeine ( such as that found in chocolate) are allowed as long as the item complies with the rest of the nutrition standards
- Artificial sweeteners in foods are, also, not permitted
- Ice cream and yogurt products will meet new competitive guidelines
- A packaged item may contain no more than one serving per package.
- All foods and beverages sold or provided to students will meet all applicable state and federal food safety requirements.

**Fundraising Activities:** Nutrition regulations should be applied at all times, including evening and community events. To support children’s health and school nutrition/education efforts, school fundraising activities will not involve food or should only use foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The following healthy fundraising alternatives to selling food items, are highly recommended

- Walk-a-thons, jump-rope-a-thons and fun runs
- Talent shows
- Raffles for Spa treatments or sporting events, concerts, or movie tickets donated by local businesses
- Items with school logos
- Car washes
- Read-a-thons
- Auctions or garage sales
- Book fairs
- Bowling or skate nights
- Holiday cards, plants/flowers and gift wrap, candles, etc.
- Community service projects
- Fresh fruit sales

[www.cspinet.org/schoolfundraising.pdf](http://www.cspinet.org/schoolfundraising.pdf)  
[www.astphnd.org/resource\\_read.php?resource\\_id=233](http://www.astphnd.org/resource_read.php?resource_id=233)  
[www.actionforhealthykids.org/resources/files/healthy-fundraisers-for-schools.pdf](http://www.actionforhealthykids.org/resources/files/healthy-fundraisers-for-schools.pdf)  
[www.fundraisingfruit.com](http://www.fundraisingfruit.com)  
[www.citrusfruit.com](http://www.citrusfruit.com)  
[www.fundraisingweb.org/listings/citrus.htm](http://www.fundraisingweb.org/listings/citrus.htm)

**Snacks:** Snacks served by the school during the school day or in after school care or enrichment programs will make a positive contribution to children’s diets and health with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess, if and when, to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages and other considerations. Parents, children and staff will be encouraged to send in healthy snacks, and suggestions for healthy snacks will be promoted through education, websites, etc. For example, this information can be communicated at parent-teacher nights, PTO meetings and/or through written communication on the school website, parent newsletters, etc.

- [www.mass.gov/massinmotion](http://www.mass.gov/massinmotion)
- [www.choosemyplate.gov](http://www.choosemyplate.gov)

**Rewards:** Schools should not use food or beverages as direct rewards for academic performance or good behavior and will not hold food or beverages as a punishment. Food items cited in a student’s IEP or required for a medical condition, will meet compliance with the Wellness Policy and Protocol. The Culinary Arts and Family Consumer Science Programs will also be encouraged to make/sell healthier alternatives to recipes in their classrooms.

**Examples for alternatives to using food as a reward:**

- Paperback book
- “Free choice time” at the end of class

- Stickers, pencils, or bookmarks
- Be a helper in class
- Play a favorite game
- “No homework Pass”
- Donated coupons to music stores, book stores or movies

[www.actionforhealthykids.org/assets/clubs/nc7-classrewards.pdf](http://www.actionforhealthykids.org/assets/clubs/nc7-classrewards.pdf)  
[http://cspinet.org/new/pdf/constructive\\_classroom\\_rewards.pdf](http://cspinet.org/new/pdf/constructive_classroom_rewards.pdf)

**Celebrations:** Celebrations involving food are highly discouraged and final approval is at the discretion of the principal. An alternative to food is strongly advised due to rising obesity levels and increasing number of life threatening food allergies both known and unknown. Any food approved by the principal and the school nurse must comply with the ELPS Life Threatening Allergy Policy and Protocol.

**Examples of Healthy Celebrations:**

- Arts and craft projects
- Allowing the student to be the teacher’s assistant for the day
- Decorate the classroom
- Make something to bring home to the family
- Place the child’s name and picture in the front of a book donated by the birthday child.
- Announce the child’s name over the intercom and sing “Happy Birthday”
- Decorate a birthday crown

[http://cspinet.org/new/pdf/healthy\\_school\\_celebrations.pdf](http://cspinet.org/new/pdf/healthy_school_celebrations.pdf)  
[www.healthiergeneration.org/schools.aspx?id=3296](http://www.healthiergeneration.org/schools.aspx?id=3296)

**Guidelines for Competitive Foods & Beverages sold outside of school hours:** School districts are encouraged to apply the nutrition standards at all times. It is important for schools to be consistent in promoting a healthy school environment, and implementing the standards 24/7 prevents sending mixed messages to students. ELPS promotes healthier choices for the consumer at sporting events concession stands and various PTO fundraising projects. For example, offer foods and beverages that meet the new competitive a la carte and beverage regulations, in addition to the regular food and beverage items sold. Fresh fruits and vegetables should be offered. (For full Wellness Policy and Guidelines, please visit the ELPS website)

**60. LIFE THREATENING ALLERGIES POLICY**

It is the policy of the East Longmeadow Public School Committee to set age-appropriate guidelines for students and schools within the East Longmeadow system that minimize the risk for children with life-threatening allergies (LTA). The risk of accidental exposure to foods/allergens may be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for students with life-threatening allergies.

Such guidelines shall include: building-based general medical emergency plans, life-threatening allergy emergency plans, individual health care plans for all students diagnosed with LTA, appropriate training of staff, availability of on-site medical equipment for quick response to life-threatening allergic reactions, and such other guidelines that will ensure that students with LTAs can participate in school activities without undue fear or harm from exposure to life-threatening food/ allergens.

It is the School Committee’s expectation that specific building based guidelines/actions will take into account the health needs and wellbeing of all children without discrimination or isolation of any child. It is the School Committee’s belief that education and open, informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with LTAs to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the guidelines shift as children advance through the primary grades and through secondary school.

Although not every circumstance that may develop can be anticipated, in an emergency situation, the interventions/guidelines in place are based on medically accurate information and evidence-based practices and experience.

**References:**

- Managing Life Threatening Allergies in Schools. Massachusetts Department of Education and Massachusetts Department of Public Health, 2002.
- Food Allergy and Anaphylaxis Network: <http://www.foodallergy.org>

(For full Life Threatening Allergy Policy and Protocol, please visit the ELPS district website)

**61. FIRST AID POLICY**

ELPS provides a safe environment for students. The school nurse is responsible for the care of sick or injured students at school. If an accident or sudden illness occurs and the school nurse is not available, school personnel will administer First Aid. First Aid is defined as the immediate and temporary care given to an injured or ill person. The student/staff member may be sent back to class, may be dismissed home safely, referred to a Primary Care Physician for a medical evaluation or treatment, or may need to be transported to the ER, depending on the situation. If it is evident that further treatment is necessary, a referral for medical evaluation or treatment will be made. All school staff are responsible for the welfare of students. If conditions appear serious and/or life-threatening, call 911.

At each school, procedures are in place to manage an injury or illness of a student or staff member. The following requirements will be implemented by all school staff.

1. The school nurse or other trained staff will be responsible for administering First Aid (Refer to File: EBB Protocol of First Aid for current recommendations).
2. When the nature of an illness or an injury appears serious, every effort will be made to inform parents/guardians.
3. No young student who is ill or injured will be sent home alone and a designated adult must be there to receive him/her. Any older student will not be sent home alone, unless the illness/injury appears minor.
4. In emergencies, the school nurse/ principal/ school physician may make arrangements for immediate transport to an Emergency Room, and every effort will be made to notify parents and physician, beforehand, if possible.
5. An accident report should be filled out for every illness or injury that requires a referral for medical evaluation or treatment.
6. All student/staff accidents that require an accident report will be reported as soon as possible to the principal, who will in turn notify the superintendent/director of student services /administrator for health services.

**62. SAFE SCHOOLS NOTICE TO PARENTS**

Schools and parents share a common concern and responsibility for the safety of students. Each school year schools encounter problems where students are left remaining after hours unsupervised in school buildings. **Students remaining on school grounds must be in a supervised activity. All other students must leave the campus promptly after the dismissal bell. Students are not allowed to wait for other students who are in supervised activities, nor should older students be designated to supervise other students.** This practice is unsafe. Furthermore, students exiting one campus should not trespass onto any other school campus. We appreciate your cooperation in keeping all our students safe.

**63. MCAS PREPARATION/TUTORIAL SERVICES PARENT WAIVER**

From time to time, the school administration will recommend school-based tutorial/MCAS preparation services for a child in lieu of other elective offerings. If parents do not want to follow the educational recommendations of the school administrator, they must sign the parent waiver below:

We/, \_\_\_\_\_ (hereinafter, "Parents) of \_\_\_\_\_, East Longmeadow, Massachusetts, acknowledge herewith that we have freely, voluntarily, and of our own accord waived, the MCAS preparation/tutorial services recommended for our son/daughter, \_\_\_\_\_, by the East Longmeadow Public Schools.

The Parents hereby forever waive any and all claims which were or could have been raised before any state or federal agency or court of competent jurisdiction with regard to the provision of MCAS preparation/tutorial services pursuant to federal and state laws and the regulations promulgated thereunder.

