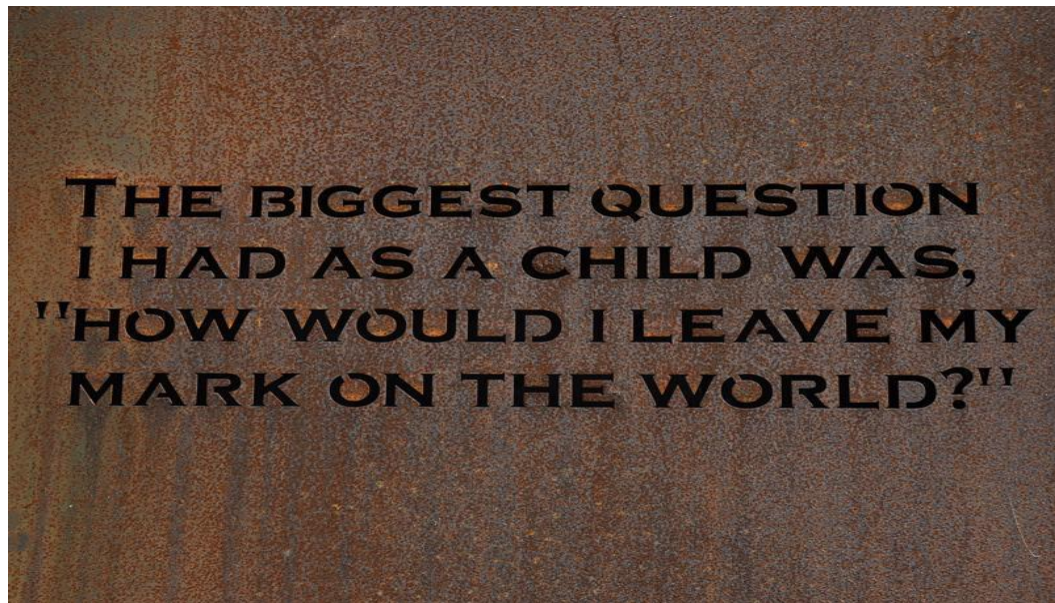


# Monument Mountain Regional High School

## Student/Family Handbook 2022- 2023



**School Colors:** Maroon and White

**School Mascot:** Spartan

**School Motto:** Commitment to the Quest for Excellence

*This Student Handbook has been reviewed by the MMRHS School Council  
and approved by the Berkshire Hills Regional School District Committee.*

*Berkshire Hills Regional School District does not discriminate on the basis of age, race, color, sex, gender identity,  
religion, national origin, sexual orientation, disability, pregnancy or parenting status, or homelessness.*

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### **Monument Mountain Telephone Numbers**

Monument Mountain Main Office	528-3346, ext. 100/101
Monument Mountain Fax	528-9267
Nurse	528-3346, ext. 167
Cafeteria	528-3410; 528-3346, ext. 164
Athletics	528-3346, ext. 140
Guidance	528-3346, ext. 110
Library	528-3346, ext. 151

### **District Numbers**

BHRSD Central Office	298-4017
Superintendent of Schools	298-4017 x19
BHRSD Special Education Office	298-4017 x14
Monument Valley Regional Middle School	644-2300
Muddy Brook Regional Elementary School	644-2350

### **Email Contacts**

Email addresses may be found on the district website [www.bhrsd.org](http://www.bhrsd.org)  
Administration and teacher email addresses are in the format of  
first name.last name@bhrsd.org  
i.e. kristina.farina@bhrsd.org

### **Student Assistance Phone Numbers**

#### **COUNSELING/SHELTER/SUPPORT**

Brien Center	413-499-0412
Department of Social Services	413-236-1800
Berkshire Children and Families	888-742-7443
Key Shelter	413-442-1503
Construct Inc.	413-528-1985
Elizabeth Freeman Center	866-401-2425
Life Line	800-273-8255

**Berkshire Hills Regional School District Committee**  
Great Barrington Stockbridge West Stockbridge  
**As of August 19, 2021**

Mr. Stephen Bannon, Chairman  
Mr. Richard Dohoney, Vice Chairman  
Ms. Corey Sprague, Assistant Treasurer  
Diane Singer, Secretary  
Mr. Sean Stephen  
Mr. William Fields Ms Bonnie Bonn-Buffoni  
Mrs. Anne Hutchinson Mr. Jason St. Peter  
Mrs. Molly Thomas

**Administration**  
**Berkshire Hills School District**

SUPERINTENDENT OF SCHOOLS  
Dr. Peter Dillon

DIRECTOR OF STUDENT SERVICES  
Mrs. Kate Burdsall

DIRECTOR OF LEARNING AND TEACHING  
Dr. Jonathan Bruno

BUSINESS ADMINISTRATOR  
Mrs. Sharon Harrison

DIRECTOR OF OPERATIONS  
Mr. Steven Soule

MUDDY BROOK ELEMENTARY SCHOOL  
Mrs. Kathryn Retzel  
Mrs. Cynthia Carey, Assistant Principal

MONUMENT VALLEY REGIONAL MIDDLE SCHOOL  
Mr. Ben Doren, Principal  
Mr. Miles Wheat, Assistant Principal

MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL  
Mrs. Kristina Farina, Principal  
Mr. Peter Falkowski, Assistant Principal  
Mr. Keith Wright, Assistant Principal Career Technical Education

**Massachusetts Association of School Committees (MASC) 1-800-392-6023 Fax – 617-742-4152**

Website: [www.masc.org](http://www.masc.org)

*(MASC is very informative for both new & veteran school committee members. Feel free to browse their website or contact a MASC representative at any time with questions.)*

**Legal Counsel**

Alisia St. Florian, Esq. 1-617-479-5000  
Murphy, Hess, Toomey & Lehane, LLP 1-617-479-6469 (Fax)  
300 Crown Colony Drive  
Quincy, MA 02169

**School Committee Recorder**

Christine Kelly  
8 Meadow Lane  
Great Barrington, MA 01230 [cmmkelly4@gmail.com](mailto:cmmkelly4@gmail.com) [christine.kelly@bhrs.org](mailto:christine.kelly@bhrs.org)

**District Treasurer**

Richard Jette 1-413-743-3152 (h)  
6 Burnette Street  
Adams, MA 01220 [richard.jette@bhrs.org](mailto:richard.jette@bhrs.org) or [r.jette@verizon.net](mailto:r.jette@verizon.net)

**TO THE STUDENTS OF  
MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL**

Dear Monument Mountain Regional High School Community,

Welcome to the 2022 – 2023 school year. We both feel fortunate to have become part of this community, one built on the opportunity and belief that all students can learn and thrive.

This student handbook is designed to be a guidebook for membership in the school life at Monument Mountain Regional High School. It is the idea of “community” that is the driving force behind this handbook. The guidelines, policies and laws contained within provide a structure by which we can best create an environment that is safe, productive and welcoming. Together, we will create the conditions in our school that foster opportunity, instill respect and promote excellence.

We believe that the world becomes a better place when we commit to be a part of it and that the students’ we serve become better people when they commit to something bigger than themselves: Monument Mountain High School. The handbook discusses not just rules to follow but expectations we have of each other to connect and be part of the life of the school as well as steps we take to help restore those who misstep.

Please read this handbook carefully; there are some changes. Feel free to discuss any aspect of the handbook with faculty, guidance counselors and administration.

Respectfully,

Kristina Farina  
Principal

Peter Falkowski  
Assistant Principal

**If you need this Handbook translated into one of the below languages, or any other language, please contact the School Office.**

**GREEK:** Εάν χρειάζεστε αυτό το εγχειρίδιο μεταφράζονται στα Ελληνικά, επικοινωνήστε με το κεντρικό γραφείο.

**PORTUGUESE:** Se você precisa deste manual traduzido para o português, por favor contacte o escritório principal.

**SPANISH:** Si necesita este manual traducido al español, por favor póngase en contacto con la oficina principal.

**CHINESE:** 如果你需要這本手冊翻譯成中文，請聯繫主要辦公室。

**POLISH:** Jeśli potrzebujesz niniejszy podręcznik w języku polskim, proszę skontaktować się z głównym biurem

**ARABIC:** إذا كنت بحاجة إلى هذا الكتيب ترجمة إلى اللغة العربية، يرجى الاتصال المكتب الرئيس

**HAITIAN CREOLE:** Si ou bezwen manyèl sa-a ke nan kreyòl, souple kontakte Biwo pwensipal la.

**URDU:** اگر آپ کو اس کتابچہ کا اردو میں ترجمہ کی ضرورت ہے، مرکزی دفتر سے رابطہ کریں

**GUJARATI:** તમે આ હેન્ડબુક ગુજરાતી અનુવાદ જરૂર હોય

તે, મુખ્ય  
**KHMER** ប្រសិនបើអ្នកត្រូវបានបកប្រែទៅជាភាសាខ្មែរសៀវភៅនេះសូមទាក់ទងការ





## MMRHS STATEMENT OF PHILOSOPHY

We, the faculty and administration of Monument Mountain Regional High School, seek to provide an educational experience that promotes intellectual growth, fosters a love of learning, and prepares students for the challenges, responsibilities and opportunities that they will face. Through cooperation with the home and the community, the school encourages students to know and understand themselves, their associates, their communities and the world. We nurture both individuality and respect for human dignity within a safe yet open environment.

The school offers diverse programs to cultivate our students' physical and mental awareness, to develop critical and creative thinking, and to encourage active involvement in society. Students have a voice in formulating school policies, in developing curricular and co-curricular activities and in designing independent learning experiences. Based upon the principles stated above, we believe that an important component of the educational process is to offer students the knowledge and experience to empower them to shape their own values and conclusions.

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### BHRSD MISSION STATEMENT

**To ensure all students are challenged through a wide range of experiences to become engaged and curious learners and problem solvers who effectively communicate, respect diversity, and improve themselves and their community.**

---

- Student Achievement/Growth/Enlightenment
  - Foster an intellectually challenging and supportive education that expands academic and career opportunities for all.
  - Expand learning beyond the school walls to include nature, the community, and with partners.
  - Excite and engage students in learning.
  - Problem solving shall be used as an educational tool in and across disciplines.
  - Students will demonstrate their achievement and growth in a variety of ways and the data will be used effectively in the evaluation and revision of curriculum and instruction.
  - Use flexible schedule to meet varied student needs both pre-test and post-test, in order to allocate resources efficiently.
  - Use personal relationships to maximize a social-emotional safety net.
  - Explicitly make curricular connections between and across grades, schools, and districts.
  - The school experience is engaging and empowering.
  - Challenge our expectations and approaches to working with the underserved.
- Human Infrastructure
  - Focus on an unrelenting commitment to success for all students and all staff.
  - Foster leadership opportunities for both young people and adults including a partial rotating administration position.
  - Make decisions that are good for students first and adults second (these do not need to be mutually exclusive).
  - Use evaluation to set standards, recognize excellence and/or challenges provide support and when necessary after providing feedback and support to dismiss ineffective staff.
  - Study and potentially pilot incentive pay programs to encourage excellence and innovation.
  - Take true advantage of our sacred professional development time.

- Resources/Financial Planning/Infrastructure Maintenance
  - Increase revenue through adding new K and 1 sections while maintaining class size.
  - Generate other income through reworking contracts, writing grants and individual solicitations.
  - Collaborate additionally to increase opportunities and potentially realize savings.
  - Revisit how we allocate resources: funds, space and time in support of our goals.
  - Rework how we use time including reconsidering the length of the school day.
  - Rethink roles.
  - Shift from a culture of advocacy for individual programs to one of problem solving for all students.
  - Work to improve food offerings, including additional healthy choices, and become more efficient.
  
- Communication/Collaboration
  - Be clear and transparent.
  - Be explicit about the work in schools.
  - Ensure that each student is well known by multiple adults.
  - Ensure that adults are collectively responsible for small groups of students.
  - Make schools more community oriented.
  - Redefine existing roles (Role clarification: School Committee, Superintendent, Instructional Leader, Department Manager, Students and Families).
  - Look past building to campus, past campus to district and community, past district to collaborating districts.
  - Tap into and enhance the role of alumni.

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### **MMRHS MISSION STATEMENT**

The Monument Mountain Regional High School community creates opportunities that foster intellectual and personal growth and challenge all to become courageous learners, engaged citizens, and individuals of integrity.

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## GRADUATION REQUIREMENTS

All students must earn a minimum number of credits in the following subject areas:

COURSES	CREDITS
English	4
Social Studies <sup>(1)</sup>	3
Science <sup>(2)</sup>	3
Mathematics	3
Health and Wellness	1.5
The Arts <sup>(3)</sup>	1
Career – Technical – Vocational (CVTE) <sup>(4)</sup>	1

Required Credits . . . . . 16.5

Elective Credits . . . . . 7

Total Credits Needed . . . . . 23.5

<sup>(1)</sup> Social Studies 9 and U.S. History are required.

<sup>(2)</sup> All students must take biology, a physical science, and a third science of his or her choice. It is recommended that students take three lab courses during their high school career.

<sup>(3)</sup> One full credit must be attained in one or a combination of the following courses:

Art	Music	Drama
Advanced Art	Band	Acting and Directing
Portfolio	Chorus	Advanced Drama
Ceramics I, II	Music Theory I, II	
Design & Computer Graphics	Orchestra	
Foundation Art I	Intro to Piano	
Sculpture/3D Design I		
Drawing		
Painting and Print Making		
Photography		

<sup>(4)</sup> Students must earn 1 credit in one of the following **CVTE** courses:

Computer Management	Exploring Childhood	Pre-K Program
Programming w/Python	Woodworking Tech I	Woodworking Tech II
Web Page Design	Culinary	Intro to Mechanics
Photography	Automotive Technology	Design & Computer Graphics
MMTV		

Elective credits may be earned in any of the courses of study offered at Monument.

For additional information, see the MMRHS Program of Studies.

## **SCHOLASTIC INFORMATION**

### **ALTERNATE COURSES AT POST SECONDARY INSTITUTIONS**

Any student may take courses in the afternoon, evening, weekend, or summers. However, unless approval is granted, no high school credit will be awarded for these courses. The procedure outlined below must be followed for the student to be awarded high school credit toward graduation.

To be eligible for such alternate courses and receive high school credit, the following criteria must be met:

- a. The student must be an 11<sup>th</sup> or 12<sup>th</sup> grader.
- b. The student must have an above-average academic record, be highly motivated, be socially and emotionally mature, and have clearly defined career goals and interests.
- c. The student must have parental permission to take alternate courses at the post-secondary institution.
- d. The student and the parent must agree to fund all costs, including registration, texts, tuition, and transportation involved in taking the post-secondary courses.
- e. Courses taken at a post-secondary institution will NOT count towards a student's GPA, and will not appear on a MMRHS transcript, but may count towards credit on a pass/ fail basis.
- f. Exceptions to the criteria will be at the discretion of the Principal and superintendent.

The procedure for application is as follows:

- a. The student must submit a request to the Principal at least one month prior to course registration. The student must state the institution, course or courses to be taken, the duration of the course, meeting times and credits. In addition, the student should explain why he/she would like to take these courses for credit.
- b. An advisory committee, including the department supervisor in the course content area, a guidance counselor, the Assistant Principal and Principal will review the request and student credential. The advisory committee will make a recommendation to the Principal; the Principal will decide if permission and credit are to be granted.

