

Eagle Educational Academy Day Program



Student Handbook

Message from the Director:

Welcome to the Eagle Educational Academy Day Program! The Eagle Educational Academy Parent/Student Handbook is designed to supplement the Pittsfield Public Schools District Handbook. This handbook is designed to provide a summary of the most important procedures and policies as they relate to Eagle Academy students and families. This information will help you to understand your rights and opportunities as well as your responsibilities and obligations in order to have a safe and successful middle/high school experience. It is important that you and your families review these policies and procedures to ensure a successful and positive experience at the Eagle Academy Program.

The staff of Eagle Academy looks forward to serving you.

Brian Kelley
Director, Eagle Educational Academy
(413)449-4927
bkelly@pittsfield.net

School Committee

The Honorable Linda Tyer, *Mayor of Pittsfield*

Mrs. Katherine Yon, *Chairman*

Ms. Alison McGee

Dr. William Cameron, *Secretary*

Mr. Daniel C. Elias

Mr. Mark Brazeau

Ms. Nyanna Slaughter

Administration

Mr. Joseph Curtis, *Superintendent*

Mr. Henry Duval , *Deputy Superintendent*

Mrs. Kristen Benhke, *Assistant Superintendent of Business and Finance*

Mrs. Tammy Gage, *Assistant Superintendent for College and Career Readiness*

Eagle Educational Academy

Mr. Brian Kelley, *Director, 413-448-9724 or 413-449- 4927*

Support Staff

Mr. Ryan Fuller, *Dean of Students, 413-448-9724*

Ms. Dawn Betters, *School Adjustment Counselor, 413-448-9724, 448-9727*

Ms. Pauline Smith, *School Adjustment Counselor, 413-448-9727, 448-9724*

Mr. Lance Spratling, *Teacher of Department, 413, 448-9724 or 413-770-9750*

Statement of Nondiscrimination

The Pittsfield Public Schools, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work. [M.G.L. c.76, s5]

Welcome to Eagle Educational Academy Day Program

Program Description

The Eagle Educational Academy Day Program provides special education services to adolescents. We are located in the historic Eagle Building in downtown Pittsfield, MA.

Eagle Educational Academy provides specialized programming for middle school and high school students in grades 6-12. Our program is designed to provide a small, safe and supportive environment for students who have significant behavioral and/or social emotional needs and who have had difficulty accessing the general education curriculum in a traditional middle/high school setting.

Eagle Educational Academy provides individualized and small group instruction for academics delivered by licensed teachers. In addition, the program offers counseling services, case management, social skills instruction, life skills and job readiness training.

Our Program works collaboratively with many community agencies to support and enhance programming, including but not limited to: Berkshire Museum, MassHire, Barrington Stage, YMCA, The Christian Center of Pittsfield, Williams College, Boys and Girls Club, and Shakespeare & Co.

Students referred to Eagle Academy have significant social/emotional needs and exhibit challenging, often unskillful behaviors in a typical school setting. All students have identified disabilities and receive special education services through an IEP. Students come to us with a history of chronic behavior problems which have resulted in disciplinary action, including multiple suspensions.

Educationally related questions and concerns should be addressed or discussed with Brian Kelley, Director of Eagle Educational Academy. You may request a meeting or appointment by calling 413-449-4927.

You are expected to follow through in all areas of your educational process as these school years prepare you for your future. Your dedication and cooperation will benefit you. Behavior and attitude in school is expected to be positive and appropriate at all times (see Behavior Management). You are expected to respect others' rights to study.

Our Mission

In order to foster academic excellence, and inspire students to set and achieve personal goals at the highest level, Eagle Educational Academy, focuses on instilling knowledge, confidence, and personal goal setting, while providing a safe, respectful and engaging environment in which all students can learn and grow. Together, with families, teachers, administrators, and community partners, our mission is to offer a comprehensive alternative education program that will encourage and empower students to maximize his or her potential for success. Students will acquire the 21st century skills necessary to become productive students, responsible citizens and lifelong learners in a dynamic, diverse world.