The Parents, on behalf of themselves and their son/daughter, hereby release, acquit, and forever discharge the East Longmeadow School Committee, and all past and current employees of the East Longmeadow Public Schools, in both their official and individual capacities, from any and all claims, demands, causes of action, obligations, liabilities, and damages of any kind, either at law or in equity, whether or not now known, suspected, or claimed, which the Parents and their son/daughter may have from the beginning of time and in perpetuity with regard to the provision of MCAS preparation tutorial services, or lack thereof, to and on behalf their son/daughter.

Signed and sworn to this \_\_\_\_ of \_\_\_\_\_, \_\_\_\_\_ (year).

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Parents, individually and on behalf of their son/daughter

#### **64. TRANSITIONING TO THE EVERY STUDENT SUCCEEDS ACT AND TITLE 1 “RIGHT TO KNOW”**

The East Longmeadow Public Schools, as it transitions from No Child Left Behind to the Every Student Succeeds Act, will continue to inform all parents of the following information regarding their child’s classroom teacher(s):

- a) Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches
- b) Whether the teacher is teaching under emergency or provisional status because of special circumstances
- c) The teacher’s college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree
- d) Whether paraprofessionals provide services to your child and, if so, their qualifications.
- e) The East Longmeadow Schools, in compliance with federal law, will provide you with the above information in a timely manner, if you request it in writing.

#### **65. VIDEO AND AUDIO RECORDING DEVICES ON SCHOOL BUSES**

To ensure the provision of a safe and secure environment for District students, it is the policy of the East Longmeadow Public Schools to partner with the Lower Pioneer Valley Educational Collaborative in utilizing video and audio recording devices on any or all buses or other vehicles (hereinafter “bus”) used by the LPVEC to provide transportation for District students. This authority shall extend additionally to all vehicles contracted by the East Longmeadow Public Schools for the transportation of its students.

The presence of video and audio recording devices on a school bus shall be announced by signage displayed prominently on the bus. No additional notice of video cameras on school grounds is required. The East Longmeadow Public Schools shall provide notice of this policy annually to students and parents in the **Code of Conduct**.

All recordings are considered confidential and will be viewed only on an “as needed” basis by those individuals authorized by federal and state law and this policy.

All recordings are the property of the Lower Pioneer Valley Educational Collaborative and shall be maintained in accordance with federal and state law and this policy.

After a recording on a school bus has been made, the LPVEC will retain the recording in a secure location. If no request by an authorized District official to observe recording is made within ten (10) school days of the recording, the ELPS will not access that recording for any purpose. Recordings requested by an authorized District official (the superintendent, or designee, building principal, or building assistant principal will be provided to and be retained by the District pursuant to federal and state law and this policy. The District may use recordings in discipline/prosecution of students, staff and the public and the recordings shall be retained by the District until the final resolution of any discipline/prosecution, including the timing for appeal or a court ordered retention period (if any). Recordings not used for discipline, law enforcement or court action will be erased and the recorded media reused at the direction of the superintendent or designee.

Any request for the viewing and listening of a recording must be approved by the superintendent or designee. The superintendent or designee will determine if an individual requesting to view and listen to the recording is

considered authorized pursuant to federal and state law and this policy. A recording shall only be reviewed if there is a report of a serious incident as determined by the superintendent or designee or a complaint relative to conduct. The superintendent or designee will be responsible for maintaining a log of the date and names of all individuals who review a recording. Recordings may be reviewed by any of the following only as expressly authorized by the superintendent or designee:

- o Superintendent or Designee
- o Assistant Superintendent/Business Administrator
- o Law Enforcement Officers
- o Transportation Manager
- o Students/Parents of Students directly involved in a particular incident or complaint (subject to the following considerations\*)

\*Video and audio recordings used as part of disciplinary or other proceedings regarding students shall be considered an educational record for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Release of such video and audio recordings will only occur pursuant to disclosure requirements of FERPA and such recordings may not be released to parents without the express, written permission of the parents of all identifiable students. Only the portion of the video or audio recording which is relevant to the incident or complaint will be reviewed or released in accordance with state and federal law and this policy.

## **66. VIDEO SURVEILLANCE POLICY**

It is the policy of the East Longmeadow Public Schools to utilize video surveillance on school property to promote the health, safety, and welfare of students, staff and lawful visitors, to deter theft, vandalism and other negative behavior, to safeguard school buildings, grounds, and equipment, and to monitor unauthorized individuals on school property.

**Definitions:** For the purpose of this policy and corresponding procedures:

Personally identifying information will be collected and disclosed consistent with confidentiality protections under Massachusetts and federal laws.

Video Surveillance System refers to a video, physical or other mechanical, electronic digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school premises.

Record means any information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a digital record and any visual image that is capable of being produced from a machine-readable source.

### **Guiding Principles**

Cameras will only be used when the principal or his/her designee has determined that surveillance is necessary. In determining the need for surveillance, principal or his/her designee may consider the following:

- a history of incidents
- the physical circumstances of the school property
- the effectiveness of surveillance in preventing negative incidents
- the use of less intrusive means to address the issue of school
- safety and security (e.g. restricted access to the school building, use of identification badges, increased lighting and alarms).

Cameras will only be used for the following intended reasons:

- Video surveillance cameras will be used to promote the safety of staff and students.
- Video surveillance cameras will be used to deter destructive acts and safeguard school property.
- Video surveillance records may be used as evidence in any disciplinary action brought against a student arising out of conduct in violation of school rules.
- Video surveillance records may be provided to law enforcement officials.

### **Retention and Disposal**

- a) The principal or his/her designee shall ensure that proper procedures are followed regarding disclosure, retention, disposal and security of video surveillance records in accordance with applicable laws and regulations.
- b) All video records or surveillance equipment not in use shall be stored in a secured location.
- c) If video records have not been viewed after 30 days, the video will not be accessed after that.
- d) Any video records that have been viewed will be stored noting the dates, times, and areas that were recorded.
- e) When recorded information has been viewed for law enforcement, school or public safety purposes, the information must be retained and securely stored for a minimum of one year unless the principal or his/her designee determines that earlier disposal is warranted and the individual to whom the information relates consents to earlier disposal.
- f) The principal or his/her designee will be responsible for ensuring the proper retention of records. Records will be disposed of in a manner such that personal information cannot be reconstructed or retrieved.

### **Security**

- Monitors for 'real time' viewing of video surveillance information should be placed in an area out of view from the public.
- Monitors shall only be viewed by the principal or his/her designee or by designated staff.
- Video surveillance information shall only be viewed where an incident has been reported or observed, or to investigate a potential crime or violation of school rules.
- The principal or his/her designee will be responsible for securing video surveillance information against tampering and ensuring confidentiality in accordance with applicable laws and regulations.

### **Other Considerations**

- Camera locations will be authorized by the principal or his/her designee.
- Cameras will be installed in areas where there is a need for surveillance (i.e. hallways, stairwells, entryways, outside areas, and other areas open to public view).
- Cameras will be installed in such a way that only the identified area(s) can be monitored.
- Video surveillance cameras will not monitor the insides of lavatories, locker rooms, private offices, classrooms, staff work rooms, or staff lunch rooms.

The principal or his/her designee shall maintain control of and responsibility for the video surveillance system at all times. Any agreements between the School and service providers will state that records dealt with or created while delivering a video surveillance system are under the School's control and are subject to this Policy. If a service provider fails to abide by this Policy, it will be considered a material breach of contract and dealt with accordingly.

- Individuals who deliberately breach this Policy may be subject to discipline.
- The School will notify parents, staff, and students of the existence/augmentation of the video surveillance system. Such notice will include publication in the Student Handbook, as well as appropriate signage posted at all major entrances into the school building.
- Requests by parents and/or students to view a video recording must be in writing to the principal. The principal's decision to honor or deny the request is not appealable.

### **Covert Surveillance**

Signage will be placed prominently along the perimeter of the surveillance area, as well as at major school entrances, indicating that video surveillance is in use. Any exception to this, such as specific investigation into criminal conduct, must be authorized by the principal. It must be demonstrated that covert surveillance is necessary to promote the safety and security of the school community and the need for such surveillance outweighs the privacy interest of the person likely to be observed. Covert surveillance should only occur for limited period(s) of time.

APPENDIX A

**Notice of Procedural Safeguards**

**Dear Parents:**

You are receiving this Notice of Procedural Safeguards (Notice) because your son or daughter (student) has been referred for an evaluation or is currently receiving special education services. If your student is eligible for special education, the school district must provide a free appropriate public education commonly referred to by the acronym FAPE. In order to provide a FAPE the school district must work in partnership with you. You will be a member of the IEP team that will consider your student’s unique needs and develop an individualized education program or IEP, for your student.<sup>1</sup> The IEP must provide instruction that is tailored to your student’s unique needs and includes sufficient support services to enable your student to make meaningful educational progress and to assist your student in acquisition of knowledge and skills, including those necessary for social and emotional development according to appropriate chronological and developmental expectations. Any special education services identified for your student must be provided at public expense with no cost to you. All students in the Commonwealth’s public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks. Massachusetts also provides an individual right to FAPE for its resident students with disabilities who attend private schools at private expense, and who seek public special education services.