### **ALTERNATE SENIOR YEAR**

In accordance with Berkshire Hills Regional School District policy IHCD, Alternate Senior Year is open to qualified members of the Senior Class. Applicants should possess an above-average academic record, be highly motivated, and socially and emotionally mature. This program is specifically designed for students with clearly defined career goals, which could be advanced through early admission to college. It should be pointed out that Alternate Senior Year is not early graduation. Students on Alternate Senior Year are still considered members of the senior class and must complete senior year requirements before receiving a diploma. Application for Alternate Senior Year should be made no later than the spring semester of the junior year. Interested students should see their counselor for details.

Students on an Alternate Senior Year must agree to fund all costs. In addition, students will be unranked and grades will not count towards their GPA.

### **EARLY GRADUATION**

The BHRSD School Committee acknowledges that most students will satisfactorily complete the requirements for graduation as set forth by the Department of Elementary and Secondary Education and the Berkshire Hills Regional School District in the traditional four years, while other students may satisfactorily complete the requirements in three or five years. Therefore, the BHRSD School Committee will accept modification to the traditional four-year high school attendance requisite for high school graduation provided the student has satisfactorily met all standards and expectations.

Students planning to graduate early must notify the Principal by December 1 of their junior year.

In order to graduate early, a student must complete six (6) semesters or three years of high school attendance and have successfully completed the terms of the Berkshire Hills Regional School District Graduation Requirements.

The following procedures must be followed when a student requests early graduation:

1. It is recommended that students indicate their intention to graduate early to a counselor any time during their sophomore year, but must do so before the deadline of December 1 of their junior year.
2. A cumulative grade point average of 80 is recommended to apply for early graduation.
3. The student must have met the Massachusetts Comprehensive Assessment Program (MCAS) requirement
4. The student and parents/guardians will set up a conference with the counselor to complete the following:
  - a. Academic credit check.
  - b. Document reasons for early graduation that align with post-high school plans.
  - c. Set up a tentative final schedule.
  - d. Give parental/guardian permission form for early graduation, which must be completed before February 1 of their Junior year. This form is returned to the Principal.
  - e. Instruct student to have parent/guardian and student request conference with counselor, Principal, student and parent/guardian after the permission form is completed.
5. A conference with the Principal is mandatory. The Principal will approve or disapprove the student's request for early graduation. If the student disagrees with the recommendation of the Principal, the request may be appealed to the superintendent.

### **GRADE POINT AVERAGE**

Monument Mountain Regional High School does not use class rank. The senior class is grouped by percentiles in order of a weighted cumulative grade point average. This grouping is shown on our school's profile that accompanies the student's transcript and it is calculated at the completion of the student's junior year. The unweighted cumulative grade point average is used to determine the valedictorian, salutatorian and placement on the honor and high honor rolls.

### **PROGRESS REPORTS**

MMRHS teachers will update student grade reports using the online program PowerSchool. Each student and parent will have access to the student's grade reports using their own username and password. Additional progress reports may be completed and forwarded to students and parents at any time a teacher deems necessary. These notices are designed to alert the student and parent to a problem that needs immediate attention, or to commend the student for extraordinary achievement. These notices are distributed to the counselor and to the parent(s). Progress reports will be distributed for students on Individual Education Plans (IEPs) as often as they are for students that are not on IEPs.

### **COURSE CHANGES**

Students may add or drop a class within the first two weeks of the course beginning. After two weeks, students must fill out a form to add or drop a course. A "Course Change Request Form" has been developed for students and is available in the Guidance Office. The form must be signed by a parent and is subject to verification. **Until a course change form is completed, returned to guidance and verified, the student must remain in daily attendance in the original course.**

Request to withdraw from a course after the course change deadline will be reviewed by the student, his/her parent or guardian, the student's counselor, subject teacher and if necessary, a school administrator. After the request is approved the notation "WD" will appear on the student's permanent record.

If a request to withdraw is made and approved after the midpoint of a course (9 weeks for a semester course and 18 weeks for a full year course), the notation "WD" and a permanent grade of 55% will be submitted by the subject teacher and will appear on the report card in the next grading period and permanent record. A student wishing to withdraw within two weeks prior to the close of the marking period must have the approval of the Principal and will receive a grade for that quarter. The final grade for the transcript will be determined by the date of withdrawal. This procedure also applies to students who are removed from a course for disciplinary reasons. Students may have the 55% removed from their transcript by repeating the course and successfully completing the requirements. This procedure does not apply to students requiring a level change or a change in the student's IEP or 504 Plan. Additional exceptions may be made at the discretion of the administration.

### **GRADING SYSTEM**

Monument Mountain uses a numerical grading system to evaluate student performance. A grade of "65" is required to pass any course. No student will be given a quarterly grade lower than 50 for the first two marking periods of a full year course, or for the first marking period of a one-semester course. Grades lower than 50 may be given during the remaining marking periods, on final examinations, or as final grades.

### **"INCOMPLETES"**

Report cards are issued at the end of each quarter. The first mark is an evaluation of the work done during the first quarter, the same applies to the second, third and fourth term marks. The final grade is an average of the four quarterly marks. If a student needs an extension, the request for an "Incomplete" must be submitted to the by the course teacher if the teacher agrees that an incomplete is appropriate based on the student's unique circumstances. Based on an administrative review of the student's unique needs and circumstances, a two-week extension may be granted, or additional time beyond two weeks may be granted-based on the assistant principal's assessment of the student's unique needs and circumstances or a determination of the IEP or 504 Team.

### **HOMEWORK AND TEST GUIDELINES**

When students are absent, it is their responsibility to obtain and complete homework and class assignments. Should a student be absent more than two days, the Guidance Department, upon request, will assist in obtaining assignments. Assignments may be picked up in the Guidance Office 48 hours after the request is made.

Teachers should give advance notice for any major tests or assignments. In keeping with this practice, teachers should not give major or excessive assignments during a vacation week, and they should avoid giving major tests and assignments to tenth grade students during ELA and math MCAS testing weeks, and to ninth grade students during biology MCAS testing week. In addition, teachers should give a minimum of fifteen school days notice for completion of research or term paper projects. Students may petition teacher, department project leaders, or the administration should they feel a violation or breach of good faith has occurred.

Teachers will post assignments for student and parent information.

## **HONOR ROLL/GRADUATION WITH HONORS**

To qualify for the Honor Roll, a student must have an 85% average in all courses with no grade below 80%. To qualify for the High Honor Roll, a student must have an average of 90% with no grade below 85%. All pass/fail courses must be passed to qualify for the Honor Roll or High Honor Roll. The Honor Roll is published at the end of each term. To be eligible to graduate with honors, a student must have maintained a cumulative average of 85% or better for four years.

## **SUMMER SCHOOL**

Students wishing to attend summer school to make up a failed course must obtain the permission of the Guidance Department. If a student has a final course average of 50 or higher, the student may enroll in a remedial course in summer school and receive credit provided he/she has gained the appropriate permission to enroll in the course and passes the course. Once a student has completed his/her summer school course, an official grade verification must be sent to the Guidance Department from the receiving summer school program. The course will appear on the student's transcript as a summer school course with the grade earned from the program. This is an entirely separate procedure from students who require Extended Year Services (ESY).

## **WITHDRAWALS AND TRANSFERS**

A student withdrawing from Monument Mountain Regional High School must obtain a withdrawal form from the Guidance Office. The student must return all texts and other school property and secure the signatures of his/her teachers, counselor and from the school librarian. Upon completion, the form should be presented to the Assistant Principal. Students transferring to another school should notify their guidance counselor and the administration as soon as that becomes known to allow the guidance office time to ready the necessary paperwork and review the withdrawal process. Any student who withdraws from school for reasons other than a change of living situation or address, and wishes to return during the same school year must request an appointment with the Principal. The student is to be accompanied by his/her parent/guardian for the conference. Appointments can be made by calling the main office and speaking with the Principal's secretary. At the conference, the individual's request to return will be discussed.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND STUDENT RECORDS**

Both Massachusetts and the federal government have laws that exist to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c.71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The following definitions apply to these subsections:

### Authorized School Personnel (CMR)/ School Officials (FERPA):

School administrators, teachers, counselors, special education team members, clerical personnel, and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. It includes attorneys, contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions.

### Legitimate Educational Interest:

Authorized School Personnel/ School Officials have a legitimate education interest in a student record when access to that record is necessary in order to fulfill his/ her professional responsibilities.



#### Eligible Students:

Any student who is 14 years of age or older or who has entered ninth grade, unless the School Committee has acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered ninth grade.

#### Release of educational information by the school:

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record, and parents may consent to the disclosure of educational records to any third party. However, FERPA and Massachusetts student records laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);
- Authorized School Personnel/ School Officials, when they have a legitimate educational interest in the materials.
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following "directory" 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." Parents and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), the District forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Under section 37L of G.L., c. 71, any student transferring into a new school district must provide the new district with "a complete school record," including but not limited to, "any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act."

Please also note that all student records will be destroyed 30 days after the student's graduation from MMRHS or 30 days after transferring to another school. **This handbook hereby provides students and parents/ guardians with notice of destruction of records.** Parents/ guardians/ adult students are encouraged to request and procure student records from the central office within 30 days of a student's graduation or transfer to another school.

## **RIGHT OF ACCESS, INSPECTION, AND REQUEST FOR AMENDMENT OF RECORDS BY CUSTODIAL PARENTS AND ELIGIBLE STUDENTS**

Pursuant to 603 CMR 23.07, parents and eligible students shall be given access to the student record within ten days after the initial request and have the right to inspect the records. Upon request, school officials will meet with the parent/ eligible student to interpret the records. The parent/ eligible student also has a right to have the records inspected by third parties.

Parents/ eligible students may also add information, comments, data, or other relevant information to the student record. They may submit written requests for amendment or deletion of all educational records, with the exception of records entered by a special education evaluation team. If parents/ eligible students wish to have special education records amended or deleted, they may request a meeting with the school principal or his/ her designee, or the special education team to discuss their concerns.

### **NON-CUSTODIAL PARENTAL REQUEST FOR STUDENT RECORDS**

#### G..L. c. 71, § 34H

Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07. A non-custodial parent requesting information shall submit a written request to the school principal.

Any parent who does not have physical custody shall be eligible to receive access to the student record unless:

- Parent's access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.
- The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student's records for any documentation limiting or restricting the non-custodial parent's access to the information or records. The district shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

- A court order prohibiting contact with the student, as outlined above;
- A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and
- Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student's file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the main office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

These records are to be placed in the student's file. Each elementary and secondary school shall provide student records within ten days including, but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions
- Notification of permanent withdrawal from school

Upon receiving oral or written notice that the student seeks or intends to transfer to another school, the District will send a student's records to the school to which a student seeks or intends to transfer. The District does not require the consent of the eligible student or parent to forward these records.

#### **PROTECTION OF PUPIL RIGHTS AMENDMENT**

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents; or
7. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law).

Any allegations of FERPA violations relating to the above sections may be directed to the U.S. Department of Education's Family Compliance Office, located at 400 Maryland Avenue, SW, Washington, DC 20202.

#### **ATTENDANCE POLICY AND PROCEDURE**

The learning experience that takes place in the classroom environment is a meaningful and essential part of the classroom structure. Time lost from class, in terms of opportunities for interaction among students and teachers, is irretrievable. Moreover, each classroom is a community in which students are expected to play an active role as members of their collective high school community. Therefore, daily classroom attendance is an integral part of each student's course of study.

## **Definitions**

### ***Absence:***

Any day that a student is not in school, not in class, and not participating in school sponsored programming. Field trips, religious holidays, and dismissal from school for school sponsored activities (field trips, school sports, school activities) are not considered absences.

### ***School Excused Absences***

These reasons for absence are deemed necessary by district policy, but they are considered **absences** in state reporting. School excused reasons for absence should be reported to the office prior to the beginning of the school day that is to be missed. The principal, or designee, is responsible for recording school excused absences. School excused absences are listed here:

- Illness – persistent absences may require a note from a doctor.
- Bereavement.
- Documented medical or dental appointments.
- Documented court or legal commitments.
- Religious holidays.
- College visits.
- Other extenuating circumstances approved by the school administration.

### ***School Unexcused Absences***

All reasons for an absence that are not listed under “school excused absences” will be considered “**unexcused**” even if the student was given permission to miss school by their parent.

Massachusetts State Law specifies that a student under 16 years of age who willfully fail to attend class for more than eight (8) days are defined as habitually truant. Chronic absenteeism is defined as absences in excess of eighteen (18) excused or unexcused days. Parents are required under the law to ensure regular school attendance of their children and are subject to a fine or other legal action if they fail to comply with the law. On a weekly basis, school administration will review a list of students with more than six (5) unexcused absences.

Some examples of **unexcused absences** are, but are not limited to:

- Family vacations/ trips that take place during school days.
- Missing school by choice
- Activities that should be conducted outside the school day, such as hair appointments, shopping, sleeping, doing homework, etc.
- Activities more appropriately related to the parent/guardian, such as providing care for siblings, absence due to parent transportation, etc.

**Notification:**

Each school committee shall have a policy of notifying the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The notification policy shall require that the school principal or headmaster, or a designee, make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal or headmaster, or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

**CLASS ATTENDANCE**

Consistent with Monument Mountain's focus on Positive Behavioral Interventions and Supports, students are encouraged to take responsibility for their learning by attending classes each day. **A class cut** occurs when a student, who is marked present and in attendance to school, deliberately chooses not to go to his/ her scheduled class. In cases where school and class attendance show that a student may be cutting class, that student will be afforded due process through a meeting with school administration and is subject to both school and academic consequences based on the outcome of the meeting.

**DISMISSALS**

In order for a student to be dismissed before the end of the school day:

- The parent or guardian must send a note from home stating the date, time, and reason for dismissal with a phone number for verification. This note should be submitted to the Main Office upon the student's arrival to school. The administration will decide whether the reason for the early release is appropriate and where appropriate will give consent.
- All 18-year-old students must obtain administrative permission in order to leave school grounds during the academic day. If parent dismissals contribute to a pattern of absences that are excessive, Monument Mountain Regional High School reserves the right to request a meeting between the school and student guardian to discuss the concern. Absences that result from a dismissal will be considered school unexcused absences unless they meet the criteria for a school excused absence.

**Make-up Missed Work**

It is the responsibility of the student to contact their teachers or classmates through email to gather work on days missed. It is suggested that students make arrangements with their teacher either in person or through email to gather class assignments as soon as possible in the event of an absence and in advance when the absence is planned. As indicated above, students may also contact Guidance for assistance when they will be absent for more than two days.

**Attendance Procedure**

When excessive, unexcused absences occur, the following steps will be taken

Step 1: Five (5) days of unexcused absence:

- A letter will be sent home to families.
- The principal or designee will schedule attendance meetings with students who are absent for than five days in a school year to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the assistant principal, the student and the student's parent or guardian, and with input from

other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

Step 2: Seven or more (7) days of unexcused absence, or at eight (8) absences in a school academic quarter:

- A letter is sent to families detailing the infraction and offering steps to rectify the issue. The letter states that further unexcused absences may result in a referral to the Department of Children and Families and / or Berkshire Juvenile Court.
- The principal or designee will schedule attendance meetings with students who are absent for than five days in a school year to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the assistant principal, the student and the student's parent or guardian, and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.
- An IEP or 504 team meeting will be convened if the student is on an IEP or 504.