Table of Contents

GENERAL INFORMATION	6
School Year	6
Emergency Cancellation or Delayed Opening of School Due to Snow or Other Reason	6
Program Operations	7
Parent Consent and Notification	8
Procedure Concerning Requests of Parents or Eligible Students to Review Records	9
Mandated Reporting “Duty to Warn”	18
Runaway Policy and Procedures	19
Notification Procedures	20
Smoking Policy	21
Pittsfield Public Schools	23
Physical Restraints: Practice and Procedures	28
Aligned Supports and Interventions	55
DUE PROCESS FOR SUSPENSIONS: NOTICE OF PROPOSED SUSPENSION	61
Behavior Program Overview	70
HEALTH AND WELLNESS SERVICES	72
Eagle Educational Academy School Wellness Policy	72
Food Service	72
Wellness Promotion Nursing/Counseling Services	73
Medication Administration	74
RECEIPT OF HANDBOOK I have received a copy of the	74

GENERAL INFORMATION

School Year

Eagle Educational Academy operates on a 180 day schedule (see attached Calendar).

Emergency Cancellation or Delayed Opening of School Due to Snow or Other Reason

SNOW/EMERGENCY DAY CANCELLATION PROCEDURES

Extreme weather conditions such as heavy snow, ice, or flooding may result in the cancellation of classes at all schools. A localized emergency such as the loss of heat or a water main break may result in the cancellation of classes at a single school. In either situation, an automated phone and email notification system will be activated to provide families with timely notice. In addition, the superintendent or designee will notify local radio and television stations and post a notice on the education cable access channel by 6:00 a.m. The following stations will be contacted:

WBRK 101.7 FM/1340 AM	Channel 6	Capital News 9
WBEC 105.5 FM/1420 AM	Channel 10	PCTV Channel 17
WUPE/WMNB 100.1 FM/1110 AM	Channel 13	Channel 14 (Springfield 22)

School closings will also be posted on the Pittsfield Public Schools (PPS) website, www.pittsfield.net, the Pittsfield Public School App for Android, and iPhones, and the District Instagram account. **It is crucial that parents/guardians keep the schools informed of current family contact information. Notify your child's school of changes of address, phone numbers, email addresses, and emergency contact information as they occur.**

In circumstances where the emergency situation may improve, there may be a one- or two-hour delay to the starting time set for each level. In the event that an emergency develops during the day while schools are in session, plans will be communicated using the same stations and be supplemented with family or emergency contact phone calls. When necessary, students may remain in school until arrangements for a safe dismissal are arranged.

Program Operations

Volunteers & Visitors

While Eagle Academy extends a warm welcome to parents and others who visit our program, at the same time, we must assure that our students and staff are safe and learning is not disrupted. Schools must be aware of who is in the building and why they are there. All entrances to the Eagle Street program are locked. This includes the elevator and the door leading to the stairwell at the street level entrance of the building. All visitors must report to the Dean's or Teacher of Department's Office with a valid ID (preferably a driver's license), sign in, and receive a visitor's pass/identification for use while in the program. Visitors will be escorted to their destination by Eagle Street staff.

Anyone who wishes to volunteer time to work with our students and is likely to have access to students which, at times, may be unsupervised while on school premises or while participating or assisting in school-sponsored programs or activities must register with the district for a Criminal Offender Records Information (CORI) check before

engaging in volunteer activities. The opportunity to volunteer may be denied if the check reports evidence of criminal conduct deemed by the superintendent or designee to create a credible risk to students, staff, or the public.

Parental Involvement and Parent's Advisory Group

Parents, guardians and caregivers of the children in the school are encouraged to become partners in matters that pertain to their students' education, health and safety. This is accomplished through a variety of methods.

1. Eagle Educational Academy will be developing a School Council this year that will meet monthly to discuss and make decisions related to the education, health and safety of the students in the school. There will be parents, educators and administrative representatives on this team.
2. Staff members at Eagle Academy are engaged in a systems approach to problem solving for students utilizing a response to intervention approach to situations where students are not responding to universal expectations and instruction. As such, Student Support Teams composed of a representative group of service providers meet weekly to review and problem solve around specific student centered issues related to education, behavior, health and safety of the individual students whose issues are brought to the Team. Parents are invited to engage in these problem-solving meetings when students have not responded to initial interventions. Parents may request Building Assistance meetings when they feel as though their child is not being successful in school.
3. Parents and school personnel may also initiate the IEP Team process in order to review a student's lack of progress and problem-solve interventions and make changes to the IEP that will support the student.
4. There will be parent trainings on select topics that will be offered throughout the year. Efforts will be made to survey parents on topics that will be helpful in working with their child/adolescent.
5. Parent Advisory Group: Efforts are made each year to recruit parents/guardians in order to develop a Parent Advisory Group.