Both State and federal laws contain rules that school districts must follow when deciding if a student is eligible for special education and, if so, what services the student will receive. These laws also provide detailed procedures for ensuring that the student receives a FAPE during the entire time he or she is eligible for special education. Special education is a highly complex and regulated area of education law. The detail in the law is intended to protect your student and to help ensure that he or she receives appropriate educational services. You can get additional help in understanding the special education process from your school guidance office, the Massachusetts Department of Elementary and Secondary Education (ESE), organizations for parents of students with disabilities, and private special education organizations. Information from these sources will help you work in partnership with your school district to make sure that your student receives appropriate educational services. The ESE publishes extensive information for parents and school districts on its internet Websites. A Table of the ESE Websites is included at the end of this Notice.

This Notice provides you with important information on your right to be involved in planning your student’s special education. Procedural safeguards are the specific rules that make sure that you know what the school district is proposing to do (“receive notice”), agree with the school district’s plan (“give parental consent”) and have a range of opportunities for resolving disagreements with the school district (“due process”). Procedural Safeguards in the law also provide additional protections outlined in this document.

We hope this Notice will be of assistance to you as you take an active role in your student’s educational experience.

This document, the Parent’s Notice of Procedural Safeguards, answers the following questions:

1. What is “prior written notice” and when do you receive it? . . . . .	Page 2
2. What is “parental consent” and when must the school district ask for your consent? . . . . .	Page 3
3. Is the school district required to evaluate upon request by a parent? . . . . .	Page 5
Page 5	
4. What is an “independent educational evaluation”? . . . . .	Page 5
5. When can you see your student’s student records? . . . . .	Page 6

<sup>1</sup> See the IEP Process Guide for information on how a student’s IEP is developed and implemented.  
PNPS 2009 (updated 8/2013)

6. How can parents and schools resolve disputes? .....	Page 6
7. What are your responsibilities if you place your student in a private school? .....	Page 10
Page 11	
8. What must be done to plan for your student's transition from school? .....	Page 11
9. How may a school discipline a student with a disability? .....	Page 11
10. Where can the laws and regulations and other useful information be found? .....	Page 13

You will receive this Notice at least once each year if your student is identified as eligible for special education. You can also request a copy from your school district at any time or from the ESE. This document is available on the ESE Web site at <http://www.doe.mass.edu/sped/prb>.

**1. WHAT IS PRIOR WRITTEN NOTICE AND WHEN DO YOU RECEIVE IT?**

**34 CFR §300.503**

The school district must provide you with a written notice when it proposes, or refuses, to take steps to identify your student, to evaluate your student, to provide special services to your student, or to change your student's program. Federal regulations call this a "prior written notice." The written notice must:

- Describe **what** the school district proposes or refuses to do;
- Explain **why** the school district is proposing or refusing to take the action;
- Describe **how** the school district decided to propose or refuse to take the action, including telling you about each evaluation procedure, assessment, record, or report that your school district used to make its decision; and
- Describe any other options that your student's individualized education program (IEP) Team considered and the reasons why those options were rejected.

School districts will provide this information to you using forms developed by the ESE and available on the ESE Web site or their own forms containing the same information.

You will receive prior written notice when the school district: proposes to conduct an initial evaluation or reevaluation; proposes a new or amended IEP; proposes a change in placement, including a proposed change in placement for disciplinary reasons; or proposes to end special education services.

You will also receive a notice if the school district makes a finding of no eligibility for special education services or refuses a request you have made related to evaluations or provision of special education to your student. Notices from the school district must be provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so. If your native language or other mode of communication is not a written language, your school district must ensure that the school's notice is translated for you orally or by other means (e.g., by sign language), and that you understand the content of the notice.

The school district will also give you written notice and request your consent – or written permission before the school district asks to use public health insurance (MassHealth or Medicaid), to pay for a student's special education services for the first time.

When you are given prior written notice, you will also be given a copy of this Notice of Procedural Safeguards, or if you have already received this Notice during the current school year, you will be told how you can obtain another copy. You will also be given information about whom you can contact for help in understanding federal and state special education laws

**2. WHAT IS PARENTAL CONSENT?  
34 CFR §300.9 AND 603 CMR 28.07  
(1)**

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The school district may not give your student a special test or special service unless you agree and give your written “parental consent.” The school district must contact you and clearly explain what it is proposing to do for your student. The school district will then ask you to sign your name on the consent form to show that you agree to the school’s proposal. This is giving “parental consent.”

Giving your consent is voluntary. You may take back, or revoke, your consent at any time. If you wish to revoke consent you must do so in writing. The withdrawal of consent will only apply to future action by the school district not to something that has already happened. Your school district may not use your refusal to consent to one service or activity as a reason to deny you or your student any other service, benefit, or activity.

Your consent is not required before your school district may review existing data as part of your student’s evaluation or reevaluation, give your student a test or other evaluation that is given to all students without consent such as the MCAS or classroom tests that are part of the general education program, or share information with federal or state educational officials.

**2.1 WHEN WILL A SCHOOL DISTRICT ASK FOR YOUR CONSENT? 34 CFR §300.300, 300.154 AND 603 CMR 28.07(1)**

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A school district will ask for your parental consent in the following circumstances:

**To authorize the initial evaluation to determine if the student is eligible for special education**

The school district cannot conduct an initial evaluation of your student to determine whether your student is eligible to receive special education and/or related services without first obtaining your consent. If your student is referred for an evaluation, the school district must ask for your consent to the evaluation within five school days.

**To approve initial services**

If, after the initial evaluation has been completed, the Individualized Education Program (IEP) Team has decided that your student is eligible for special education, the IEP Team will propose special education and related services and a placement for your student. You are a member of the IEP Team and must give your consent before your school district can provide special education and related services to your student for the first time. If you do not consent, the school district cannot provide special education and related services to your student. You can accept or reject the whole proposal or part of it. The IEP or any part that you accept must begin as soon as you accept it.

**To make a change in services, placement or reevaluation**

Once you have agreed to an IEP for your student, the school district must obtain your consent before the school district may change the services or the placement of your student, or conduct a reevaluation.<sup>2</sup> If you refuse to give your consent, you have an obligation to engage with the district in active discussion to resolve your disagreement. If you have given consent to services in the past and now want to revoke consent and withdraw your student from services, you must do so in writing. The school district may not request a hearing at the Bureau of Special Education Appeals (BSEA) to obtain authority to provide educational services or to reevaluate your student without your consent.

**To access public health insurance (MassHealth or Medicaid) benefits for the first time**

The school district is allowed to use public health insurance (MassHealth or Medicaid) to pay for some special education services included in a student’s IEP for students covered by public health insurance. Before the school district accesses MassHealth for the first time, the school district must give you written notice that it is going to seek this reimbursement, and get your voluntary consent in writing for it. the notice will tell you that special education services are always provided at no cost to you or your family; will make clear that your consent will not lead to any

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<sup>2</sup> You also have the right to observe your student in his or her current program and observe a proposed program prior to your student’s placement. For further information see the ESE document “Observation of Education Programs by Parents”.

changes in your child's MassHealth benefits or eligibility; will describe what information about your student will be shared in order to access MassHealth; remind you that your consent can be withdrawn at any time; and make clear that there will be no changes to your student's special education services or program if you withdraw or do not provide consent. If you move or your student becomes enrolled in another district, then the new school district will ask you to provide consent again.

### **To excuse members of the IEP Team from attending a Team meeting**

Members of the IEP Team may be excused from attending a Team meeting if you agree in writing in advance of the meeting. If the Team will be discussing the excused Team member's area, then the excused member must provide his or her input in writing before the Team meeting. If you do not agree to excuse the Team member he or she must attend the IEP Team meeting.

## **2.2 WHEN WILL THE STUDENT BE ASKED FOR CONSENT?**

**34 CFR §300.520 AND 603 CMR 28.07**

(5)

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Under Massachusetts' law a student has reached adulthood upon his or her eighteenth (18<sup>th</sup>) birthday. When a student turns age 18, therefore, all of the decision-making rights that you have as a parent transfer to your adult student, unless a court has appointed a legal guardian for your student or your student indicates in writing that he or she wants to share decision-making with you or wants you to continue to have authority to make decisions about his or her educational program. The school district must discuss with you and your student the impact of this transfer of rights at least a year before the student's eighteenth birthday. As the parent of an adult student with a disability, you will continue to receive all the required notices from the school, and you will continue to be able to inspect your student's educational records, even if your student makes his or her own educational decisions.

## **2.3 WHEN WILL A SPECIAL EDUCATION SURROGATE PARENT GIVE CONSENT? 34 CFR §300.519 (g) AND 603 CMR 28.07 (7)**

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If a student is in the custody of the Department of Children and Families, or the student's parents or guardian cannot be identified or located or have had their parental rights terminated, the ESE has a responsibility to ensure there is an adult with no conflicting interests to make special education decisions on behalf of the student. This person is called a special education surrogate parent. The ESE determines if it is necessary to appoint a special education surrogate parent for the student. If appointed, a special education surrogate parent has the same rights and responsibilities as a parent in special educational matters for the student.