Step 3: Ten (10) or more consecutive days of unexcused absence:

- The school will issue a ten (10) day withdrawal letter detailing the implications of school withdrawal and offering a plan to rectify attendance issues.
- If the absent student is under the age of sixteen (16) the school will petition Berkshire Juvenile Court for habitual truancy. In all cases, the school reserves the right to initiate truancy/negligence procedures in all truancy cases where the absent student is under the age of eighteen (18). An IEP or 504 Team will be convened if the student is on IEP or 504

### **STUDENT RESPONSIBILITY FOR CLASS ATTENDANCE**

Students are expected to attend all regularly scheduled classes. As such, it is necessary to take reasonable steps to ensure that students are present for all scheduled classes.

#### **TARDINESS TO CLASS**

Tardiness occurs when a student is not in class when the bell sounds to signify the start of the class. It is a student's responsibility to be on time for class. With regard to tardiness, the classroom teacher sets and communicates his/her expectations, monitors the student's behavior, honors the efforts of punctual students, and disciplines when appropriate.

#### **TARDINESS TO SCHOOL**

Tardiness to school occurs when the student is not in their first class of the day by 8:00. Parents are encouraged to review the school's bell schedule and attendance expectations with their student and to work with the school to alleviate and rectify tardiness or any attendance concerns before the concerns reach a chronic level.

### **DISCIPLINARY GUIDELINES AND POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**

It is the fundamental responsibility of any school leadership team to direct and maintain a safe and orderly school assembly on a daily basis. It is to be expected, then, that schools will create a set of student expectations and appropriate school action meant to maintain these expectations. Though students are expected to conduct themselves in a manner that reflects favorably upon themselves, their families, and their school, Monument Mountain recognizes

that our school's expectations can only be achieved by balancing disciplinary procedures with the developmental right of each student to be a part of a community and to be able to restore relationships whenever an expectation is breached.

### **RESTORATIVE PRACTICES AND POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)**

Building discipline and the development of school culture are pursued through a program known as Restorative Practices at Monument Valley and continued at Monument Mountain. Restorative Practices are based on seven core assumptions.

1. The true self in everyone is good, wise and powerful.
2. The world is profoundly interconnected.
3. All human beings have a deep desire to be in good relationships.
4. All humans have gifts; everyone is needed for what they bring.
5. Everything we need to make a positive change is already here.
6. Human beings are holistic.
7. We need practices to build habits of living from the core self.

When the trust of the community is violated, we respond restoratively. Discipline in a restorative context focuses more on repairing the harm than on punishing the wrong-doer. We ask 'What and who were harmed?', 'What needs to be done to repair that harm?', and 'Who is obligated to repair that harm?' Families are important partners in the restorative process, especially in instances of serious harm. It is important that all students in a restorative circle feel they have advocates and allies in that circle.

#### *Restorative Practices in Use*

Restorative Practices are multi-tiered approaches meant to establish and maintain community expectations so that harm can be repaired when those expectations are breached.

Tier I: We use classroom circles to build strong relationships within the classroom community, establish shared values, and promote conversations when harm repair is necessary.

Tier II: Monument Mountain uses "harm repair circles" whenever possible to address an infraction by examining root causes for the behavior and promoting accountability and healing. These circles are used after harm has occurred, and when relationship repair is necessary.

Tier III: Monument Mountain uses restorative practices to provide services intended to support accountability and achievement for students returning to school following extended absences such as truancy, suspension, or community consequences.

### **Positive Behavior Interventions and Supports (PBIS)**

PBIS operates on the premise that behavior is a skill that can be taught to, and mastered by each student through the development of clear expectations and predictable classroom routines. These expectations are reinforced whenever possible through teaching, relationship building, and encouragement.

### **BUS BEHAVIOR**

In accordance with BHRSD Policy EEA, the School Committee has responsibility for students while being transported on school buses. The building Principal(s) are designated by the Berkshire Hills Regional School District School Committee to act as its agent for the enforcement for the school bus transportation policy and as such the Principals have the same duties and responsibilities toward the students on the buses as they have toward these same students in a classroom

situation. They also have the responsibility of advising and assisting the bus drivers in the maintenance of proper student behavior.

There are three main responsibilities involved with transportation:

- a) Ensuring the safety of all bus riders.
- b) Ensuring timely arrival and departure to and from school.
- c) Enforcement of school attendance laws.

To ensure the safety of all bus riders, it is recommended that the privilege of school bus transportation be subject to review and appropriate school action for any student whose conduct is such that it is distracting to the bus driver.

- a) The following offenses shall apply:
  - 1. Smoking, the use of drugs, alcohol, or any other contraband substance.
  - 2. Being in the possession of a firearm, knife, explosive, or any other weapon.
  - 3. Injury to another person.
  - 4. Fighting.
  - 5. Bullying, pushing, shoving, "horseplay", or any other activity that is distracting to the bus driver.
  - 6. Damaging property.
  - 7. Swearing, foul and/or abusive language.
  - 8. Refusing to follow reasonable instructions given by the bus driver that are directly related to the driver's authority and responsibility to ensure safe and secure transport of students.
- b) Monument Mountain High School uses the following procedure when suspected bus infractions are reported:
  - 1. **Investigation:** The Assistant Principal will investigate the claim, and the student will be afforded the right to due process. All school infractions, including bus infractions, will be handled on a case by case basis.
  - 2. **Restorative Practices:** In any case where a bus infraction is reported, administration will explore opportunities to restore relationships and trust between the student accused of the infraction and reporting parties. As with any case where restorative practices is applied, the Assistant Principal will determine the most appropriate application of restorative practices, and will base his or her decision following the outcome of the investigation.
  - 3. **Additional School Action:** In cases where additional school action is necessary, Monument Mountain Regional High School can impose additional consequences, which will be determined based on factors such as the frequency of infractions, the severity of the infraction relative to bus safety, and any other factor specific to the bus infraction-
- c) Each infraction shall be reported by the bus driver to the administration (in writing) on the same day as the occurrence (if possible). It is the responsibility of each bus driver to include as much specific detail as is possible in each report he/she makes to the administration.
- d) Any report submitted by a school bus driver and verified by the school administration will be filed upon a bus behavior report, listing student name, age, description of offense, and action taken by the building administration. This report will be filed in each school, with copies sent to parents/guardians, bus driver and bus contractor.
- e) Denial of school bus transportation shall mean denial of the right to ride on all school buses, including but not limited to buses transporting students to athletic events or other extra-curricular activities.

#### **PERSONAL ELECTRONIC DEVICES**

(including smart phones, tablets, laptops, smart watches, etc.)



MMRHS recognizes the importance of electronic devices in our students' world. The use of these devices is allowed in school and the following guidelines apply:

- Cell phones may be used for the purpose of personal communication and texting before and after school and during the lunch period. Cell phones with internet access may be used as a research/study tool during study halls and as teachers designate during their classes. Teachers may request that phones and tablets be put away during class periods (see Teacher in Charge, p. 25). Students must respect the teacher's request and put their phone away when asked to do so. If asked, the student must relinquish their phone to be given back at the end of the day. Failure to give up the phone will be disciplined accordingly ranging from detention, not allowing students to bring their phone to school or suspension.
- Students in possession of a video cell phone cannot take pictures of students or adults on school grounds. Violations of these rules could result in suspension from school, loss of electronic device privileges, and if warranted, police action.
- iPads, tablets, notebooks and laptops may access the Internet through the BHRSD guest network. These devices will be used for research and study during study halls and as teachers designate during their classes. The BHRSD Electronic Resources policy (File: IJNDB) will govern all practices and decisions regarding student use of electronic devices. The use of electronic information resources is a privilege, not a right. Inappropriate use of these resources will result in the loss of computer services, disciplinary action, and/or referral to legal authorities.

### **SUBSTANCE ABUSE POLICY**

The Berkshire Hills Regional School District is legally and ethically obligated to create an environment that preserves the safety and honors the learning of all students. Consistent with Monument Mountain's focus on Positive Behaviors, Interventions, and Supports (PBIS), students are expected to respect the safety of the school community and themselves by abstaining from the use and abuse of substances.

In addition, the Berkshire Hills Regional School District provides age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12 and uses a verbal tool to screen pupils for substance abuse disorders in grades 7 and 9. A parent or guardian may opt out of the screening by written notification at any time prior to or during the screening in view of the fact that the use of alcohol and/or drugs can endanger the health and safety of the user, and recognizing the deleterious effect the use of drugs or alcoholic beverages can have on the maintenance of general order and discipline, the District prohibits the use of, serving of, or consumption of any alcoholic beverage or drugs, such as marijuana, steroids or any controlled substance, on school property or at any school function.

The following procedures have been established to inform students of their rights and responsibilities as well as the actions to be taken regarding drug and alcoholic beverage possession, use, distribution or sale. In addition to the following procedures, any student who unlawfully uses, possesses, sells or otherwise distributes a drug, synthetic drug, alcoholic beverage or drug paraphernalia while on school property, during an off-school site activity, or at a school-sponsored activity, may be subject to suspension or expulsion based on the outcome of an investigation. See also G. L. c. 71, § 37H, below.

### **DEFINITION OF TERMS**

Alcoholic Beverage: Any beverage or solid containing an amount of alcohol that is greater than one-half of 1% by volume.

Drugs: Any substance that has a physiological effect when ingested or otherwise introduced into the body, including nicotine. This includes any medicine that is not administered by the school nurse as prescription medication or self-administered as described below.

All medication, including prescription drugs to be taken for medical purposes, must be administered under the supervision of the school nurse, with the exceptions of the following medications that may be self-administered: inhalers, enzyme supplements for cystic fibrosis, glucose monitoring tests and insulin delivery systems for diabetes, and epinephrine pens. All requests for students with disabilities to self-administer medications may be directed to their 504 or IEP TEAMS, or to the school nurse. All other medications must be given to the nurse at the beginning of the school day and taken in her presence unless otherwise provided by a student's IEP or 504 Team, or the school nurse.

Use: The self-administration of any drug or substance that is not approved by a student's IEP or 504 Team, or the school nurse.

Possession: Having of an alcoholic beverage or a drug or drug paraphernalia (a) on one's person, (b) among one's personal possessions such as in a locker, motor vehicle, book bag or purse, or (c) within the reasonable immediate vicinity or control of one's person.

Substance Abuse: A maladaptive pattern of substance use leading to clinically significant impairment or distress.

Contraband: A drug, alcoholic beverage, or drug paraphernalia. Paraphernalia may include any Juul or vaping device or any other system that aids in the delivery of a drug or nicotine.

Common examples of substance use and abuse experienced by schools include, but are not limited to:

1. A student voluntarily acknowledges to school personnel the presence of a substance abuse concern.
2. A student is suspected to be under the influence of drugs or alcohol.
3. A student is found to be in possession of a drug, alcoholic beverage or drug paraphernalia for personal use or sale.
4. A student not enrolled in Berkshire Hills Regional School District is believed to be under the influence of a drug or in possession of a drug or drug paraphernalia.

## **SUBSTANCE ABUSE PROCEDURES**

1. A student voluntarily acknowledges to school personnel the presence of a substance abuse concern outside of the G. L. c. 71, § 97 screening process. (Note that the process for responding to these concerns during screening is governed by that statute, which prohibits disclosure of the statement without written student consent).

### School Procedure

- A. The administration shall be immediately notified.
  - B. The student shall be referred to school counselors.
  - C. The student's legal guardian(s) shall be notified and a meeting of the student, guardian(s) and school officials shall be held to discuss appropriate options for treatment.
  - D. A designated school official will follow up with students and families at dates, times, and at a frequency agreed upon by all involved parties to support the student and family in finding and maintaining appropriate treatment.
2. A student is suspected to be under the influence of drugs or alcohol for reasons unrelated to the aforementioned screening process.

### School Procedure

- A. The administration shall be immediately notified.
  - B. The administration, in cooperation with the school's nurse, will assess the student and situation to determine if further evaluation or care is necessary.
    - *If further evaluation or care is not necessary*, administration will investigate the claim and report all findings to parents and school counselors to determine next steps.
    - *If further evaluation or care is necessary*, administration will work with the nurse to determine the severity of the impairment so that emergency care can be sought if necessary.
  - C. If no emergency care is necessary, the student will be supervised by the school nurse until they can be returned to the care of their parent or guardian.
  - D. School consequences, specific to the incident, will be issued at this time. Local law enforcement may be notified of the incident at this stage.
  - E. Once the student is ready to return to school, a meeting will be scheduled, and a support plan, designed to prevent a recurrence of the behavior, will be created. A designated school official will follow up with students and families at dates, times, and at a frequency agreed upon by all involved parties.
3. A student is found to be in possession of a drug, alcoholic beverage or drug paraphernalia either for personal use or sale.

### School Procedure

- A. The administration shall be immediately notified.
  - B. The administration, in cooperation with the school's nurse, will assess the situation according to section II (student use).
  - C. The parent/guardian shall be notified and the student will be removed from school property for the remainder of the day.
  - D. School administration will conduct a full investigation in order to determine appropriate school action including logical next steps to support the involved student. Investigators will consider the following circumstances when reaching a decision:
    - The student's engagement, or willingness to engage, in treatment programs related to substance use and abuse or behaviors that may be contributing to substance abuse
    - The number of prior incidents involving drugs, alcohol, or nicotine
    - Whether or not the student possessed the substance for the purpose of selling it to others
    - Specific factors related to the type and quantity of the substance
    - Other specific factors related to the present incident
  - E. School consequences, specific to the incident, will be issued at this time. Local law enforcement is notified of the incident at this stage, and any confiscated contraband may be turned over to police.
  - F. Once the student is ready to return to school, a meeting will be scheduled, and a support plan, designed to prevent a recurrence of the behavior, will be created. A designated school official will follow up with students and families at dates, times, and at a frequency agreed upon by all involved parties.
4. A student not enrolled in Berkshire Hills Regional School District is believed to be under the influence of a drug or in possession of a drug or drug paraphernalia.

### School Procedure

- A. The administration shall immediately be notified.

- B. School administration will take all necessary steps to arrange for the safe removal of the student from campus including assessing the situation according to section 2 (student use).
- C. If appropriate, the parent/guardian shall be notified.
- D. Contraband will be turned over to the police.
- E. The administration of the student's sending school will be notified.

School appropriate disciplinary actions increase with subsequent offenses.

### **NICOTINE REGULATIONS**

In order to create and ensure an environment that is mindful of, and responsive to, the health and wellness of all students, Monument Mountain observes a policy designed to educate students on the dangers of nicotine use while honoring the right of all students to learn in a smoke and nicotine free environment. The following procedures are designed to uphold the law, educate students about the dangers of nicotine use and abuse, and help students struggling with nicotine use to find safe pathways to cessation.

If a student is found to be using tobacco, chewing tobacco, a Juul, vape, or any other type of device designed to aid in the use of nicotine, outside of the building:

1. The student will be allowed due process.
2. School administration will meet with the student and their guardian either in person or via telephone to discuss the circumstances of the infraction and to determine a school appropriate response.
3. A school appropriate response to nicotine use can include any combination of the following:
  - student assignment to a school sponsored substance abuse cessation program
  - an agreement between the family and school on an appropriate outside program to address nicotine abuse or the behaviors that manifest the abuse.
  - a school appropriate step designed to repair the harm done to the school community.
  - a school consequence appropriate to the specific details of the offense and the number of prior offenses incurred by the student.