## **2.4 HOW DO I WITHDRAW CONSENT? 300.9**

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**34 CFR §300.300(b)(4) AND**

If you have given consent to special education and related services and now wish to revoke your consent, you must do so in writing. You may withdraw your consent to all special education and related services, to a specific service or to placement or to the district's use of MassHealth or Medicaid benefits for your student. Once the school district receives your letter, the district will send you a notice stating the change, if any, in educational placement and services that result from your revocation of consent. Once you withdraw your consent to all special education and related services, the school district is no longer required to make FAPE available or to have an IEP meeting or develop an IEP for your student. School districts are not required to amend your student's record to remove references to special education services as a result of your revocation of consent.

A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Parents who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Special words need not be used in making a referral for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. (A school district will rarely have occasion to refuse to conduct an initial evaluation and may do so only if the parent or other individual making the referral has no suspicion of disability or is not concerned about the student's development).

Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation as described above, on the basis of a pre-referral program or in order to try other instructional support activities or for any other reason. Additionally, the law provides for periodic reevaluations to ensure that the student is benefiting from and continues to require special education. The parent's consent will always be required prior to these reevaluations.

**4. WHAT IS AN INDEPENDENT  
EDUCATIONAL EVALUATION?  
34 CFR §300.502 AND 603 CMR  
28.04(5)**

An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your student.

You have the right to request an IEE of your student at public expense if you disagree with the school district's evaluation. If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the state requirements that apply to IEEs.

**4.1 WHEN IS AN INDEPENDENT EDUCATIONAL EVALUATION CONDUCTED AT PUBLIC EXPENSE?**

In Massachusetts, under state law, you will receive an IEE at full or shared public expense if you meet income eligibility requirements. Students who are eligible for free or reduced cost meals are entitled to an IEE at public expense. Other students are eligible for a shared cost IEE according to a sliding fee scale. Sharing your financial information with the school district is completely voluntary on your part. If you choose to share such information, the school district must immediately notify you in writing whether or not you are eligible for full or partial funding of an IEE and proceed to fund the IEE based on eligibility. Your right to a publicly funded IEE through income eligibility will extend for 16 months from the date of the school district's evaluation with which you disagree.

If you do not meet income eligibility requirements or choose not to disclose financial information, the district must consider your request for a publicly funded IEE under federal law. Within 5 days, the district may either agree to provide an IEE at public expense or request a hearing at the Bureau of Special Education Appeals (BSEA) to demonstrate that the evaluation conducted by the district was comprehensive and appropriate. More details regarding IEEs are available in the ESE Administrative Advisories 2004-1 and 2001-3 available from your local school district and on the ESE Web site <http://www.doe.mass.edu/sped/advisories/?section=admin>.

You are entitled to only one IEE of your student at public expense each time your school district conducts an evaluation. You may have independent evaluations conducted at your own expense at any time.

## **4.2 THE RESULTS OF IEEs MUST BE CONSIDERED WITHIN 10 DAYS BY THE SCHOOL DISTRICT**

If you obtain an IEE of your student at public expense or you share with the school district an evaluation of your student that you obtained at private expense, your school district must convene a Team meeting within ten school working days after receiving the evaluation information. The Team will consider the evaluation results and determine what, if any, changes should be made to your student's IEP.

## **5. WHEN CAN YOU SEE YOUR STUDENT'S STUDENT RECORDS? 34 CFR 300.611 AND 603 CMR 23.00**

The student record consists of your student's transcript and temporary school record and includes health records, tests, evaluations, discipline records and other records pertaining to your student's special education eligibility or program.<sup>3</sup> Personally identifiable information about your student is confidential and may not be disclosed to anyone other than teachers and educational officials without your consent.

You and your student (if your student is 14 or older) have a right to look at any and all of the student's records within 10 days of your request and before any IEP meeting or due process hearing.<sup>4</sup> You may also have copies of the information upon request for a reasonable charge limited to the cost of reproduction. You may not be charged for costs associated with the search for and retrieval of your student's records.

In addition, you can meet with professionally qualified school personnel to have the records explained. You may also have your representative (advocate, consultant, or attorney) inspect, review, and interpret your student's record if you give your specific, written informed consent. All of the rights associated with the student record are contained in the Massachusetts Student Record Regulations 603 CMR 23.00. Those regulations can be found at <http://www.doe.mass.edu/lawsregs/603cmr23.html> or by requesting a copy of the regulations from the school district or ESE.

Generally only the parent, eligible student, authorized school personnel, and state and federal education officials are allowed to see the student record without the specific, informed, written consent of the parent or adult student. The school district may be required to provide some information to state and federal officials as the result of a court order or in response to a health and safety or law enforcement issue. Helpful information about these and other student records issues can be found at <http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html>.

## **6. HOW CAN PARENTS AND SCHOOLS RESOLVE DISPUTES? 34 CFR 300.151, 300.506 – 300.518 AND 603 CMR 28.08**

State and federal special education laws provide many opportunities for parents to be involved in educational planning for their student who has a disability. If parents and school districts disagree about changes relating to the identification, evaluation, or educational placement of a student with a disability, or the FAPE services provided to a student with a disability, the laws provide a menu of ways to resolve the disagreement. Your student shall remain in his or her current education program and placement during any dispute regarding placement or services, unless you and the school district agree otherwise or your student's placement is changed as a result of discipline.

Following are alternatives ways that you and your school district can resolve disagreements.

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<sup>3</sup> If a student's parents revoke their consent for special education services after such services have been initially provided, school districts are not required to amend the student's records to remove references to special education services.

<sup>4</sup> The school district can only limit access to the student record if it has received a legal document such as a restraining order or a divorce or custody decree that restricts access to information about the student's.

## **6.1 BRING THE DISPUTE TO THE ATTENTION OF LOCAL PUBLIC SCHOOL OFFICIALS**

As a first step to resolve your dispute, you may contact your school Principal, the Administrator of Special Education or your superintendent to ask for help. It is a good practice to write a letter explaining the situation about which you are concerned.

## **6.2 USE THE ESE PROBLEM RESOLUTION SYSTEM**

If you feel that you need help from outside of your school district, you may contact the ESE, Office of Program Quality Assurance Services (PQA) at 781-338-3700 to use the state “Problem Resolution System” described at <http://www.doe.mass.edu/pqa/prs/>. You can file a complaint with PQA about any violation of state or federal education law or obtain help from PQA staff to resolve the problem informally. If you want a formal investigation by PQA, you will have to submit your complaint in writing. PQA staff will assist you in preparing and submitting the complaint. Your written complaint should include: a statement of your concerns, your attempts to resolve your concerns, the actions by the school you believe would resolve your concerns and your signature and contact information. If your complaint is about a specific student, you should provide the student’s name and residential address and the name of the school. The issues that you are complaining about, however, must have occurred no more than one year before PQA receives your complaint. If you choose to file a formal complaint with the PQA Problem Resolution System, you must also send a copy of your written complaint to the school district that is the subject of the complaint. PQA will resolve your complaint within 60 days and send you a copy of the findings and decision.

Filing a formal complaint with PQA will not prevent you from using other methods, such as conversations with your local school district, mediation, or a due process hearing at the Bureau of Special Education Appeals (discussed below) to resolve your complaint.<sup>5</sup> If you request a due process hearing, however, a complaint that you file through the problem resolution system will be set aside until the due process hearing is completed.

## **6.3 ASK FOR A NEUTRAL MEDIATOR TO BE APPOINTED.**

Mediation<sup>6</sup> is a service provided by a neutral individual who is trained in special education law and in methods of negotiation. Mediation can be scheduled whenever the parents and schools have a disagreement about special education matters, even if a complaint was made through the PQA Problem Resolution System. The mediator helps the parent and school district talk about their disagreement and reach a settlement that both sides can accept. Discussions during mediations are confidential and nothing that is said by either party can be used later if the dispute becomes the subject of a formal hearing or court proceeding. Once an agreement is reached, it will be put in writing, both sides will sign it, and it may be enforced by a court.

Mediation can be set up by contacting the BSEA at 617-626-7291. The mediator will schedule a meeting with you and the school district within 30 days of the request for mediation. Meetings will be held at a convenient time and place. Participation is voluntary, therefore both the school district and the parents must agree to participate in mediation. There is no fee for the service.

Additional information about how mediation works is available from the BSEA 781-338- 6400 and can be found in their publications “Frequently Asked Questions about Mediation”<sup>7</sup> and the “Explanation of Mediation.”<sup>8</sup>

## **6.4 REQUEST A DUE PROCESS HEARING AND PARTICIPATE IN A RESOLUTION MEETING**

If you and the school district have been unable to work out your disagreement, then you are entitled to have a neutral and impartial hearing officer listen to both sides of the dispute, hear testimony, examine evidence, and make a decision. This hearing is convened by the BSEA and is called a due process hearing. The BSEA hearing

<sup>5</sup>

For a comparison of how the problem resolution system resolves a complaint with how a complaint is resolved through a due process hearing see: <http://www.doe.mass.edu/sped/docs.html>

<sup>6</sup> A description of the mediation process can be found on the ESE Web site at

<http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/>.