If a student is found to be using tobacco, a Juul, vape, or any other type of device designed to aid in the use of nicotine, inside of the building:

1. The student will be allowed due process.
2. School administration will meet with the student and their guardian either in person or via telephone to discuss the circumstances of the infraction and to determine a school appropriate response.
3. A school appropriate response to nicotine use can include any combination of the following:
  - student assignment to a school sponsored substance abuse cessation program
  - an agreement between the family and school on an appropriate outside program to address nicotine abuse or the behaviors that manifest the abuse.
  - a school appropriate step designed to repair the harm done to the school community.
  - a school consequence appropriate to the specific details of the offense and the number of prior offenses incurred by the student.

### **MEDICATIONS**

All medications are kept securely in the nurse's office, except for the following medications that may be self-administered by a competent child: inhalers, enzyme supplements for cystic fibrosis, glucose monitoring tests and insulin delivery systems for diabetes, and epinephrine pens. All requests for students with disabilities to self-administer medications may be directed to their 504 or IEP Teams, or to the school nurse. With all other medications, an adult must deliver medications directly to the nurse and students are not to bring in their own medications. The school nurse

administers prescription medications with an order from the prescribing doctor. Over the counter medications can be administered with written consent from the legal guardian. This includes sunscreen and insect repellent.

**ADMINISTRATIVE ACTION IN CASES INVOLVING DRUGS,  
CONTROLLED SUBSTANCES, WEAPONS, OR STAFF MEMBER ASSAULTS – G.L. c. 71, § 37H:**

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

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

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, 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.

(b) 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.

(c) Any student who is charged with a violation of either paragraph (a) or (b) 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, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) 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.

(e) 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.

(f) 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.

(g) 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.

#### **ADMINISTRATIVE ACTION IN CASES INVOLVING FELONY CHARGES AND CONVICTIONS –G.L. c. 71, §37H½:**

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial 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.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his 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 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.

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 under an education service plan, under section 21 of chapter 76.

### **BULLYING INTERVENTION AND PREVENTION**

BHRSD is committed to the provision of an educational atmosphere free from bullying, cyber-bullying and retaliation (Chapter 92 of the Acts of 2010, Section 5, Section 370(d)(i)) in order to create a safe, caring, and respectful learning environment for all students. This Plan is updated to reflect G.L. c. 71, § 370 as amended by Sections 72 –74 of Chapter 38 of the Acts of 2013, which changed the definition of "perpetrator" to include "a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional." The amendment also made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

#### ***Definitions:***

"Aggressor" and "Perpetrator" are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, § 370.

"Bullying", pursuant to G.L. c. 71, § 370, means the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target's property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying" is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to: any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

1. the creation of a web page or blog in which the creator assumes the identity of another person or
2. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education. “Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, § 37O.

#### Prohibition of Bullying

Bullying is prohibited: on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (b).

#### Reporting Incidents

The school district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Reports of bullying and retaliation should be given orally or in writing to the building Principal. The target should report the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. A *Witness Form* is available in school offices, and is available on the school and district’s websites.

Our school staff has been trained on the new law and shall immediately report any instance of bullying or retaliation the staff member has witnessed or becomes aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with Chapter 92 of the Acts of 2010, Section 5, Section 37O (h).

The building principal/designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying. All employees will be provided professional development in bullying prevention and intervention on an ongoing basis.

It is important that allegations of bullying and retaliation be investigated and resolved as confidentially and as quickly as the circumstances permit. Once a complaint of bullying or retaliation has been made, the following course of action should be taken:

- Investigating and/or gathering data
- Substantiating and establishing the facts
- Assessing the facts
- Documenting
- Communicating results



Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (d)(v).) A student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Following the investigation, if the Principal or his/her designee determines that bullying or retaliation has occurred, the Principal or his/her designee shall (i) notify the local law enforcement agency if the Principal or his/her designee believes that criminal charges may be pursued against an aggressor; (ii) take appropriate response or disciplinary action, including, but not limited to warnings, detentions and suspensions; (iii) notify the parents or guardians of an aggressor; and (iv) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; and (v) inform the parents or guardians of the victim about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. (Chapter 92 of the Acts of 2010, Section 5, Section 37O (g).)

### Academic Activities

BHRSD shall provide age-appropriate instruction on bullying prevention in each grade. This instruction shall be incorporated into the curriculum, be evidence-based, and information about it must be made available to parents and guardians. *Second Step* curriculum will be used in Grades K-8 for all students. In Grades K-5, *Second Step* is taught by the classroom teacher, and at the middle school level, *Second Step* is taught in Health classes. *Steps to Respect* is utilized in Grades 3-5 with whole classrooms as indicated by incident reports or requests by the classroom teacher, administrator, school psychologist, or adjustment counselor. There are additional interventions used as needed. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan at the beginning of the school year during administrative assemblies in Grades 6-12, and by classroom teachers in Grades K-5. At the high school, during physical education and health classes, students will be engaged in a curriculum that meets the approaches as described above. Additional interventions at the high school include social skills groups in each of the special education programs.

The District will annually report bullying incident data to the Department of Elementary and Secondary Education.

More detailed information can be found at the BHRSD Bullying Prevention and Intervention Plan. It is available on the website and at the office, upon request.

## **DISCIPLINE PROCEDURE FOR STUDENTS WITH DISABILITIES**

All students are expected to meet the requirements for behavior as set forth in this Handbook. State and federal law requires that additional provisions be made for students with disabilities.

Students with Special Needs or 504 students may be suspended for up to ten (10) consecutive days, or ten (10) cumulative days, in any one school year, as would any other student under this handbook. Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur, provided that the conduct for which the student is being disciplined is not a manifestation of his/her disability (see below), and for special education students, that the District provides services to allow the students to receive a free and appropriate public education ("FAPE") during the suspension or exclusion. Section 504 students are not entitled to FAPE during the period of exclusion if the discipline is not a manifestation of the disability, but are entitled to make academic progress and educational services during a suspension, like a regular education student.

When a Special Needs or 504 student has been suspended for more than ten (10) consecutive or cumulative days in a school year, the Team will meet to conduct a manifestation determination. The manifestation determination Team must consider all relevant information in the student's file, including the student's IEP (or 504 Plan), in order to determine

whether the behavior prompting disciplinary removal was a manifestation of the student's disability. The Team determines whether or not the misconduct was a manifestation by deciding two questions:

1) Is the misconduct the result of failure to implement the student's IEP or 504 Plan?

AND

2) Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability?

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

If the Team finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy otherwise outlined in this Handbook. Special education students will receive a free and appropriate public education during this period of suspension or exclusion. 504 students have a right to make academic progress and receive educational services like regular education students pursuant to Chapter 222. The student's Team should also consider whether a functional behavioral assessment (FBA), behavioral intervention plan, or changes to the student's IEP/504 Plan would be appropriate. If the Team finds that the misconduct was a manifestation of the student's disability, then the school may still be able to implement an IAES (see below), but otherwise the student has a right to return to his or her placement. The student's Team will arrange for a functional behavioral assessment (if one has not been recently conducted on the student) and the development or modification of a behavior intervention plan.

Federal and state law also allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property; is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property; or inflicts serious bodily injury on a person, including him/herself. Under these circumstances, an IAES placement may be made whether or not the conduct was a manifestation of the student's disability. The appropriate interim alternative educational setting shall be determined by the student's Team.

The IDEA and G.L. c. 71B also allow school personnel the option of pursuing an expedited hearing at the Massachusetts Bureau of Special Education Appeals (BSEA) to change the current educational placement of a student with a disability if remaining in that placement is substantially likely to result in injury to the student or others.

If the parent/guardian (or student 18 years or older) disagree with the Team's manifestation determination, or with the decision to place the student in an interim alternative educational setting, said parent/guardian (or student 18 years or older) also has the right to request an expedited due process hearing from the BSEA.

The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

Additional information on the discipline procedures for students with disabilities is available from the Special Education Department.

#### Students not yet eligible for special education or a 504 Plan

A child who has not been determined to be eligible for special education and related services or a 504 Plan and who has engaged in behavior that violates a code of student conduct may be eligible for the protections described above if the school has reason to suspect that the child has a disability and is in need of services. Please contact the Director of Special Education for more information.

## **REPORTING REQUIREMENTS – G.L. c. 71, § 37L:**

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, inclusive, of chapter one hundred and nineteen, and the reporting requirements relating to fires in section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

## **HARASSMENT AND NON-DISCRIMINATION PROCEDURES (NON SEXUAL IN NATURE)**

### **INVESTIGATION PROCESS**

It is the policy of BHRSD to maintain a learning environment that is free from harassment or discrimination of any kind. It is a violation of this policy for any member of the school community to harass or discriminate another individual as outlined in this policy. Any allegation of harassment or discrimination will be investigated, and, if a violation of this policy is substantiated, disciplinary action will be taken. All reports of harassment or discrimination shall be investigated promptly, impartially and in a manner which will preserve the confidentiality of all concerned to the extent practicable under the circumstances.

Any employee, student or third party who believes that he or she has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, ethnicity, religion, national origin, disability, sexual orientation, gender identity or age or who has witnessed or learns about the harassment, violence or discrimination of another person in the school environment, should inform the principal of the relevant school site or appropriate discrimination/harassment complaint official immediately or as soon as possible.

Harassment and discrimination are banned, not just at school during school hours, but also before or after school hours on all school property, including the school bus, school functions, or at school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

Harassment is defined as unwelcome conduct that creates a hostile environment. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive.

*Sexual harassment as defined under Title IX will be addressed through the District's Title IX procedures and policies, which can be found later in this handbook. All other types of discrimination and harassment, including sex-based harassment that falls solely under state law or sex discrimination would be addressed through these procedures.*

## **Harassment Reporting Responsibilities**

Everyone in the school community is responsible for immediately reporting incidents of harassing, discrimination and/or retaliation, by anyone, in any form, that are directed at or witnessed by them at school or school sponsored event. Failure to cooperate with an investigation of such an incident may result in disciplinary action. Deceptive reporting may also be subject to a disciplinary response.

### When to Report:

- If you are a target or victim of violations to the anti-harassment policy;
- If you are a witness to violations of the anti-harassment policy;
- If you see insulting or demeaning graffiti or other visual displays; and/ or
- If you have other reasons to believe that there may have been a violation of this anti-harassment policy. This could include hearing re-occurring gossip about a possible incident or incidents.

An individual may report to either the principal of the relevant school site or appropriate discrimination/harassment complaint official at his or her discretion. Students may additionally report incidents that they believe involve harassment or discrimination to their guidance counselor, any teacher, administrator or any member of the support staff, and the staff member will refer the complaint to the principal or the district complaint official.

The discrimination/harassment complaint official for MMRHS is:

Peter Falkowski  
Monument Mountain Regional High School  
Great Barrington, MA 01230  
(413) 528-3346 x3105

Kristina Farina  
Monument Mountain Regional High School  
Great Barrington, MA 01230  
(413) 528-3346 x3100

Kate Burdsall  
Berkshire Hills Regional School District  
50 Main Street , Stockbridge, MA 01262

Although BHRSD encourages a written complaint, use of a formal reporting requirement is not required. Oral reports will be considered complaints as well.

BHRSD will promptly (within 48 hours) determine whether the alleged victim wants to utilize formal or informal procedures and, if the alleged victim chooses formal procedures, begin to investigate every complaint of harassment, discrimination or violence.

Confidentiality of the complaint and investigation will be maintained to the extent consistent with the school's obligations under law and under applicable collective bargaining agreements. The grievance officer or discrimination/complaint official will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality, but will not issue any gag orders to the alleged victim or aggressor.

Complaints between the alleged victim and the alleged perpetrator may be handled two ways: through an Informal or a Formal Procedure.

The informal process is entirely voluntary and the complaints can opt out at any time and trigger the formal complaint process.

In certain cases, the harassment of a student may constitute child abuse under state law. BHRSD will comply with all legal requirements governing the reporting of suspected cases of child abuse and will report suspected criminal activity to the appropriate authorities.

## **PROCEDURES FOR FILING A COMPLAINT**

### **INFORMAL**

It may be possible to resolve a complaint through voluntary conversations between the alleged victim and the alleged perpetrator, which will be facilitated by a school employee or by a designated discrimination/harassment complaint official. If, the alleged victim or alleged perpetrator is a student under the age of eighteen (18), the facilitator will notify the student's parent(s)/guardian(s) if, after initial consultation with the student, it is determined to be in the best interest of the student. If, the alleged victim and the alleged perpetrator feel that a resolution has been achieved, then the conversation remains confidential and no further action needs to be taken. The voluntary conversation must occur within five (5) workdays after receiving the complaint of discrimination or harassment. The results of an informal resolution shall be maintained by the facilitator, in writing.

### **FORMAL**

#### **Step 1**

The grievance officer or the discrimination/harassment complaint official shall within forty-eight (48) hours of receiving the complaint or the termination of an unsuccessful informal resolution process, meet with the complainant and/or alleged victim (if they are different) by telephone or in person. The grievance officer or the discrimination/harassment complaint official will complete a discrimination/harassment complaint form based on the written or verbal allegations of the alleged victim within forty-eight (48) hours of meeting with the complainant. The complaint form will be maintained by the grievance officer or the discrimination/harassment complaint official.

## Step 2

A prompt investigation shall be completed by the grievance officer or the discrimination/harassment complaint official within thirty (30) work days from the date of the complaint or report, unless impracticable. If the grievance officer or the discrimination/harassment complaint official anticipates that there may be discipline due to the allegations, he or she will provide written notice of the investigation to the alleged perpetrator before conducting an interview of the alleged perpetrator.

The investigation may, as appropriate, consist of personal interviews with the alleged victim, the reporter (if different than the alleged victim), the individual(s) against whom the complaint is filed, and any other individuals who may have knowledge of the alleged incidents(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the grievance officer or the discrimination/harassment complaint official.

The alleged victim and the individual(s) against whom the complaint is filed have the opportunity to present witnesses and information to the grievance officer or the discrimination/harassment complaint official that they deem relevant. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

## Step 3

The grievance officer or the discrimination/harassment complaint official shall document his or her findings. The grievance officer or the discrimination/harassment complaint official shall send the written report of the findings to the Superintendent, alleged victim, and alleged aggressor, unless the alleged victim agrees in writing to extend the timeline.

The report shall include:

- a) a statement of the allegations investigated;
- b) a summary of the steps taken to investigate the allegations;
- c) the findings of fact based on a preponderance of the evidence gathered;
- d) the District's conclusion of whether discrimination, harassment or violence did or did not occur;
- e) the disposition of the complaint;
- f) the rationale for the disposition of the complaint; and
- g) if the District concluded discrimination, harassment, different treatment or violence occurred, a description of the District's response. However, please note that in Title IX and Title VI investigations all discipline of the alleged aggressor will be kept confidential from the alleged victim unless it directly relates to the alleged victim (e.g., alleged victims will be notified of stay-away orders).

The grievance officer or the discrimination/harassment complaint shall determine whether the allegations have been substantiated as factual and whether they appear to be violations of this policy, using a preponderance of the evidence standard. A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The grievance official shall further recommend what action, if any, is required. If it is determined that harassment, discrimination or different treatment occurred, the District will take steps to prevent the recurrence of the harassment, discrimination or different treatment and correct its discriminatory effect on the alleged victim and others if appropriate.

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

## **INTERIM MEASURES**

BHRSD shall take immediate steps to protect the alleged victim, alleged perpetrator, witnesses, and the larger school community pending the completion of an investigation or the informal process and address any ongoing harassment or discrimination. The District will take interim measures to prevent retaliation against the reporting student and minimize the burden of such measures on complainants.

In the case of alleged sexual assault, the grievance officer or the discrimination/harassment complaint official will take additional steps as necessary, for example, referring the student to a rape crisis center, creating a safety plan and/ or designating an individual at the site level to act as a support person during the investigation.

## **APPEALS**

A party may appeal the decision of the grievance officer or the discrimination/harassment complaint official in writing to the Superintendent within fifteen (15) work days of receipt of the findings of the formal procedure. The Superintendent, as an impartial decision-maker will review in an impartial manner the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings within thirty (30) school days.

## **REFERRAL TO LAW ENFORCEMENT, OTHER AGENCIES**

Some alleged conduct may constitute both a violation of District policies and criminal activity. The grievance officer or the discrimination/harassment complaint official will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

## **RETALIATION**

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The grievance officer or the discrimination/harassment complaint official will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the grievance officer or the discrimination/harassment complaint official. The District will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

More detailed information on the harassment policies and procedures can be found at the BHRSD Harassment/Discrimination Policies and procedures online or at the schools office.

Individuals who believe that they have been subjected to harassment based upon legally protected classification should also be aware that they may contact the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-5023, telephone (781) 338-3300 or US Department of Education, Office of Civil Rights (OCR), 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-4557, telephone (617) 289-0111.

## SEXUAL HARASSMENT/ TITLE IX PROCEDURES

The Berkshire Hills Regional School District ("District") has a commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, sexual orientation, and gender identity or expression are not tolerated. Discrimination, including harassment, is contrary to the mission of the District and its commitment to equal opportunity in education.

### Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

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

"Administrative leave" means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

"Consent" means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.



“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

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

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

## **Complaints and Reports of Sexual Harassment**

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

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

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant’s preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator’s decision to override the complainant’s decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The contact information for the Title IX Coordinators are:

Kathryn Burdsall  
413-298-4017  
kathryn.burdsall@bhrsd.org

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

### **Written Notice**

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

## **Informal Resolution**

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

## **Investigation**

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

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

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

## Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

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

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

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

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

## **Records**

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district's conclusion that its response was not deliberately indifferent.

## **Training**

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

## **Appeals**

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Dr. Peter Dillon, Superintendent  
Berkshire Hills Regional School District  
50 Main Street - P. O. Box 617  
Stockbridge, MA 01262  
413-298-4017

### **External Grievance Procedure**

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172  
OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:

The Office for Civil Rights, US Department of Education  
5 Post Office Square, 8<sup>th</sup> Floor  
Boston, MA 02109-3921  
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172  
OR

The Massachusetts Commission Against Discrimination  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
Phone 617-994-6000, TIY: 617-994-6196

OR  
The Equal Employment Opportunities Commission  
John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
Phone: 1-800-669-4000

## **Referral to Law Enforcement, Other Agencies**

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

## **Retaliation**

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

## **HAZING – G.L. c. 269, §§ 17, 18, & 19**

### **Section 17**

Whoever is a principal organizer or participator in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in the house of correction for not more than one hundred days, 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 and 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 provision of this section to the contrary, consent shall not be available as a defense to prosecution under this action.

### **Section 18**

Whoever knows that another person is the victim of hazing 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 is reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

### **Section 19**

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## **DRESS CODE**

### **Dress Expectations**

Monument Mountain Regional High School created this Model Dress Code to update and improve our student dress code guidelines and enforcement processes. Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance. This Model Dress Code is specifically intended to address the concern both in our community and across the nation about overreaching and detrimental dress codes for some K-12 school students.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

### **Dress Code Goals**

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).



- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

### **Dress Code Guidelines**

- The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.
- Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.
- Districts should set the student dress code and enforcement policies for their entire district and take steps to ensure that all schools in the district adopt and follow it. Too often individual schools create their own student dress codes and enforce them in different ways that result in inequities within districts and in many cases policies and enforcement that are not consistent with the law or the district's intent.

Basic Principle: Certain body parts must be covered for all students

- Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Students Must Wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example, PE)
- Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire.

Students May Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (overhead is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Midriff baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate Section 3 above.

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are allowed.
- Bathing suits.
- Helmets or headgear that obscures the face (except as a religious observance, or medical requirement).

## **SCHOOL DANCES**

1. Any student from Monument Mountain Regional High School may sponsor one (1) high school aged guest at any school dance and will be responsible for the actions of this guest.
2. Students who create a disturbance will be required to leave the building and grounds in which the dance is being held and school grounds.
3. All school regulations remain in effect at dances and extra curricular activities.

*4. Students from a high school outside of Berkshire Hills Regional School District wishing to attend a dance at Monument Mountain Regional High School must be granted permission to attend the dance by Monument Mountain Regional High School administration and by their sending school administration using the dance permission form. The dance permission form will certify that the guest student is in "good academic, behavioral and social standing" according to the policies of their sending school or educational program, and that the guest student's attendance at a Monument Mountain Regional High School dance will not materially or significantly disrupt the dance.*

- a. Students attending a home school program should receive permission from the school or district official who is overseeing the homeschool process for that student.*

*5. The privilege of attending a school dance is extended to recent high school graduates who are under the age of twenty-one (21). These recent graduates should arrange for the administration of the high school from which they graduated to sign the dance permission form.*

- a. Students who continue receiving special education services from a Berkshire Hills Regional School District school or program or from an outside school district's high school or program until age twenty-two (22) according to Mass. Gen. Laws Ann. c. 71B, § 12A; 603 CMR 28.05(4) are allowed to attend dances at Monument Mountain Regional High School.*

*Students meeting the following criteria **will not be permitted** to attend school dances at Monument Mountain Regional High School:*

- *Middle school students from both inside and outside of the school district.*
- *Students who are twenty-one (21) years of age or older, and who are not students who continue receiving special education services from a Berkshire Hills Regional School District school or program or from an outside school district's high school or program until age twenty-two (22) according to Mass. Gen. Laws Ann. c. 71B, § 12A; 603 CMR 28.05(4) .*
- *Students of any age who are no longer in high school and who have not graduated from a public high school, private high school, parochial high school, homeschool program, or early college.*
- *Students who left school and who achieved a general equivalency diploma (GED), or an adult diploma are not permitted to attend school dances at Monument Mountain Regional High School regardless of their current age.*

Students at Monument Mountain are expected to do their own work and cite the work of others as appropriate. Plagiarism is the willful presentation of someone else's previously written, published, and copyrighted material or ideas as one's own. Such material may include work that appears in print, on-line, or in audio or video formats. Copying work from another student may be regarded as plagiarism if done without consent and if credit is not given to the original writer. Student instances of plagiarism and academic dishonesty will be handled by the classroom teacher and administrative staff if necessary.

### **ENFORCEMENT CLAUSE**

The laws, School Committee policies and school rules stated in the handbook are intended to ensure the safe, orderly, and educationally sound operation of Monument Mountain Regional High School. In addition to these written provisions, there may be times where, to further ensure the safe, orderly, and educationally sound operation of the school, the school administration may enforce a standard of conduct upon students that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance or School Committee policy not written in this handbook. If a new law is passed, it supersedes current rules.

### **DUE PROCESS**

In-School Suspension under M.G.L. c. 71, § 37H<sup>3/4</sup>

- (1) The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
- (2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
- (3) The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.
- (4) On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- (5) The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), 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 other method of delivery agreed to by the principal and the parent.

### **PROCEDURES FOR SHORT-TERM SUSPENSION**

(Exclusion of a student from school premises and regular educational program for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students out-of-school on a short-term basis. Unless a student possesses a firearm, controlled substance, assaults a school staff member, or is charged or convicted of a felony complaint (see Administrative Procedures based on G.L., c. 71, §§37H and 37H ½, below) 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, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the date, time, and location of the hearing, the opportunity for the parent/ guardian to attend the hearing, and the right to interpreter services.
2. At the hearing, if the student and/or parent/ guardian elect to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.

Based on the available information, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and what discipline shall be imposed. The student and parent/ guardian shall receive notice 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 academic progress while excluded, including making up assignments and other academic work.

#### **PROCEDURES FOR EMERGENCY REMOVAL**

If the student's continued presence 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 may temporarily remove the student from the school prior to any hearing. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/ guardian of the emergency removal, the reason for the emergency removal, and the other information required in a short-term or long-term suspension notification. During the temporary removal, the short-term suspension notice shall be provided in writing to the student and parent/ guardian. The opportunity for a hearing with the principal or designee shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

#### **EXCLUSION FROM PRIVILEGES**

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

## PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

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 G.L. c. 71, §37H and §37H½ (described in the School District Policies, State and Federal Regulations section, below)

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, among other information, the potential length of the suspension and other potential consequences of the disciplinary offense, if applicable, an opportunity to have a hearing before the principal, or designee, concerning the proposed suspension, the right for the parent/ guardian to attend the hearing, the date, time, and location of the hearing, the right to interpreter services, the right to appeal to the superintendent, the opportunity to view the student's records, the right to be represented by counsel at the student/ parent/ guardian's own expense, the right to produce witnesses, the right to cross examine witnesses, and the right to request that the hearing be recorded and to receive a copy of the audio recording.
2. In advance of the hearing, as at any time, the student and/or parent shall have the right to review the student's record and the documents upon which the principal or designee may rely in making a determination to suspend the student.
3. At the hearing, if the student and/or parent/ guardian elect 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. Please note that student witnesses may not be compelled to testify. As indicated above, the student and/or parent/ guardian may also be represented by counsel, at private expense, and may request that the hearing be audio recorded.
4. After the hearing, the principal, or designee, shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The student and parent shall be notified in writing of his/her decision, including, if applicable, the disciplinary offense; the date on which the hearing took place; the participants at the hearing; key facts and conclusions reached by the principal/ designee; the length and effective date of the suspension; the date of return to school; notice of the student's opportunity to receive education services and make academic progress during the suspension; and the student's right to appeal to the superintendent or his/her designee if a long-term suspension has been imposed. The long-term suspension will remain in effect unless and until the superintendent reverses the decision.

### 53.09: Superintendent's Hearing under M.G.L. c. 71, § 37H¾

- (1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.
- (2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. 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.
- (3) The superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.

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

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

(7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. 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.

(8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

### **PROCEDURES FOR EXPULSIONS**

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. While excluded, students shall have the opportunity to receive educational services and make academic progress.

Students may be expelled under the following statutes:

- G.L.c.71 § 37H, which permits the principal to expel a student for possession of a dangerous weapon; possession of a controlled substance; or assault on a principal, teacher, teacher's aide, or other educational staff members on school premises or at a school sponsored event
- G.L., c.71, § 37H ½ permits the principal to suspend a student, for a period of time determined appropriate by the principal, if the student is charged with a felony and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The principal may also expel a student for being convicted of a felony, or upon an adjudication or admission in court of guilt with respect to such a felony, and the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

### **DETENTION**

Detention meets after school in the main office beginning at 3:00. Students are required to be in after school detention for forty-five (45) minutes. All students who are scheduled for detention will give their phone to the detention monitor upon arrival in detention. In detention, students will be offered the option to study and complete work quietly, or participate in community service. Administration reserves the right to align with outside service providers to create therapeutic options in place of traditional detention.

### **STUDENT ACADEMIC SUPPORT CENTER**

Support will be provided to students who exhibit the need for academic and behavioral reinforcement. Students will be afforded the opportunity to regain an academic approach to their studies through tutoring, coursework, as well as conflict resolution and relationship building techniques.

## **RESTRAINT OF STUDENTS IN PUBLIC SCHOOLS**

In December 2014, the Department of Elementary and Secondary Education (DESE) officially approved changes to the physical restraint regulations applicable to public education programs. The definitions of what constitutes a physical restraint have been amended substantially. Furthermore, the regulations impose additional due process, incident reporting, and data review requirements.

New procedures are in place to assure that every physical restraint is reported and logged in the main office; that the principal (or designee) notifies the parents verbally and in writing of every restraint; that parents/students have the opportunity to comment on the restraint or a report of the restraint; that a principal (or designee) personally approves every restraint over 20 minutes and every time-out over 30 minutes; that the principal (or designee) has a weekly review of individual student restraint data; and that the principal (or designee) reviews school-wide restraint data on a monthly basis. BHRSD complies with the provisions of 603 CMR 46.00 dealing with restraint of students in the public schools. To that end, the District's policy is developed pursuant to those regulations and is available upon request from the central office.

## **SCHOOL SERVICES**

### **CAFETERIA/SCHOOL LUNCH PROGRAM**

The Berkshire Hills Regional School District participates in the National School Lunch Program to provide every student in the school with a nutritionally balanced meal.

Lunch will be served in the cafeteria during the designated time. Please refer to the bell schedule in this handbook for times. Each student will be scheduled for at least a 22 minute lunch period. A regular, hot lunch with a choice of two or more entrees is offered every day. Students who prefer to bring their lunch can purchase milk, juice, water, yogurt, and other healthy choices in the cafeteria.

Applications for free and reduced lunches are posted on the District website ([www.bhrsd.org](http://www.bhrsd.org)) and will be sent home with each student at the beginning of the school year. They may be obtained in the Food Service Office or the school's main office, or by calling 528-3346 ext. 164.

Students are required to bring their student ID cards to the cafeteria to present during the cash-out phase of lunch. A student who has qualified for free or reduced lunches or who has paid for lunches in advance will be tracked by his/her ID card. A student close to their debit limit will be notified by the cafeteria staff.

Students using the cafeteria or bringing food on school grounds should adhere to the following rules:

1. Enter and exit the cafeteria in an orderly manner.
2. Be orderly in the cafeteria line.
3. Use trash receptacles and help maintain a clean environment.
4. Do not throw or play with food.
5. Return all trays and utensils to the dish room.

Staff will be present in the cafeteria to maintain order and to ensure a smooth operation. Students who throw food, litter, and disrupt the functioning of our school lunch program will be subject to detention or suspension.

## **LUNCH PRIVILEGE**

Students are assigned one lunch period during the course of the school day. During this time period, it is expected that students will behave in a responsible manner. With this in mind, outside privileges are granted to students to take a break from a busy school day and enjoy the outside environment. Students who use this privilege must adhere to the rules governing outside lunch privileges.

## **GUIDANCE DEPARTMENT/STUDENT SERVICES**

The Monument Mountain Guidance Department is staffed by three (3) professional school counselors. Your counselor is concerned with helping you solve any problems you may have, be they academic, social, or emotional. Your counselor can also assist you in course selection, educational and vocational planning, test interpretation and college admissions. Information on colleges, various career opportunities and scholarships is available through the use of the software NAVIANCE. Students are encouraged to make use of this software on the Internet during their study halls or lunch periods, and at home. Access to this software may be obtained in the Guidance Office.