<sup>7</sup> <http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/mediation-fags.html>

<sup>8</sup> <http://www.mass.gov/anf/docs/dala/bsea/mediation-brochure-2012.doc>

officer is trained in special education law and must not have any personal or professional connection to you or anyone else who is involved in the disagreement.

The due process hearing will consider disputes about eligibility; evaluation; IEPs; educational placement decisions, including those resulting from discipline; FAPE; provision of special education; or procedural protections of state and federal law for students with disabilities. You must file for a hearing within two years of when you knew, or should have known<sup>9</sup> about the events that form the basis for your complaint. This time period can be extended if you can show that you were prevented from filing for a hearing because the school district misrepresented that it had resolved the issue in your complaint or if the district withheld certain required information from you.

Either you or your school district can file a written due process hearing request<sup>10</sup> with the other party and send a copy to the BSEA to obtain a due process hearing. The BSEA has developed a hearing request form<sup>11</sup> that you may use, or you can write your own letter instead of using the form, but you must be sure to include your student's name and residential address (or contact information if the student is homeless); the name of your student's school; a description of the problem you are concerned about, including specific facts relating to the problem; and a proposed solution to the problem. Note that the hearing will be limited to the issues that are identified in the complaint.

You must send your due process hearing request to the school district (or other party to the complaint) and a copy to the BSEA. If the due process complaint does not provide enough information, the opposing party may challenge its *sufficiency* within 15 days. The BSEA will decide whether the complaint is sufficient within 5 days of the challenge. Additional information may be added to the complaint if the opposing party agrees or if the hearing officer gives permission. If additional issues are added to the complaint at a later time, however, the hearing timetable begins all over again.

If there is no challenge to the sufficiency of the complaint, then the hearing process continues. If the school district has not already sent a prior written notice to you about the issue that you are complaining about, then within 10 calendar days of receiving your due process hearing request, the school district must send you a written response to the complaint.

**Note:** If *the school district* has filed the due process hearing request, *the parent must respond* within 10 calendar days of receiving the hearing request, and specifically address the issues that the school district raised.

After you file a due process hearing request, the school district has 30 days to work with you to resolve the disagreement before the due process hearing may occur.<sup>12</sup>

The school district is required to set up a resolution meeting within 15 calendar days of receiving your due process complaint.<sup>13</sup> The school district will determine with you which members of the IEP Team must attend the meeting. Someone from the school district who can make decisions about your student's program must attend the meeting. The school district's lawyer *may not* attend unless you have a lawyer who is attending the meeting.

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<sup>9</sup> The phrase "or should have known" reminds you that you have a responsibility to be aware of your student's program.

<sup>10</sup> Information on the due process hearing request can be found at:

<http://www.mass.gov/and/hearings-and-appeals/bureau-of-special-education-appeals-bsea/due-process-hearings/>

<sup>11</sup> <http://www.mass.gov/anf/docs/dala/bsea/hearing.doc>

<sup>12</sup> If you and the school district agree to mediation, you may agree to continue the mediation after the 30 day period.

<sup>13</sup> No resolution session is required if the school district has requested the due process hearing.

You must participate in the resolution meeting unless you *and* the school district agree, in writing, not to have the meeting or if you and the school district decide to use the mediation process. If the school district cannot get you to participate in the resolution meeting, it can ask the hearing officer to dismiss your complaint.

If you are willing to meet, but the school district refuses or delays the resolution meeting more than 15 days after receiving notice of your hearing request, then you can ask the hearing officer to proceed with the hearing process. If you meet, but the school district has not resolved the due process complaint to your satisfaction within 30 days of your filing the complaint, then the due process hearing may go forward.

The resolution process ends when one of the following events occurs:

- When you and the school district agree, in writing, to end the resolution period;
  - At the end of the 30 day resolution period;
  - At the end of mediation; or
  - When you and an official of the school district sign a document that spells out your agreement that resolves your dispute. This is a “settlement agreement” and can be enforced by a state or federal court. Note that if you and the school district enter into an agreement as a result of a resolution meeting, either you or the school district may void the agreement within 3 business days of the time that both you and the school district signed the agreement.
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- 6.5 PRESENT YOUR EVIDENCE TO AN IMPARTIAL HEARING OFFICER DURING A DUE PROCESS HEARING

When you file a due process complaint, the BSEA will set a hearing date, assign a hearing officer, and send you detailed information about the hearing process and a list of free or low-cost attorneys and advocates whom you may contact for help.

During the due process hearing you and the school district will each present evidence and provide the testimony of witnesses to an impartial hearing officer from the BSEA. At any due process hearing, including a hearing relating to disciplinary procedures, you may:

- be accompanied, advised and represented by a lawyer and/or advocate;
- have your student present at the hearing;
- have the hearing open to the public;
- present evidence such as documents and reports;
- request, or require through subpoena, witnesses to come to the hearing and answer questions;
- see any evidence that is to be used at the hearing at least five business days ahead of time and ask the hearing officer to keep out any evidence that you have not seen; and
- obtain a written or, at your option, electronic, word-for-word record of the hearing findings of fact and decision at no cost to you. To obtain a written record of the hearing, you must make your request in writing.

Additional information about due process hearings can be obtained from the BSEA at 617-626-7250 and from the BSEA Web site: <http://www.mass.gov/dala/bsea>.

Hearings are conducted according to the Massachusetts Administrative Procedure Act<sup>14</sup> and the BSEA Hearing Rules.<sup>15</sup> The hearing officer must issue a final decision within 45 days of the end of the resolution period described above unless the hearing officer has granted extensions of time at the request of either party. The hearing officer will send a copy of the decision to you and to the school district. Both the parents and the school district must abide by the decision of the hearing officer.

A hearing officer's decision on whether your student is being offered a FAPE must be based on a finding that your student's special education rights were violated or a determination that the school district failed to fulfill its other obligations to your student under the special education laws and regulations. If you have complained about a violation of the special education procedures (such as failure to hold a proper team meeting, poor record keeping, or failure to follow timelines) a hearing officer may find that your student did not receive FAPE *only if* the failure to follow the procedures:

- Interfered with your student's right to a FAPE;
- Significantly interfered with your ability to be involved in decisions about your student's education; or
- Deprived your student of an educational benefit.

The decision of the hearing officer is a final agency decision and cannot be reconsidered by the BSEA or changed by the ESE. Hearing decisions are public<sup>16</sup> and are available on the BSEA Web site at <http://www.doe.mass.edu/bsea/decisions.html>.

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<sup>14</sup> M.G.L. c.30A

<sup>15</sup> <http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc>

<sup>16</sup> Hearing decisions are published after redacting information that would allow the student to be readily identified.

## **6.6 APPEAL A HEARING DECISION TO A STATE OR FEDERAL COURT**

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If either the parent or the school district disagrees with the decision of the hearing officer, they can seek review of that decision in state or federal court. Any such request for review must be filed within 90 days of the decision.

## **6.7 ATTORNEYS' FEES**

**34 CFR §300.517**

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Each party is responsible for paying its own attorney's fees unless the court decides otherwise. If you obtain a favorable result in a written hearing decision or court proceeding, the court <sup>17</sup> may decide that the school district should pay your reasonable attorneys' fees. Note, however, that you will not be able to obtain these fees for the time spent litigating your case after the district made a settlement offer if

- the district made a written offer of settlement 10 or more days before the hearing,
- you did not accept the offer within 10 days, and
- the outcome of the hearing was no better than the settlement offer.

If the school district obtains a favorable decision, a court could order your attorney to pay the school district's legal expenses if the court finds that your attorney filed a complaint or continued to litigate after learning that the complaint had no basis in fact, was unreasonable, was frivolous, or was pursued for an improper purpose. A court may also order you or your attorney to pay legal expenses if your request for a due process hearing or subsequent cause of action was presented for an improper purpose, such as to harass, to cause unnecessary delay or to needlessly increase the cost of litigation.

## **7. WHAT ARE YOUR RESPONSIBILITIES IF YOU PLACE YOUR STUDENT IN A PRIVATE SCHOOL AND YOU BELIEVE YOUR SCHOOL DISTRICT SHOULD REIMBURSE YOU FOR THE TUITION?**

**34 CFR §300.148**

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There are some occasions when a parent believes that the public school is not providing a FAPE to the student and the parent decides to place the student in a private school. A parent may enroll his or her student in private school at private expense at any time. If, however, the parent believes that the public school should be responsible for the costs of the student's education in the private school, the parent must tell the school district of objections to the student's IEP and program, reject the IEP, inform the school district of his or her intent to remove the student and enroll the student in a private school, and request a hearing by the BSEA. A parent must inform the school district before removing the student from the public school either orally at the last Team meeting before the removal or in writing at least 10 business days before removing the student from school.

The school district is not required to pay for a student to attend a private school if the school district has made a FAPE available to the student. Disagreements between parents and the school district about whether the student's program provides a FAPE and requests for financial reimbursement for the cost of a private program may be resolved through due process procedures discussed earlier in this document. The hearing officer will determine whether the school district made a FAPE available to your student. If the hearing officer finds that the school district did *not* provide your student with a FAPE, that you followed the above steps, and that the private school placement was appropriate, the hearing officer, after considering all of the circumstances surrounding the removal of the student, may require the school district to reimburse you for all or part of the cost of the private school placement.

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<sup>17</sup> A BSEA Hearing Officer may not award attorney's fees.

## **8. WHAT MUST BE DONE TO PLAN FOR YOUR STUDENT'S TRANSITION FROM HIGH SCHOOL? 34 CFR §300.43**

Planning for your student's transition from school to post school opportunities will facilitate your student's ability to successfully participate in activities such as post-secondary education, work, and community and adult life. Planning for transition must be based on your student's strengths, preferences, interests, and needs, must begin when your student is 14, and must be discussed each year at a Team meeting. The school district must discuss your student's transition needs with you and your student<sup>18</sup> and must consider the goals for your student after he or she completes school by graduating with a regular high school diploma or reaching the age of 22. School districts must use the Transition Planning Form<sup>19</sup> to record the results of this annual discussion. The student's IEP must include measurable post-secondary transition goals, objectives and services based upon an appropriate assessment of his or her disability and transition needs.

Graduation with a regular high school diploma is a change of placement and ends the student's eligibility for special education. The school district must inform you if and when the district expects your student to graduate with a regular high school diploma. This discussion should take place during the Team meeting no less than 1 year in advance of the student's graduation.

## **9. HOW MAY A SCHOOL DISCIPLINE A STUDENT WITH A DISABILITY? 34 CFR §300.530**

Public schools must have procedures and standards in place to assure a safe learning environment for students. Schools are expected, and high schools are required, to publish their rules of conduct so that students know how they are expected to behave. If a student misbehaves and violates the school code of conduct, the school may discipline the student. Discipline must be fair and even-handed.

In general, any student may be suspended or removed from school for disciplinary reasons for a short time, which is no more than 10 days. Before any removal or suspension the student must be told what he or she is accused of having done and must be given a chance to tell his or her side of the story. During a short disciplinary removal, the school is not required to provide instruction to a disabled student unless it does so for non-disabled students. Once a student with a disability has been removed from the school placement for more than 10 cumulative days during the school year the student must receive educational services that will allow the student to continue to participate in the general education curriculum and to progress toward the goals set out in his or her IEP. School officials must consult with at least one of the student's teachers to determine what services are necessary. These services must begin on the 11<sup>th</sup> school day of a student's disciplinary removal during the school year and continue during the disciplinary removal.

Schools must follow special disciplinary rules for students with disabilities who have been found eligible for special education.<sup>20</sup> A chart depicting the operation of these disciplinary rules can be found on the ESE Web site.<sup>21</sup> These special disciplinary rules apply as soon as a student is removed from his or her current education placement<sup>22</sup> for more than 10 days in a row, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year and there is a pattern of removal for comparable behaviors. The school must notify you as soon as the decision is made to remove your student from his or her education placement for more than 10 days and provide you with a copy of this Notice.

The student's IEP Team must meet within 10 days of the school's decision to impose the discipline. At this meeting, called a "*manifestation determination*," you and other members of the IEP Team will determine if the misbehavior was caused by or had a direct relationship to the student's disability, or was the direct result of the school's failure to provide the services

<sup>18</sup> The student should be invited to attend the Team meeting to discuss postsecondary goals and transition.

<sup>19</sup> <http://www.doe.mass.edu/sped/28MR/28m9.doc>

<sup>20</sup> The special education disciplinary rules also apply to some students who have not yet been found eligible for special education. If, prior to the conduct in question, the parent has put his or her concern that the student's has a possible disability in writing to supervisory or administrative personnel or the student's teacher; if the teacher or other staff has expressed concerns about the student's pattern of behavior directly to the director of special education or other supervisory personnel, or if the student has been referred for an evaluation that has not yet been completed these special rules apply. The special education disciplinary rules *do not* apply if the parent has refused to consent to the evaluation, if the student has previously been found to be not eligible for special education, or if the parent has revoked consent to special education and related services..

<sup>21</sup> [http://www.doe.mass.edu/sped/IDEA2004/spr\\_meetings/disc\\_chart.doc](http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc)

<sup>22</sup> Placement is determined by the IEP Team and is the location where IEP services are provided.

required by the student's IEP. In making the manifestation determination, you and other members of the IEP team must consider relevant information from your student's file, including your student's IEP, your and the teachers' observations of your student's behavior, and any relevant information you provide.

If the team determines that the student's behavior *was not* caused by or directly related to the student's disability or the failure to properly implement the IEP, then a student with a disability can be disciplined in the same manner and for the same length of time as other students are disciplined for the same offense. The IEP Team, however, must determine the interim alternative educational setting (IAES) where the student will be placed and the educational services that will be provided. An IAES is a setting other than the student's current placement that enables the student to continue to receive educational services according to his or her IEP. School personnel may consider the student's unique circumstances in determining whether a change in placement is appropriate for a student with a disability.

If the Team determines that the student's behavior *was* caused by or directly related to the student's disability or the failure to properly implement the IEP, then the student must be returned to the last approved IEP placement unless you and the IEP Team decide on a different placement. The student must also be provided a functional behavioral assessment. A functional behavioral assessment or FBA is a comprehensive assessment of behavior that provides the IEP Team with information about the student's behavior and identifies behavioral intervention services and program modifications that are designed to address the behavioral violation so it does not recur. If the student has already had a functional behavioral assessment and has a behavioral intervention plan, then the IEP Team should determine if any changes should be made to the behavioral intervention plan. If the behavior was caused by the failure to properly implement the IEP, the school must take immediate steps to remedy the deficiencies.

Note that if your student possessed or used a weapon or drugs, or caused serious bodily injury to another person on school property or at a school event your student may be placed by the principal in an IAES for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The IEP Team will determine the IAES and the appropriate educational services that will be provided to the student while he or she is in the IAES.

## **9.1 APPEAL OF A DISCIPLINARY DECISION**

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If a parent disagrees with any decision regarding placement of his or her student under the disciplinary provisions or disagrees with the manifestation determination, or if the school district believes that maintaining the current placement of the student is substantially likely to result in an injury to the student or to others, either the parent or the school district may appeal the decision by requesting a hearing with the BSEA, as described earlier in this document.

The BSEA will convene a hearing on a disciplinary placement or manifestation determination on an expedited schedule.<sup>23</sup> During the appeal of a disciplinary placement or manifestation determination, the student must remain in the IAES until the hearing officer makes a decision or the disciplinary period is completed, unless the parent and the school district agree to a different placement.

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<sup>23</sup> See BSEA Hearing Rule II.C. Expedited Hearing. <http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc.p.6>.

## 10. WHERE CAN THE LAWS AND REGULATIONS AND OTHER USEFUL INFORMATION BE FOUND?

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### 10.1 LAWS AND REGULATIONS

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You can find the full text of the state Special Education law in Massachusetts General Law Chapter 71B. The state law is popularly known as “Chapter 766.” The state special education regulations are found in the Code of Massachusetts Regulations (CMR) at 603 CMR 28.00. The law and the regulations and other helpful resources are on the ESE Web site.<sup>24</sup>

The federal special education law is the Individuals with Disabilities Education Act, known as “IDEA.” The federal statute is located in the United States Code at 20 U.S.C. § 1400. The implementing regulations for IDEA may be found in the Code of Federal Regulations (CFR) at Chapter 34, Section 300. A copy of the federal statute and regulations and explanatory information can be found on the U.S. Department of Education Web site at <http://idea.ed.gov/>.

### 10.2 INDIVIDUALIZED EDUCATION PROGRAM PROCESS GUIDE AND FORMS

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A general overview of how the special education process works (taken from the IEP guide prepared by the USDOE) can be found at <http://www.doe.mass.edu/sped/iep>.

For the ESE explanation of how an IEP is developed, consult the IEP Process Guide and the standard IEP forms available on the ESE Web site: <http://www.doe.mass.edu/sped/iep>.

### 10.3 TABLE OF ABBREVIATIONS

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Many common special educational phrases are abbreviated by acronyms composed of the initial letters of the phrase. For your convenience the acronyms and phrases used in this document are listed below:

BSEA:	Bureau of Special Education Appeals
CFR:	Code of Federal Regulations
CMR:	Code of Massachusetts Regulations
ESE:	Massachusetts Department of Elementary and Secondary Education
FAPE:	Free Appropriate Public Education
FBA:	Functional Behavioral Assessment
IAES:	Interim Alternative Educational Setting
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation
IEP:	Individualized Education Program
PQA:	Program Quality Assurance Services

### 10.4 TABLE OF WEB SITES

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The ESE publishes extensive information for parents and school districts on its internet Websites. These Websites include pertinent laws, agency policies and useful documents that explain the special education process.