All students must adhere to the following practices concerning guidance conferences:

1. A pupil must have a pass signed by a counselor in order to be excused to go to the guidance office. This pass must state the specific time and date of the conference.
2. Guidance conferences must be scheduled during non-academic hours such as before and after school, study periods and lunch periods.
3. Emergency situations may warrant the requesting of counseling at other than non-academic times. A student who feels that immediate attention is necessary will be excused by the classroom teacher to go to guidance.
4. The guidance counselor will avoid keeping students beyond the end of a period.
5. The student must have a pass in order to attend special programs such as visits by college and university representatives, business and institutional recruiting, interviews and group counseling sessions. All passes must be picked up in the guidance office prior to the program and signed by the classroom teacher.

## **MCKINNEY-VENTO HOMELESS EDUCATION ACT/TITLE I FOSTER CARE**

According to the Federal McKinney-Vento Homeless Education Assistance Act, schools are required to immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. There are similar protections under Title I of the Every Student Succeeds Act for foster care students. For additional information regarding the education of homeless students, please contact the homeless liaison coordinator, Pamela Morehouse. For information regarding foster care students, please contact the DCF liaison Pamela Morehouse.

The BHRSD prohibits discrimination or harassment based on homelessness. Any complaints of discrimination or harassment based on homelessness may be reported to the homeless liaison and will be investigated using the same process and steps as the District's non-discrimination procedures.

## **PARENTAL NOTIFICATION LAW**

The Massachusetts Parental Notification Law ensures that parents and guardians are notified about any curriculum that primarily involves human sexuality education or human sexuality issues. The law also states that parents are permitted to exempt their children from any portion of that curriculum without penalty.



## **SCREENING OF 10<sup>TH</sup> GRADE STUDENTS**

Massachusetts amended the regulations on Physical Examination of School Children, 105 CMR 200.000, to improve the screening and monitoring of the health assessment of children across the Commonwealth. The amended regulations require screening for height and weight and the recording and reporting of the Body Mass Index (BMI) for all students in grade 10. Any parent or guardian who would like to waive the grade 10 BMI screening at school must submit a written request by September 30<sup>th</sup> of the school year.

## **SPECIAL EDUCATION**

Special education services are provided to students with disabilities who require specially designed instruction and/or related services in order to make educational progress and access the general curriculum. Special education is provided by the school district at no cost to parents. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for a special education evaluation at any time. An evaluation shall be completed upon written consent of the parent/guardian and shall be conducted in accordance with state and federal law. A complete copy of the Parent's/guardian's procedural rights may be obtained from the principal's office or from the special education office.

## **SECTION 504**

Some students with disabilities may be entitled to services and other accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To qualify as a disabled individual under Section 504, a student must: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such an impairment, or 3) be regarded as having such an impairment. To qualify for a 504 Plan, an individual must fit into qualification # 1 and require services and other accommodations to meet their educational needs as adequately as the needs of nondisabled students are met. The determination of such qualification shall be made by a team of persons knowledgeable about the disability and/or the student. A parent/guardian/teacher, as well as other individuals like the student's physician, may refer the student for an evaluation under Section 504. A complete copy of the Parent's/Guardian's procedural rights under Section 504. may be obtained from the guidance department's office.

## **HOMEBOUND INSTRUCTION**

(Educational Services in the Home Or Hospital)

Upon receipt of a physician's written order verifying that any student enrolled in the Berkshire Hills Regional School District or placed by the district 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 14 school days in any school year, the principal 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 or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Student Services for eligible students. (Section I, Policy IHBF of the BHRSD Policy Book)

## **SERVICE ANIMALS**

BHRSD acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act (28CFR 35.136(a)). This right does not extend to support animals, which are not service animals according to the ADA.

## **ASSISTIVE TECHNOLOGY**

Students on an IEP or 504 Plan may qualify for an Assistive Technology Evaluation and, on the basis of the evaluation, may benefit from the use of assistive technology in school, at home, or both. Regardless of setting, assistive technology

remains the property of BHRSD and parents/ guardians/ adult students will be required to sign an agreement regarding the use of assistive technology prior to using it within their homes. Additional information will be provided by individual students' IEP or 504 Teams.

### **EQUAL ACCESS TO ALL ASPECTS OF K-12 PROGRAM**

The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.

Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011

### **NONDISCRIMINATION**

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. The District's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation or disability. (See Section A, Policy AC of the BHRSD Policy Book for more information).

### **VERTICAL ACCELERATION OF STUDENTS**

It is a focus of the Berkshire Hills Regional School District to provide opportunities for its students to achieve in academics and, where possible, advance academically through both enrichment opportunities and grade/course acceleration. The enrichment process allows students not only to master grade level curricula, but to utilize this information in new, different, and challenging situations. This is the first step beyond mastery of presented curricula. Acceleration proceeds above this level and allows a student to bypass a grade, or subject area within a grade, provided total mastery and enrichment opportunities have been exhausted.

The process by which vertical acceleration will be considered for implementation is as follows:

1. Parent, student, and/or faculty member may present a request for consideration of vertical acceleration.
2. The parent, student, and/or faculty must present a rationale for vertical advancement to another course or grade level.
3. The teacher and, where appropriate, the guidance counselor must present a thorough summary of classroom achievements and assessment of the student's academic progress.
4. The school psychologist should complete a thorough psycho-educational evaluation as appropriate.
5. The Principal will call for a team meeting involving the parents, teacher(s), school psychologist, and any other school personnel critical to the team meeting. At this meeting, all information regarding the student's academic progress and social/emotional maturity will be reviewed. The request for vertical acceleration will be based on the evaluation and achievement materials presented.
6. The team will make a recommendation to the principal regarding whether or not vertical acceleration should occur and, the team will recommend a plan of action for its implementation. The principal will make a decision with the approval of the superintendent, regarding this recommendation. If the recommendation is not approved, the parent, student, and/or faculty member may request a review after six months.

7. The classroom teacher(s) and the building Principals will implement the plan. It will be the teacher's responsibility, along with the guidance counselors, where appropriate, to monitor student progress.
8. Regular communication regarding student progress will occur. Should the student have difficulty with the vertical acceleration, another team meeting will be activated to assess the situation and recommend changes in the program. Should the student succeed in the vertical acceleration, additional team meetings may be necessary to continue developing action plans for vertical acceleration in additional academic school years. The steps will follow those outlined above.

(See Section I, Policy IKEA of the BHRSD Policy Book for more information)

## **MISCELLANEOUS INFORMATION**

### **ACCIDENTS**

Accidents of any nature are to be reported immediately to the school nurse or school administration. At that time, a written accident report will be completed and kept on file.

### **AGE OF MAJORITY**

According to Massachusetts Laws, once a person reaches the age of 18, he/she is an adult and has reached the age of majority. This means that an 18-year old is capable of signing legal documents and entering into contracts. Consistent with this definition of "adult" is the ability to sign school-related documents, including report cards, permission slips, and absence notices. A school still may continue to inform parent/guardian of grades, absences, etc. but it cannot require the signature of the parent as a condition of accepting these documents.

A Monument Mountain student who wishes to formally initiate the age of majority law as it pertains to the student and his/her family, should obtain a form from the Principal's secretary. The student will meet with the Principal to have the law explained. Parent/guardian will be notified that the law will be in effect. This is for parent information only as students by law have this right.

It must be emphasized that all school rules and regulations still apply to the students. Students should meet with the Principal upon turning 18 to discuss the age of majority legislation as it pertains to release procedure, rules, and regulations.

### **AFTER SCHOOL REGULATIONS**

Following the last scheduled class of the day, students who remain on school grounds should be involved in a supervised co-curricular activity, extra help session or assigned to after-school detention. All school rules apply following dismissal of the last class. Assigned teachers, advisors and coaches will supervise students engaged in afterschool activities.

### **CHANGE OF ADDRESS/CUSTODY**

Any time a student changes his/her place of legal residence or there is a change in custody, he/she is to inform the ~~main~~ guidance office immediately. The Guidance Department and specific counselor should also be notified by the student. All addresses must include both physical and mailing addresses, if different.

### **STUDENTS' RIGHTS**

The legislation in G.L. c.71, §§ 82-85 is summarized as follows: the students may enjoy freedom of expression in public schools provided it shall not cause disruption and disorder in the school. Freedom of expression includes (a) expressing

views through speech and symbols (b) writing, publishing and disseminating personal views as opposed to school sponsored speech which includes, but is not limited to student newspapers supported by use of school materials, funds, staff or identified by the school logo; (c) assembling peacefully on school property with prior administrative approval or off school property on public sidewalks subject to a reasonable time, place and manner restrictions.

Notwithstanding the rules above, school committees or school officials may take necessary action in cases of emergency.

No student shall be excluded from or discriminated against in admission to BHRSD or in obtaining the advantages, privileges, or courses of study and extracurricular activities of the BHRSD on account of age, race, color, sex, religion, gender identity, national origin, sexual orientation, disability, weight, or homelessness

The specific statutes are available at: <http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71>

## **EMERGENCY DRILLS**

Monument Mountain Regional High School, in coordination with state and local authorities, conducts safety drills on a preplanned regular basis in order to prepare students in the event of a real emergency. A link to our complete Emergency Operations Plan is found below. The plan was developed in coordination with local and state authorities.

Link to [Emergency Operations Plan](#)

## **ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)**

Each year the school is required by Federal Law to inform you of the status of asbestos in the school. At this time we are in the process of complying with all applicable Federal and State regulations. The asbestos management plan is on file in the office and accessible to you upon request. In addition, the school has successfully completed its inspections by the Fire Department and the Building Inspector.

## **EXTRA HELP**

If a student feels that they need help in a particular area, they should have a discussion with the teacher. The teacher may request that a student come in for extra help if he/she feels that the student needs it; students are required to make arrangements for this help if their teacher asks them to stay for additional help.

## **ELECTRONIC INFORMATION RESOURCES**

In accordance with BHRSD policy IJNOB, electronic information resources are available to qualifying students and staff at Monument Mountain Regional High School. These resources include access to the Berkshire County Wide Area Network as well as Internet services. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Internet access is coordinated through a complex association of government agencies as well as regional and state networks. With access to computers and people all over the world also comes the availability for materials that may not be considered to be of educational value in the context of the school setting. Monument Mountain Regional High School has taken available precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information.

The use of electronic information resources is a privilege, not a right. Inappropriate use of these resources, by a student or staff member, will result in the loss of computer services, disciplinary action, and/or referral to legal authorities. The use of an assigned account must be in support of education, business and/or research and within the educational goals and objectives of the Berkshire Hills Regional School District. Each user is personally responsible for this provision at all times.

The Berkshire Hills Regional School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages students suffer while on the system. These damages include, but are not limited to, loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or student errors or omissions.

Access to the computers at MMRHS will only be possible following the user's and his/her parent's or guardian's signature on a school approved contract.

Failure to adhere to the above recommendations for proper use of the computer facilities at MMRHS, the following disciplinary action is recommended following a due process hearing:

First Offense:	Loss of user password for two (2) weeks.
Second Offense:	Loss of user password for one (1) month, and the possibility of school suspension.
Third and Subsequent Offenses:	Loss of user password for one (1) semester and the possibility of school suspension.

However, the building Principal may impose any of these penalties for the first or any subsequent offense depending on the severity of the offense. The right of appeal to the Principal will be upheld in all offenses.

## **FIELD TRIPS AND OVERNIGHT TRAVEL**

[In accordance with](#) BHRSD Policy IJOA, a field trip is considered part of a regular school day and all school regulations apply. Parent/guardian consent is required for all field trips. Advance approval by the Superintendent is required for any student trip involving late night or overnight travel. Any student or staff member planning late night or overnight travel should consult the school committee policy on late night and overnight travel prior to making any travel arrangements.

## **FUNDRAISING**

In accordance with BHRSD Policy GBEDB/JJE:

1. It is the desire of the Berkshire Hills Regional School District School Committee that faculty and student groups conduct fundraising activities only for specific purposes. Funds raised by any such activities may support both curricular and extracurricular programs and may be used to defray costs of educational programs or activities that are deemed to be above and beyond normal budget support. At no time shall fundraising activities usurp the responsibility of the School District in providing necessary financial resources for the educational program.
2. The following activities are excluded from this policy:
  - a. Concerts and or performances by School District groups, such as bands, orchestras, choruses, and drama classes.
  - b. Interscholastic or intramural athletic contests.
3. The following procedures must be followed in securing permission to raise funds:
  - a. Fundraising Forms must be filled out and returned to the building Principal no later than 30 days in advance of the start of the fund raising activity.
  - b. The Principal must approve the activity. The approved form should be forwarded to the superintendent for his/her action.
  - c. The superintendent must act on the request and return the form to the Principal with appropriate action noted.
  - d. The Principal notifies the sponsor of the disposition.
4. The sale, raffling or any other form of distribution of alcoholic beverage(s) for the purpose of fundraising by or on behalf of student(s) of the Berkshire Hills Regional School District is strictly prohibited.
5. Any request for financial support as part of or in lieu of fundraising activities must be submitted for consideration during and as a part of the budget preparation of the year preceding the fiscal year in which the funds are to be expended. Said funds will be approved for inclusion in the budget by specific vote for the Berkshire Hills Regional School District School Committee.
6. This policy shall apply to all persons who are raising funds on behalf of the students, staff, schools and activities of the Berkshire Hills Regional School District.
7. No activities relating to the proposed fundraising may take place until the sponsor receives the Fundraising Form approved by the superintendent.
8. No door-to-door solicitation by students in grades K-4.

## **INSURANCE**

The Berkshire Hills Regional School Committee has authorized a student School Accident Insurance plan at a very reasonable cost. The insurance covers expenses incurred in the event of injury to a student engaged in school activities or while traveling directly between home and school.

## **LOCKERS/ STUDENT SEARCHES**

Lockers are the property of the Berkshire Hills Regional School District and loaned to students for the storage of schoolbooks and materials, plus personal items such as clothing. Lockers will be assigned to students at the beginning of each school year. Students will have the same locker throughout their four years at Monument Mountain Regional High School. Students are to use only the locker that has been assigned. If students have something taken from their locker, it should be reported immediately to the administration. The school is not responsible for any lost or stolen articles. Articles of significant value should be brought to the main office and turned over for safekeeping in the school vault until the end of the school day. Students are not to write on lockers, put decals or pictures on lockers or to deface a locker in any way. Any student who damages or misuses a locker will be subject to disciplinary action, plus restitution in full including materials and labor.

Students' lockers may be subjected to search at any time as school property and for any reason. Searches of students' property, including vehicles, may be conducted by school personnel with a reasonable suspicion, so, students should not have any reasonable expectation of privacy in their lockers.

## **PARKING/DRIVING PRIVILEGES**

Driving to school and parking at MMRHS is a privilege granted to students. All students will park in the lower two parking lots and display an issued MMRHS parking sticker. This sticker is obtained by filling out an application found in the main office.

Student Regulations:

1. Students must register their cars in the main office and receive a parking sticker from the main office. Students must register any vehicle which they anticipate driving to school, and they must present a valid drivers' license at the time of registration.
2. Monument Mountain is not an open campus. Once they have arrived to school, students must remain on campus during lunch, advisory, study hall, and all other class periods.
3. Students may access their car and the parking lot at the beginning of the school day, at the end of their school day, and when they are dismissed from school via the school's dismissal procedure. Cars parked in the parking lot should not be used as a substitute for a locker space.
4. All rules and laws pertaining to safe and responsible operation of a motor vehicle are in effect on Monument Mountain Regional High School's grounds. The speed limit in the parking lot is five miles per hour (5mph).
5. Students will park in designated spots only. Any student who violates a parking ban, parks in an unauthorized spot, or on the lawn area may have their vehicle towed at the owner's expense.
6. In accordance with BHRSD Policy IJOA, students must return from all curricular field trips, athletic contests, scrimmages, and off-grounds practices via transportation authorized and/or provided by the District or its designees. No teacher or coach will have the authority to permit a student to return with an adult except if the custodial parent makes such a request to the administration in writing in advance of the trip.

*Monument Mountain Regional High School reserves the right to revoke student driving privileges or take appropriate disciplinary action if parking, driving, and attendance violations occur.*

## **RESTITUTION**

Students and their parents are held responsible for loss of or damage to textbooks, equipment, and materials that have been assigned to them, and for loss, damage or destruction of school property for which the student has been judged responsible by the administration.

The administration shall establish the repair or replacement cost of the property in question and the student will be billed accordingly. The student or parent shall make restitution payable to M.M.R.H.S. Total payment must be made prior to the student graduating, withdrawing or transferring from the Berkshire Hills Regional School District.

#### **MOTOR VOTER LAW**

##### **G.L c. 51, §42E**

The Motor Voter law requires that Monument Mountain Regional High School make available affidavits of voter registration forms at all locations where students may register for classes.

#### **VEHICLE IDLING**

Buses and vehicles are not to be left idling at schools. Whenever a bus or vehicle arrives, the driver is to secure the bus or vehicle and shut the engine down as soon as possible. No bus or vehicle will be left at idle in excess of five minutes of anticipated idling time.

#### **SCHOOL CLOSING PROCEDURES**

In the event of severe weather conditions, school closings or delayed openings an announcement will be posted as early as possible on the BHRSD website ([www.bhrsd.org](http://www.bhrsd.org)) and through the emergency calling system. Additionally, information regarding school dismissal or closing can be found on local radio and television stations.

#### **VISITORS**

#### **WORKING PAPERS**

Working papers are available in the Guidance Office. Students aged 14 -16 are required to have proof of a physical exam before the working papers can be issued.



# BERKSHIRE HILLS REGIONAL SCHOOL DISTRICT

## 2021-2022 Calendar

SC approved: 1/28/21, rev. 6/3/21, rev 6/17/21

### July, 2021

0 Instructional Days

S	M	T	W	T	F	S	Payroll #
				1	2	3	Pay #1
H	H	6	7	8	9	10	7/4-hol.; 7/5-observed
11	12	13	14	15	16	17	Pay #2
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	Pay #3

### January, 2022

20 Instructional / 20 Staff Days

S	M	T	W	T	F	S	Payroll #
						H	New Years Day
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	Pay #15
16	H	18	19	20	21	22	MLK Day
23	24	25	26	27	28	29	1/26 1/2 day Inserv. / Pay #16
30	31						

### August, 2021

2 Instructional Days / 4 Staff Day

S	M	T	W	T	F	S	Payroll #
1	2	3	4	5	6	7	8/6-Floating Hol-fiscal yr staff
8	9	10	11	12	13	14	Pay #4, 8/13 in lieu of 6/19/21
15	16	17	18	19	20	21	
22	23	24	PD	PD	27	28	Pay #5
29	30	31					1st day - all students

### February, 2022

15 Instructional / 15 Staff Days

S	M	T	W	T	F	S	Payroll #
		1	2	3	4	5	
6	7	8	9	10	11	12	2/9-1/2 day Inserv. / Pay #17
13	14	15	16	17	18	19	
20	H	22	23	24	25	26	Pres. Day/Feb Break/Pay #18
27	28						

### September, 2021

21 Instructional / 21 Staff Days

S	M	T	W	T	F	S	Payroll #
			1	2	3	4	9/6-Lab. Day; 9/7&8-Rosh Hash.
5	H	7	8	9	10	11	Pay #6
12	13	14	15	16	17	18	9/16-Yom Kippur
19	20	21	22	23	24	25	9/22 - 1/2 day inserv. / Pay #7
26	27	28	29	30			

### March, 2022

22 Instructional / 23 Staff Days

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

### October, 2021

20 Instructional / 20 Staff Days

S	M	T	W	T	F	S	Payroll #
					1	2	
3	4	5	6	7	8	9	Pay #8
10	H	12	13	14	15	16	Columbus Day
17	18	19	20	21	22	23	10/20 - 1/2 day inserv. / Pay #9
24	25	26	27	28	29	30	
31							

### April, 2022

15 Instructional / 15 Staff Days

S	M	T	W	T	F	S	Payroll #
					1	2	
3	4	5	6	7	8	9	4/6- 1/2 day inserv./ Pay #21
10	11	12	13	14	H	16	4/15-Good Friday; 4/16-Passover
17	H	19	20	21	22	23	Pay #22
24	25	26	27	28	29	30	

### November, 2021

17 Instructional / 18 Staff Days

S	M	T	W	T	F	S	Payroll #
	1	PD	3	4	5	6	Pay #10 (full day PD)
7	8	9	10	H	12	13	Veteran's Day
14	15	16	17	18	19	20	Pay #11
21	22	23	24	H	H	27	Thanksgiving Break
28	29	30					11/29 - Hanukkah

### May, 2022

21 Instructional / 21 Staff Days

S	M	T	W	T	F	S	Payroll #
1	2	3	4	5	6	7	Pay #23
8	9	10	11	12	13	14	5/11 - 1/2 day inserv.
15	16	17	18	19	20	21	Pay #24
22	23	24	25	26	27	28	
29	H	31					Memorial Day

### December, 2021

17 Instructional / 17 Staff Days

S	M	T	W	T	F	S	Payroll #
			1	2	3	4	Pay #12
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	12/15-1/2 day inserv. / Pay #13
19	20	21	22	23	H	H	all staff-1/2day.xmas eve/day
26	H	28	29	30	H		Pay #14

### June, 2022

10 Instructional / 10 Staff Days

S	M	T	W	T	F	S	Payroll #
			1	2	3	4	Pay #25
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	Pay #26
H	20	21	22	23	24	25	Juneteenth Hol.- observ. 6/20
26	27	28	29	30			Pay #27

School Not In Session-Buildings Closed - Offices Open - No School

- First Day of Classes - All Students

all day staff prof development

Indicates Early Release day for students

Indicates Payroll

Earliest Last Day: 180th day Students; 184th day - staff = 6/14

If 5 snow days are used: last day - 6/22

school committee meetings

school committee meetings - meet & confer or reserved for subcommittees

September 9, 2021 will be the first payroll of FY22 for

Unit A, Extended School Year and School Year Staff

APPENDIX C  
STAFF DIRECTORY  
2022 - 2023

Mrs. Kristina Farina, *Principal*  
Mr. Peter Falkowski, *Assistant Principal*  
Mr. Keith Wright, *CVTE Assistant Principal*  
Mrs. Doreen Hughes, *Principal's Secretary*  
Ms. Heather Lorange, *Assistant Principal's Secretary*  
Mrs. Rebecca Campetti, *Guidance Secretary*  
Mrs. Dede Norton, *Guidance Secretary*

Ms. Nicole Cast, *Clinician*  
Mr. Sean Flynn, *Counselor*  
Mrs. Pamela Morehouse, *School Adjustment Counselor*  
Mr. Michael Powell, *Counselor*  
Mrs. Marcie Velasco, *Counselor*  
Mrs. Casey Wilton, *Clinician*

**ART DEPARTMENT**

Mrs. Krista Dalton  
Mr. Neel Webber

**AUDIO VISUAL SPECIALIST**

Mr. Paul Kakley

**CAREER/VOCATIONAL DEPARTMENT**

Mr. John Curletti, *Family Consumer Sciences*  
Mr. Christopher D'Aniello *Automotive*  
Mr. William Florek, *Horticulture*  
Mr. John Hartcorn, *Woodworking*  
Mr. Thomas Roy, *Computers*

**MATHEMATICS DEPARTMENT**

Mr. Edward Barrett  
Ms. Susan Bilodeau  
Mrs. Kathy Erickson  
Mr. Stephen Estelle  
Ms. Maria Knox

**ENGLISH DEPARTMENT**

Ms. Tara Birkett  
Ms. Shari Cahill  
Mr. Vincent Chen  
Ms. Holly Freadman  
Mr. Michael Mooney  
Mr. Michael Rosenthal  
Ms. Jolyn Unruh

**PHYSICAL EDUCATION DEPARTMENT**

Mrs. Michelle Campbell  
Mr. Ryan Kelly

**LIBRARY MEDIA SPECIALIST**

Mrs. Kara Staunton-Shron

**SCIENCE DEPARTMENT**

Ms. Marnell Allen  
Ms. Heather Boyko  
Mrs. Bethany Cook  
Ms. Jamie Downer  
Mr. Aaron Fisher  
Ms. Elsa Herraes Hernandez  
Ms. Valri Ivy

**WORLD LANGUAGES DEPARTMENT**

Mr. Daniel Farley-Bouvier  
Mrs. Deanna Collins  
Mrs. Rachel Siegel  
Ms. Valerie Zantay

**SOCIAL STUDIES DEPARTMENT**

Mr. Edward Collins  
Ms. Lena Diller  
Mr. Gordon Soule  
Mr. Brian Leslie  
Ms. Isabel Morley  
Mrs. Holly Troiano

**MUSIC DEPARTMENT**

Ms. Julie Bickford  
Mr. Jacob Keplinger  
Mr. Matthew Schneider

**SPECIAL EDUCATION DEPARTMENT**

Mrs. Rebecca Augur

**GUIDANCE DEPARTMENT**

Ms. Amanda Burns  
Mrs. Anne D’Aniello  
Ms. Margaret Esposito  
Ms. Amanda Hoag  
Mr. Gary Kapchinske  
Ms. Ellen Rizzo  
Ms. Kelsey Romano

#### **ENGLISH SECOND LANGUAGE**

Mrs. Carrie Heck  
Mrs. Karen Luttenberger

#### **GREENHOUSE ASSISTANTS**

Ms. Pat Ferrari-Benham  
Mrs. Gail Guarda

#### **SUPPORT STAFF**

Ms. Celia Armstrong  
Mrs. Amy Boardman  
Ms. Maria Borucka-Gurdek  
Ms. Christine Colon  
Ms. Nina deLuca  
Mrs. Carole Hammer  
Ms. Trezinha Hyvernaud  
Mrs. Laura Passetto  
Mrs. Kelly Kennedy  
Ms. Suzan McCauley  
Mr. Lindsey Siegal  
Ms. Linda Vermilyea  
Ms. Emily Williams

#### **DIRECTED STUDY SUPERVISOR**

Ms. Sarah Mead-Mason

#### **FOOD SERVICE**

Mrs. Kathleen Sullivan, *Food Service Director*  
Mrs. Jodi Hall, Head Cook  
Mrs. Johnny Chisolm  
Ms. Martha Gardino

#### **CUSTODIANS**

Mr. Matthew McDermott, *Head Custodian*  
Mr. Richard Austin  
Mr. Bob Hamer  
Mr. Jamie Slavinsky  
Mr. Michael Traore

#### **SCHOOL NURSE**

Rhonda Patrick

#### **IT DEPARTMENT**

Rob Horner  
Ulrich Kohlhase  
Peter Robertson

#### **ATHLETICS DIRECTOR**

Karl Zigmand

## APPENDIX D

### ADVISORY BOARDS

#### **Student Advisory Board to the Principal**

Students are invited to meet with the Principal on a regular basis through this advisory board. The board addresses current school issues as well as recommendations for change. The board meets on a rotating schedule during the school day. Volunteers from diverse interests, programs and grade levels in the school are sought in September and serve for one year.

**Contact person: Kristina Farina, Interim Principal – *Principal***

#### **Student Advisory Committee to the School Committee**

According to Chapter 71, Section 38M, each school system must have a student advisory committee that meets at least once every other month during the months that school is in session. The advisory committee is composed of five students elected by the student body. Students discuss and question school related issues with the school committee during meetings. And students attend regular school committee meetings. Three students are elected in the spring and two more in the fall for a full school year. The student selected by the Student Advisory Committee as its chairperson shall serve for one year as the non-voting student member of the Berkshire Hill Regional School District School Committee.

**Contact person: Brian Leslie, Sean Flynn – *Faculty Advisors to the Student Senate***

#### **Student Advisory Council to the State Department of Education**

By state law every high school must elect two student representatives to the Regional Education Center. Students meet monthly with other students from their region to discuss topics of county, regional, and state concern. Each region sends representative to the state level to meet with the Massachusetts Department of Education. Student elections occur each spring.

**Contact person: Brian Leslie, Sean Flynn – *Faculty Advisors to the Student Senate***

#### **School Advisory Board**

The School Councils also meet throughout the year to review goals and objectives of the high school and to discuss issues relating to education.

**Contact person: Brian Leslie, Sean Flynn – *Faculty Advisors to the Student Senate***

## ATHLETICS

### Interscholastic Athletics

Monument Mountain Regional High School offers a wide variety of opportunities for students to participate in interscholastic athletics. The athletic department fields 28 teams on a varsity and junior varsity level. Both team sports and individual sports receive excellent coaching, facilities, and equipment. Existence of these sports as fully organized interscholastic athletic teams depends upon student enrollment, student participation and the availability of a qualified coaching staff. The major sports and their season are:

FALL:	Cross Country Running, Football, Soccer, Girls' Volleyball and Golf
WINTER:	Alpine Skiing, Basketball, Swimming, Ice Hockey, and Wrestling
SPRING:	Baseball, Softball, Tennis, Track

In order to be eligible to participate in an interscholastic sport, a student must successfully complete a physical examination and meet the minimum academic requirements set forth by the Massachusetts Interscholastic Athletic Association (MIAA). Refer to the MIAA Athletic Policies for further information.

### **ATHLETIC POLICIES**

In accordance with BHRSD Policy JJIBR, the philosophy of interscholastic athletics at MMRHS is the development of a young individual through the pursuit of excellence.

All students, and student athletes are expected to conduct themselves at all times in a manner which will be a credit to themselves, their team and coaches, their parents, the school and the community. A student athlete who violates regulations, regardless of whether he or she is actively participating during the time of the incident, may be penalized during the season of occurrence or the next season that they will be actively participating in according to school as well as MIAA policies and standards.

1. Student violations related to the use, possession, or purchase of substances including alcohol, any drug, and any product designed to deliver nicotine to the user, will be subject to athletic sanctions according to the most current MIAA policies.
2. A MMRHS student cannot at any time represent our school in athletic events, unless the student is taking courses, which would provide Carnegie Units (120 hours of study) equivalent to 4 traditional yearlong major English courses. All course offered at MMRHS will be considered for eligibility except the following: Physical Education, Resource Room, Reading Lab, Exploring Technology, Links and Community Helper. Since credits assigned to the course indicate the number of hours for the course, these credits will be the ones counted toward eligibility. For example a course assigned for two credits will count as two credits for eligibility. Half-year classes will count as one credit for the quarter but ½ credit for the year.
3. To participate in a fall sport, the athlete must have passed four credits of course work from the previous year. This does not apply to incoming 9<sup>th</sup> graders. Summer school courses only count toward eligibility for the fall when those courses are taken to pass a class that was previously failed. To continue eligibility, a student must have passing grades in a minimum of 4 credits for the marking period preceding competition. It is the responsibility of all student athletes to maintain a good academic standing. It is the responsibility of a coach to recognize that academic success is a priority. Consequently, coaches will cooperate in any possible way to make sure that academics and athletics each maintain their proper place.
4. If a student athlete is to participate in an athletic competition or practice, the student athlete must be in attendance to school by 9:00 a.m. and must attend all classes unless permission is granted by parents and the athletic director or the administration. The student athlete must attend classes on Friday in order to be eligible for athletic events on Saturday, unless excused by the athletic director or the administration.
5. Captain's practices will not be allowed as per MIAA regulations. The Berkshire Hills Regional School District will not be responsible for injuries or damages incurred during such practices as these practices are not sanctioned by the MIAA or the District.
6. Monument Mountain Regional High School is a member in good standing of the Massachusetts Interscholastic Athletic Association. It should be pointed out that all rules and regulations which govern interscholastic athletes or member schools of the MIAA will be strictly adhered to. This includes rules which apply to both individual and team participation. All questions concerning the transfer rule, age rule, chemical health rule, etc., may only be appealed through the MIAA via the high school Principal.