Autism Spectrum Disorder:

[http://www.doe.mass.edu/sped/advisories/07\\_1ta.html](http://www.doe.mass.edu/sped/advisories/07_1ta.html)

Bureau of Special Education Appeals

<http://www.doe.mass.edu/bsea/decisions.html>

<http://www.mass.gov/anf/docs/dala/bsea/hearing-rules.doc>

<http://www.mass.gov/anf/docs/dala/bsea/hearing.doc>

<http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/>

<http://www.mass.gov/anf/docs/dala/bsea/mediation-bouchure-2012.doc>

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<sup>24</sup> <http://www.doe.mass.edu/sped/laws.html>

<http://www.mass.gov/anf/hearings-and-appeals/bureau-of-special-education-appeals-bsea/mediation/mediation-fa-gs.html>

<http://www.mass.gov/anf/docs/dala/bsea/>

Discipline:

Consent to Access MassHealth (Medicaid)

[http://www.doe.mass.edu/sped/advisories/13\\_1.html](http://www.doe.mass.edu/sped/advisories/13_1.html)

<http://www.doe.mass.edu/sped/28mr/28m13.pdf> (Mandated Form 28M/13)

Discipline :

[http://www.doe.mass.edu/sped/IDEA2004/spr\\_meetings/disc\\_chart.doc](http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc)

[http://www.doe.mass.edu/sped/IDEA2004/spr\\_meetings/disc\\_chart.doc](http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc)

Individuals with Disabilities Education Act:

<http://idea.ed.gov/>

The Basic Special Education Process under IDEA:

<http://www.doe.mass.edu/sped/iep/process.doc>

Individualized Education Program:

<http://www.doe.mass.edu/sped/iep>

Individual Education Program Process Guide.

<http://www.doe.mass.edu/sped/iep/proguide.pdf>

Independent Educational Evaluation:

<http://www.doe.mass.edu/sped/advisories/?section=admin>

Observation of Education Programs by Parents and Their Designees for Evaluation Purposes:

[http://www.doe.mass.edu/sped/advisories/09\\_2.html](http://www.doe.mass.edu/sped/advisories/09_2.html)

Parent's Notice of Procedural Safeguards:

<http://www.doe.mass.edu/sped/prb>

PQA Problem Resolutions System compared to BSEA Due Process Complaint:

<http://www.doe.mass.edu/sped/complaintchart.doc>

Program Quality Assurance Services Problem Resolution System:

<http://www.doe.mass.edu/pqa/prs>

Special Education Laws and Regulations:

<http://www.doe.mass.edu/sped/laws.html>

Special Education Surrogate Parent:

<http://www.doe.mass.edu/sped/2002/news/1104memo.html>

Special Education Transition Planning Form:

<http://www.doe.mass.edu/sped/28MR/28m9.doc>

Student Records Regulations:

<http://www.doe.mass.edu/lawsregs/603cmr23.html>

Student Records Questions and Answers

+<http://www.doe.mass.edu/lawsregs/advisory/cmr23qanda.html?section>

Transition Planning:

<http://www.doe.mass.edu/sped/cspd/mod4.html#>

## **APPENDIX B**

It is the policy of the East Longmeadow Public Schools, pursuant to the Americans with Disabilities Act (ADA), Section 504, Chapter 622, Title IX, and related Federal and State Statutes, not to discriminate on the basis of race, color, religious creed, national origin, ancestry, gender, gender identity, sexual orientation, disability or handicap.

No person shall, on the basis of race, color, religious creed, national origin, ancestry, gender, gender identity, sexual orientation, disability or handicap be denied equal access or admission to school programs, courses, extracurricular activities or employment opportunities.

It is the policy of the East Longmeadow Public Schools to fully abide by all state and federal statutes and the regulations promulgated thereunder which prohibit discriminatory acts.

Students will not be excluded from school based on marital status or pregnancy.

Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposing discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.

Any student, parent or guardian in the East Longmeadow Public School District who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity on the basis of gender, gender identity, race, color, religion, national origin, or handicap, in violation of this policy, may file a written grievance with the Student Services Supervisor.

**SAMPLE GRIEVANCE FORM**

To be completed by parent(s)/guardian(s) or student age 18 or older. Assistance will be provided upon request to enable an individual to complete this Grievance Form.

Grievance filed by: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_ Phone: \_\_\_\_\_

Parents/Guardians Address: \_\_\_\_\_

Alleged Discriminatory Conduct under:

Section 504/ADA (disability)

Title IV/Title VI (race, color, national origin)

Title IX (sex/gender)

M.G.L. c. 151C (religion)

M.G.L. c. 76, § 5 (sexual orientation)

Physical Restraint Policy (violation of restraint policy)

Alleged Conduct that is NOT discriminatory:

By another student/students

By teacher(s)/other school staff

Please explain your grievance/complaint:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attach additional sheets as necessary, and return completed Grievance Form alleging discriminatory conduct to the District's Titles II, IV, VI, IX, ADA and Section 504 Coordinator. Return your completed Grievance Form alleging a violation of the Physical Restraint Policy or non-discriminatory conduct to your child's building principal.

Signature(s): \_\_\_\_\_



**APPENDIX D**

**Notification Long-Term Suspension/Expulsion Of Regular Education Student\***

To: Superintendent of Schools  
Student Services Supervisor  
Parent(s)/Legal Guardian(s)/Student  
Clerical

From: Principal: \_\_\_\_\_ School: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_ Grade: \_\_\_\_\_

Proposed suspension for \_\_\_\_\_ days from: \_\_\_\_\_ to: \_\_\_\_\_

Proposed expulsion for \_\_\_\_\_ days from: \_\_\_\_\_ to: \_\_\_\_\_

Return to school on \_\_\_\_\_

.....  
**PARENTS:** The purpose of this notice is to inform you of a violation(s) of the Code of Conduct resulting in a suspension/expulsion of your child. The ground(s) for the suspension/expulsion is the violation(s) of the Code of Conduct pages \_\_\_\_\_ section(s) \_\_\_\_\_.

If suspended, your child will be allowed to make up any school work missed as established by the Attendance Policy. Please call the Guidance or The East Longmeadow Public Schools is committed to maintaining an educational environment workplace free of bias and discrimination where individuals of all backgrounds and experiences are welcomed, encouraged, included, and can flourish. We aim to eliminate all forms of bias and bigotry, including discrimination based on race, ethnicity, age, neurodiversity, disability, pregnancy and pregnancy-related conditions, homelessness, military status, sex/gender, gender identity, gender expression, religion, immigrant status, nationality, ancestry, sexual orientation, genetics, family income.

East Longmeadow Public Schools are resolved that prejudice and disparate treatment shall never impede our learners or our educators. East Longmeadow Public Schools will not tolerate discriminatory behavior, including racism, intimidation, threats, or harassment of employees, students, or anyone else who visits or is part of our learning community. Retaliatory conduct toward persons who have reported incidents of bias, discrimination, or inappropriate behavior, who have assisted in an investigation, or who have otherwise exercised their rights under this policy is also prohibited. Conduct in violation of this policy includes any action, including verbal or nonverbal communication, that contributes to, promotes, or is complicit in disrupting the district's inclusive learning and working environment.

Derogatory or intimidating statements, threats, acts of exclusion, or other mistreatment regarding a student's or employee's membership in or association with a member of a protected group, whether made in person or by telephone, postal mail, email, internet posting, or any other means, will not be tolerated.

This policy extends to all employment and educational practices and programs, including:

- recruitment;
- selection and admission;
- compensation and benefits;
- access to learning;
- professional development, training, and extracurricular activities;
- discipline, evaluation and testing;
- reasonable accommodation for disabilities or religious practices;
- promotion;
- transfer;
- termination;
- layoff; and
- other terms and conditions of employment and education.

East Longmeadow Public Schools will vigorously implement and actively enforce this policy to ensure that all of its daily operations are characterized by fairness, respect, and equity. Any violation of this policy will be

viewed as serious misconduct and may result in discipline, up to and including termination of the offending employee or expulsion of the responsible student(s). Retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a report of a violation of this policy, will similarly be viewed as serious misconduct and may result in discipline, up to and including termination or expulsion.

Employees of East Longmeadow Public Schools who become aware of any possible bias-based conduct toward or involving students must report the incident or concern to their school leader, supervisor, and/or the ELPS Title IX Coordinator as soon as practicable, generally within the same school day. The same standard applies to partners or contractors providing services in or under the auspices of East Longmeadow Public Schools.

Reporting incidents of bias:

Contact if you know of unsafe school issues, violence, or bullying.

Bullying Prevention and Intervention Plan

ELPS Safe Schools Reporting Form

Policy on Harassment, Bullying, Discrimination, and Hate Crimes

Bullying Incident Reporting Form

Cyber Bullying Brochure

ELPS Contact Information:

Superintendent's Office

180 Maple Street

East Longmeadow, MA 01028

Gordon Smith

Ph: 413-486-9015

Email: [gordon.smith@eastlongmeadowma.gov](mailto:gordon.smith@eastlongmeadowma.gov)

ELPS Title IX Coordinator: ELPS Director of Student Support Services

413-525-5450, ext. 7950

High School Principal: Frank Paige, [frank.paige@eastlongmeadowma.gov](mailto:frank.paige@eastlongmeadowma.gov)

Birchland Park Principal: Steve Pearson, [steve.pearson@eastlongmeadowma.gov](mailto:steve.pearson@eastlongmeadowma.gov)

Mapleshade Principal: Conor Martin, [conor.martin@eastlongmeadowma.gov](mailto:conor.martin@eastlongmeadowma.gov)

Mountain View Principal: Elaine Santaniello, [elaine.santaniello@eastlongmeadowma.gov](mailto:elaine.santaniello@eastlongmeadowma.gov)

Meadow Brook Principal: Renee Lodi, [renee.lodi@eastlongmeadowma.gov](mailto:renee.lodi@eastlongmeadowma.gov)

Additional Helpful Information:

Office of Civil Rights (OCR)

DESE Problem Resolution System Office

Massachusetts Commission Against Discrimination (MCAD) Complaint of Discrimination

School Office to arrange for making up school work.