## CONCUSSION MANAGEMENT AND RETURN TO PLAY REQUIREMENTS

Student/ athletes and Parents are required to read and sign off on the Concussion and Opioid fact sheets prior to athletic participation.

### ***Assumption of Risk***

All student/ athletes and parents must realize that participation in sports carries a risk of injury including possible concussion, and, by agreeing to participate in athletic activities and signing a parental permission form on behalf of their children/ themselves, they thereby assume the risks of such injury. It is imperative that extreme care and attention be used at all times by all parties. Specific provisions for exercising care can be found below and on this Website: [<http://www.cdc.gov/headsup/index.html>].

### ***Concussion Management and Return to Play Requirements*** ***“When in Doubt- Sit It Out”***

“A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost.” (Centers for Disease Control and Prevention, 2009).

### **Part I: Signs and Symptoms of a Concussion**

A concussion should be suspected if any one or more of the following signs or symptoms are present, or if the coach/evaluator is unsure.

1. Signs of a concussion may include (what the athlete looks like) the following:
  - Confusion / disorientation / irritability
  - Act silly / combative / aggressive
  - Trouble resting / getting comfortable
  - Repeatedly ask same questions
  - Lack of concentration
  - Dazed appearance
  - Slow response / drowsiness
  - Restless / irritable
  - Incoherent / slurred speech
  - Constant attempts to return to play
  - Slow / clumsy movements
  - Constant motion
  - Loss of consciousness
  - Disproportionate / inappropriate reactions
  - Amnesia / memory problems
  - Balance problems
2. Symptoms of a concussion may include (what the athlete reports) the following:
  - Headache or dizziness
  - Over sensitivity to sound / light / touch
  - Nausea or vomiting
  - Ringing in ears
  - Blurred or double vision
  - Feeling foggy or groggy

Note: DPH regulation 105 CRM 201 requires that a coach MUST immediately remove a student/ athlete from participating in any intramural or interscholastic athletic activity who (A) is observed to exhibit signs, symptoms or behaviors consistent with a concussion or (B) is diagnosed with a concussion regardless of when such concussion or head injury may have occurred or (C) sustains a head injury or suspected concussion. Under this regulation, coaches must also prohibit student/ athletes from engaging in any unreasonably dangerous athletic techniques and encourage techniques designed to promote safety. Failure to comply with this regulation may result in penalties including, but not limited to, personnel sanctions and the forfeiture of games.

Additionally, coaches, licensed athletic trainers, trainers, volunteers, school and team physicians, school nurses, athletic directors, marching band directors, students engaged in athletic activities and their parents must annually read, sign, and acknowledge understanding and receipt of DPH approved concussion education materials provided by the school. While this information provides a useful reference regarding indicators of concussion in student/ athletes, it is not a substitute for reading, signing, and acknowledging receipt of those materials.

## **Part II: Return to Participation (RTP)**

Currently, it is impossible to accurately predict how long concussions will last. There must be full recovery before someone is allowed to return to participation. Massachusetts Law now requires that no athlete may resume participation until they have received written medical clearance from a licensed health care professional (Physician or the following individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). Therefore, the following procedures will apply when a Pre-Participation Head Injury/ Concussion Form reveals a recent prior concussion (beginning with procedure 5) or when a concussion occurs during the sports season:

### **Concussion management requirements:**

1. No student/ athlete SHALL return to participation (RTP) on the same day of concussion.
2. The coach shall communicate the nature of the injury directly to the parent in person or by phone and the licensed athletic trainer immediately after the practice or competition in which a student/ athlete has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach or licensed athletic trainer also must provide this information to the parent in writing in English and in the language of the home on the Report of Head Injury during Sports Season Form, whether paper or electronic format, by the end of the next business day. If the athlete is injured during the season but not while involved in any school athletic or extra-curricular activity, the parent must complete the Report of Head Injury during Sports Season Form and provide it to the student/ athlete's licensed athletic trainer/ coach.
3. The licensed athletic trainer/coach shall communicate, prior to the next school day with the Athletic Director and school nurse that the student/ athlete has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The licensed athletic trainer/coach will provide the Report of Head Injury during Sports Season Form to the nurse and Director of Athletics. The school nurse will contact the student's teacher and guidance counselors.
4. If a student/ athlete is suspected of having a head injury or concussion, the student/ athlete will be referred immediately to their primary care physician or the emergency room and will be given a symptom checklist for review by medical personnel. Any loss of consciousness, vomiting or seizures the student/ athlete MUST be immediately transported to the hospital. Any student/ athlete with signs or symptoms related to a concussion MUST be evaluated from a licensed health care professional Physician or the following individuals in consultation with a licensed physician: Nurse Practitioner, Physician Assistant, Neuropsychologist or Athletic Trainer). These individuals must have received the appropriate training to make certifications.
5. Each student/ athlete who is removed from practice or a competition and subsequently diagnosed with a concussion must have a graduated reentry plan to return to full academic and extracurricular activities. The plan will be developed by teachers, guidance counselor, school nurse, licensed athletic trainer if on staff, parent and the child's treating medical provider.



6. Close observation of a student/ athlete MUST continue following a concussion. This should be monitored for an appropriate amount of time following the injury to ensure that there is no escalation of symptoms.
7. Schools will follow the primary care physician's written orders concerning return to school and physical activity.
8. The student/ athlete MUST obtain written clearance from one of the licensed health care professionals mentioned above directing them into a well-defined RTP stepped protocol similar to one outlined below. If at any time signs or symptoms should return during the RTP progression the student/ athlete should cease activity\*.
9. After the RTP protocol has been successfully administered (no longer exhibits any signs or symptoms or behaviors consistent with concussions), final written medical clearance is required by one of the licensed health care professionals mentioned above for them to fully return to unrestricted participation in practices and competitions. This clearance may be provided via a DPH Post Sports-Related Head Injury Medical Clearance Form or school-based equivalent.
10. The student/ athlete diagnosed with a concussion must be completely symptom free at rest in order to begin graduated reentry to extracurricular athletic activities. The student/ athlete must be symptom free at rest, during exertion, and with cognitive activity in order to complete the graduated re-entry plan and be medically cleared to play.

#### **Medical Clearance RTP Protocol (Recommended one full day between steps)**

Rehabilitation stage - Functional exercise at each stage of rehabilitation - Objective of each stage:

1. No activity - Complete physical and cognitive rest until recovered and asymptomatic. School may need to be modified.
2. Light aerobic activity - Walking, swimming or stationary cycling keeping - Increase Heart Rate intensity, <70% of maximal exertion; no resistance training.
3. Sport Specific Exercise - Skating drills in ice hockey, running drills in soccer - Add Movement; no head contact.
4. Non-contact training - Progression to more complex training drills, i.e., - Exercise, coordination and drills passing drills in football and ice hockey; may start cognitive load progressive resistance training.
5. Full Contact Practice - Following medical clearance, participate normally - Restore confidence and assess training activities functional skills by coaching staff.

• If at any time symptoms should return during the RTP progression the student/ athlete should stop activity that day. If the student/ athlete's symptoms are gone the next day, s/he may resume the RTP progression at the last step completed in which no symptoms were present. If symptoms return and don't resolve, the athlete should be referred back to their medical provider.

#### **Additional MIAA Requirements for Football and Hockey**

A doctor, licensed trainer or certified EMT must be in attendance and on duty for all interscholastic football games and all varsity ice hockey games. The medical person shall be responsible for both teams unless the visiting team has its own medical coverage. His/her judgment will be final with regard to the condition of a player after injury. No player may continue to play against the medical person's advice. The penalty for violation of this provision is forfeiture of the game.

#### **References:**

1. NFHS. Concussions. 2008 NFHS Sports Medicine Handbook (Third Edition). 2008: 77-82.  
<http://www.nfhs.org>
2. McCrory, Paul MBBS, PhD; Meeuwisse, Willem MD, PhD; Johnston, Karen MD, PhD; Dvorak, Jiri MD; Aubry, Mark MD; Molloy, Mick MB; Cantu, Robert MA, MD. Consensus Statement on Concussion in Sport 3rd International Conference on Concussion in Sport held in Zurich, November 2008. Clinical Journal of Sport Medicine: May 2009 - Volume 19 - issue 3 - pp 185-200  
<http://journals.www.com/cjsportsmed/Fulltext/2009/05000 Consensus Statement on Concussion in Sport 3rd.1.aspx>
3. Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports.  
[http://www.cdc.gov/NCIPC/tbi/Coaches\\_Tool\\_Kit.htm](http://www.cdc.gov/NCIPC/tbi/Coaches_Tool_Kit.htm).



4. U.S. Department of Health and Human Services Centers for Disease Control and Prevention. A Fact Sheet for Coaches. (2009). Retrieved on June 16, 2010. [Http://www.cdc.gov/concussion/pdf/coaches\\_Engl.pdf](http://www.cdc.gov/concussion/pdf/coaches_Engl.pdf)  
Resources: C Centers for Disease Control and Prevention. Injury Prevention & Control: Traumatic Brain Injury. Retrieved on June 16, 2010. <http://www.cdc.gov/TraumaticBrainInjury/index.html>  
C Centers for Disease Control and Prevention. Heads Up: Concussion in High School Sports Guide for Coaches. Retrieved on June 16, 2010.

#### **BHRSD DISTRICT POLICIES**

All policies can be found at:

[http://www.edline.net/pages/bhrsd/General\\_Info/BHRSD\\_Policy\\_Manual/Policy\\_Indexes](http://www.edline.net/pages/bhrsd/General_Info/BHRSD_Policy_Manual/Policy_Indexes)

**Monument Mountain Regional High School  
SUSPECTED BULLYING  
REPORTING FORM**

**1. Name of Reporter:** \_\_\_\_\_

(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 Alleged Target (of behavior):** \_\_\_\_\_

**Name of Alleged 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.**

**9. Action Taken by Staff Member (if Staff Member is Reporter).**

☐ **Call Target's Parent Date:** \_\_\_\_\_ ☐ **Call Aggressor's Parent Date:** \_\_\_\_\_

☐ **Classroom Intervention Plan - Describe:** \_\_\_\_\_

**10: Form Given to Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Staff Signature:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

**PARENT OR GUARDIAN CONSENT FORM  
ELECTRONIC INFORMATION POLICY**

I have read the Berkshire Hills Regional School District's Electronic Information Resources Policy and understand that access to the electronic information resources is designed for educational purposes. I understand that it is impossible for the District to restrict access to all the controversial materials and I will not hold the District responsible for controversial materials my student acquires utilizing the district's electronic information resources. I agree to report any misuse of the electronic information resources to the District's System Administrator of School Administration. Misuse comes in many forms, but can be viewed as any messages sent or received that include/suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described previously.

I hereby give my permission for my student to access the District's electronic information resources. I understand that this permission shall remain effective during the time my student is enrolled as a student in Berkshire Hills Regional School District, or until I give the District written notice that the permission given is revoked. I further understand that any amendments or revisions to the Electronic Information Resources Policy will be printed in the Student Handbook and that no other notice of amendment or revision to the Electronic Information Resources Policy will be given to me unless it is to be effective prior to publication in the Students Handbook.

Student's Name (please print) \_\_\_\_\_

Parent/Guardian Name (please print) \_\_\_\_\_

Signature\_\_\_\_\_Date\_\_\_\_\_

I do not give the Berkshire Hills Regional School District permission for my student to access the District's electronic information resources.

Student's Name (please print) \_\_\_\_\_

Parent/Guardian Name (please print) \_\_\_\_\_

Signature\_\_\_\_\_Date\_\_\_\_\_

*(See Section I, Policy IJNDB-E of the BHRSD Policy Book for full Policy). (This is an example of a letter you will have to sign to allow your child to use the internet services)*

## DISTRIBUTION OF MEDICINE LETTER

September 20, 2022

Dear Parent/Guardian:

Our school district requires that the following forms must be on file in your child's health record before we begin to give any medicine at school, whether prescription medication or non-prescription medication (such as Tylenol).

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

Medicines should be delivered to the school in a pharmacy or manufacturer-labeled container by you or by the student as long as the school nurse is notified. Please ask your pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to the school.

If you have further questions concerning this policy, please do not hesitate to call me at 644-2300.

Sincerely,

BHRSD School Nurses

*(See Section J, Policy JLCD-E of the BHRSD Policy Book)(This is an example of a letter you will have to sign to allow the school to dispense medications.)*

## 2021-2022 Bell Schedule:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1: 8:00-8:43	Period 1: 8:00-9:19	Period 1: 8:00-8:43	Period 2: 8:00-9:19	Period 1: 8:00-8:43
Announcements: 8:46-8:49		Announcements: 8:46-8:49		Announcements: 8:46-8:49
Period 2: 8:49-9:32	Announcements: 9:24-9:28	Period 2: 8:49-9:32	Announcements: 9:24-9:28	Period 2: 8:49-9:32
Period 3: 9:36-10:19	ADVISORY: 9:28-9:58	Period 3: 9:36-10:19	ADVISORY: 9:28-9:58	Period 3: 9:36-10:19
Period 4: 10:23-11:06	Period 3: 10:03-11:22	Period 4: 10:23-11:06	Period 4: 10:03-11:22	Period 4: 10:23-11:06
Period 5/Lunch:		Period 5/Lunch:		Period 5/Lunch:
Lunch 1: 11:09-11:39 Class: 11:42-12:25	Period 5/Lunch:	Lunch 1: 11:09-11:39 Class: 11:42-12:25	Period 6/Lunch:	Lunch 1: 11:09-11:39 Class: 11:42-12:25
Class: 11:09-11:52 Lunch 2: 11:55-12:25	Lunch 1: 11:27-11:57 Class: 12:02-1:21	Class: 11:09-11:52 Lunch 2: 11:55-12:25	Lunch 1: 11:27-11:57 Class: 12:02-1:21	Class: 11:09-11:52 Lunch 2: 11:55-12:25
	Class: 11:27-12:46 Lunch 2: 12:51-1:21		Class: 11:27-12:46 Lunch 2: 12:51-1:21	
Period 6: 12:28-1:11		Period 6: 12:28-1:11		Period 6: 12:28-1:11
Period 7: 1:15-1:58	Period 7: 1:26-2:45	Period 7: 1:15-1:58	Period 8: 1:26-2:45	Period 7: 1:15-1:58
Period 8: 2:02 - 2:45		Period 8: 2:02 - 2:45		Period 8: 2:02 - 2:45