If suspended, your child should report directly to administration upon returning to school.

.....

The proposed suspension/expulsion will result in the exclusion of the student for more than ten (10) school days.

In addition to the minimal protections afforded to a student where a short term suspension is imposed, additional due process rights arise under federal and Massachusetts law when a long-term suspension or an expulsion is sought.

Prior to the imposition of a long-term suspension or an expulsion, the principal shall ensure that the parent(s) or legal guardian(s) (or student if he or she is eighteen (18) years or older) receive timely written notice, in the language of the home, by certified and first class mail, postage prepaid, of the following:

- |   |     |    |
|---|-----|----|
| a. intent to hold hearing                               | yes | no |
| b. date/time/place of hearing                           | yes | no |
| c. summary of evidence against the student              | yes | no |
| d. section(s) of the Code of Conduct allegedly violated | yes | no |



**APPENDIX E**

**NOTIFICATION OF LONG-TERM SUSPENSION/SUSPENSION OF MORE THAN TEN (10) CONSECUTIVE SCHOOL DAYS OR EXPULSION OF STUDENT WITH DISABILITIES**

To: Superintendent of Schools  
Director of Student Services  
Parent(s)/Legal Guardian(s)/Student  
Clerical

From: \_\_\_\_\_, Principal of \_\_\_\_\_  
(Name) (Name of School)

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Proposed suspension for \_\_\_\_\_ days from: \_\_\_\_\_ to: \_\_\_\_\_

Proposed expulsion for \_\_\_\_\_ days from: \_\_\_\_\_ to: \_\_\_\_\_

Return to school on \_\_\_\_\_

.....  
PARENTS: The purpose of this notice is to inform you of a violation(s) of the Code of Conduct resulting in a suspension/expulsion of your child. The ground(s) for the suspension/expulsion is the violation(s) of Code of Conduct # \_\_\_\_\_. Serious behavioral problems result in poor learning for your child and often for others. If suspended, your child will be allowed to make up any school work missed as established by the Attendance Policy. Please call the Guidance or School Office to arrange for making up school work. If suspended, your child should report directly to administration upon returning to school.  
.....

The proposed suspension/expulsion will result in the exclusion of the above named student for more than ten (10) consecutive days.

In addition to the minimal protections afforded to a student where a short-term suspension is imposed, **prior** to the imposition of a long-term suspension/expulsion or a suspension resulting in exclusion for more than ten (10) consecutive days, additional rights arise. I attest to the following:

1. I have complied with the written notice requirements as outlined in the Code of Conduct of the East Longmeadow Public Schools, concerning long-term suspensions/expulsions:

- a. intent to hold hearing \_\_\_\_\_yes\_\_\_\_\_no
- b. date/time/place of hearing \_\_\_\_\_yes\_\_\_\_\_no
- c. summary of evidence against the student \_\_\_\_\_yes\_\_\_\_\_no
- d. section(s) of the Code of Conduct allegedly violated \_\_\_\_\_yes\_\_\_\_\_no
- e. list of school's witnesses \_\_\_\_\_yes\_\_\_\_\_no
- f. summary of the procedures/rights \_\_\_\_\_yes\_\_\_\_\_no  
(See Notice Attachment which follows)
- g. right to Alternate Plan \_\_\_\_\_yes\_\_\_\_\_no
- h. right to appeal to superintendent \_\_\_\_\_yes\_\_\_\_\_no

A copy of this notice in the language of the home is attached hereto. \_\_\_\_\_yes\_\_\_\_\_no

2. I have provided immediate notice to the Director of Student Services to schedule a TEAM meeting as the students' infraction might result in a suspension of more than ten consecutive (10) days. A TEAM meeting was scheduled and notice of the TEAM meeting, in the language of the home, was sent to the parent(s)/legal guardian(s) and other TEAM participants (student's service providers, administrative representatives, and other qualified personnel). \_\_\_\_\_yes\_\_\_\_\_no

3. The TEAM met on \_\_\_\_\_, completed a functional behavioral assessment, developed or reviewed a behavioral intervention plan and concluded that the misconduct was NOT directly and substantially related to the student's handicapping condition(s) or the result of an inappropriate special education placement, was NOT the result of a failure to fully implement the student's IEP, was NOT the result of the student's disability causing an inability to understand the impact and consequences of the behavior, and was NOT the result of the student's disability causing an inability to control the behavior.

4. The TEAM considered:
- a. evaluation and diagnostic results \_\_\_\_\_yes \_\_\_\_\_no
  - b. relevant information supplied by the parent(s)/legal guardian(s) \_\_\_\_\_yes \_\_\_\_\_no
  - c. observations of the student \_\_\_\_\_yes \_\_\_\_\_no
  - d. Student's IEP and Placement Determination \_\_\_\_\_yes \_\_\_\_\_no

5. I have ensured that the parent(s)/legal guardian(s)/student have been provided with copies of the current IEP and the Amendment to the IEP (Alternative Plan) developed by the TEAM, which describes the special education services to be provided during this period of exclusion, including services designed to address the behavior so that it does not recur, provision for continued participation in the general education curriculum, along with the applicable parent/legal guardian notice of procedural safeguards and rights as required by state and federal regulations. I have also provided them with written notice of their right to mediation or hearing before the Bureau of Special Education Appeals if they do not accept the Alternate Plan. A copy of this notice is attached hereto.  
\_\_\_\_\_yes\_\_\_\_\_no

6. The following required documentation has been placed in the student's file and is available to the Department of Elementary and Secondary Education upon request:

- a. Copy of the Student's current IEP \_\_\_\_\_yes\_\_\_\_\_no
- b. Copy of Alternate Plan \_\_\_\_\_yes\_\_\_\_\_no
- c. Copy of written notice to parent's of procedural safeguards \_\_\_\_\_yes\_\_\_\_\_no

7. The student with disabilities was found in possession of or was using a dangerous weapon or illegal drugs in school or at a school-sponsored event or committed an assault/assault and battery resulting in serious bodily injury in violation of school policy; therefore, the student has been placed in an appropriate interim alternative educational setting, as determined by the TEAM, for up to 45 school days, pursuant to 20 U.S.C. 1415 (k), regardless of parental consent. \_\_\_\_\_yes\_\_\_\_\_no

8. The parent(s)/legal guardian(s)/student has/have consented to the Alternate Plan. \_\_\_\_\_yes \_\_\_\_\_no

or

As a result of the parent(s)/legal guardian(s)/student's rejection of the proposed Alternate Plan, the school has requested a hearing and shall seek an order to change the student's placement based on a showing that both the student's continued presence in the school presents a substantial likelihood of injury or harm to him/herself or others and that the school has taken reasonable steps to minimize the likelihood of harm. \_\_\_\_\_yes \_\_\_\_\_no

9. The parent(s)/legal guardian(s) student has/have requested a hearing or filed a lawsuit to challenge the School District's action. \_\_\_\_\_yes\_\_\_\_\_no

or

As a result of the parent(s)/legal guardian(s)/student(s) rejection of the proposed Alternate Plan, the School has requested a hearing to uphold the proposed educational program. \_\_\_\_\_yes\_\_\_\_\_no

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

### **Notice Attachment**

During the course of the hearing, the School will first present direct and corroborative evidence from the above-named individual(s). After presentation of any rebuttal evidence, you will be able to present any evidence related to the above alleged acts on behalf of your son/daughter. You will then be able to present an argument concerning the information presented followed by a brief argument by the School. At the hearing, you and your son/daughter have the right to be represented by counsel or an advocate of your choice. Depending upon the nature of the individual suspension, you may have the right to cross-examine school witnesses (Note: In some cases, the need to protect an individual may outweigh a student's right to cross-examine a witness, for example, another student). In addition, you may present witnesses on behalf of your son/daughter, and have your son/daughter, if you so choose, testify on his/her own behalf. You are entitled to a copy of the tape recording of the hearing. In addition, you or your counsel or advocate may review any and all statements of proposed school witnesses prior to said hearing. Arrangements for such review can be made by contacting the building principal. Finally, you have the right to a reasonably prompt written decision, including the specific grounds for the decision, after the hearing is concluded. Arrangements for the translation of witness statements or other school documents will be provided upon request. Please be advised that all reasonable efforts will be made to protect the confidentiality of the hearing. Also, note that the allegations against the student must be supported by a preponderance of the evidence before a long-term suspension/expulsion is imposed. This is not a court proceeding. Evidence which is relevant, though hearsay, may be admitted.

Please further note that you have the right to appeal the principal's decision to the superintendent of schools within ten (10) days.