Parent Consent and Notification

Matters requiring parental consent include, but are not limited to, the following:

Individual Education Plan related matters, Emergency medical care, Medication(s) Publicity, research, evaluation, and field trips. Consents are obtained at the time of admission and at the beginning of each year thereafter.

Confidentiality and Student Records

Confidential student records are maintained by Eagle Educational Academy for all students. Oversight of the student records will be the responsibility of the Administration and adhere to Massachusetts Student Records Regulations, 603 CMR 23.00 and c.71, s34H of Massachusetts General Law.

- Student records are secured against loss, defacement, tampering or unauthorized access or use. Active records are secured each evening in a locked office.
- A Log of Access will be maintained with each record for authorized persons who are accessing the material to sign.
- Parents/Guardians and students will have the same rights regarding access to, amendment of, and dissemination to third parties of student records maintained by Eagle Educational Academy as provided with regard to public school student records by Massachusetts Student Records Regulations (603 CMR 23.01).
- Authorized personnel from the responsible LEA, Department of Education, and representatives of state licensing agencies will have the right of access to those records as is provided by the regulations with regard to public school records.

- Records of a student will not be released to third parties without written consent of the student if eighteen (18) years or over, and/or the Parents or Guardians.
- The Eagle Educational Academy administrators will notify the Parents/Guardians if a child's records are subpoenaed.
- Records will be maintained by the school for a minimum of seven years. Student permanent records are maintained by their home districts.

Procedure Concerning Requests of Parents or Eligible Students to Review Records

- Requests to review records are to be made to the Principal/Director and/or his/her designee.
- Access to records will be provided as soon as practical, but within ten (10) days of the initial request.
- Records will be made available only by specific appointment.
- Records are to be reviewed only in the area of the school specified by the Principal and/or his/ her designee.
- Upon request, copies of information in the records may be given to the Parent(s) / Guardians(s) or eligible student.
- A non-custodial Parent is eligible, upon written request, to obtain access to the student's record unless legal rights, as a Parent to the child, have been terminated by a court or if they are restricted by a protective order from obtaining the child's records.
- The Parent of eligible students will have the right to add or request deletion of material in the student records.
- Original records are not otherwise copied or otherwise distributed other than as dually authorized by the Principal and/or his/her designee.
- The records file will be personally checked by the Principal/Director and/or his/her designee before any appointment inspection and at the end of the appointment, before the records are returned for filing and before the Parent / Guardian or student leaves the office.
- Parents, LEA's, and other referring agencies will be provided with one copy of all evaluations or reports that may comprise the student's educational record. Additional copies must be at the Parent's / LEA's written request.

For full text of the Student Records Regulations, refer to 603 CMR 23 in the Resource and Reference Manual, located in the Administrative office.

The School Administrator is:

Mr. Brian Kelley, LICSW—Director of Eagle Educational Academy || Pittsfield Public Schools

DISTRIBUTION OF REPORT CARDS

Report cards are distributed the week after marks close

	<u>Progress Reports</u>	<u>Close of Marks</u>
1 st Quarter	October 8, 2021	November 12, 2021
2 nd Quarter	December 17, 2021	January 28, 2022
3 rd Quarter	March 4, 2022	April 1, 2022
4 th Quarter	May 6, 2022	June 13, 2022

*The above dates may be amended

B. HIGH SCHOOL GRADUATION REQUIREMENTS

Policy

All high school students are to acquire an equal number of credits as a requirement for graduation.

The number of credits required for graduation shall be adjusted periodically, subject to School Committee approval, so as to reflect program and course requirements as well as scheduling arrangements.

When courses differ substantially in their levels of academic challenge, differential weighting for computing grade point average shall be used as a means of assessing more fairly the academic achievement of students.

All students shall be required to fulfill course requirements for graduation as approved by the School Committee or mandated by state law.

Except for state mandated graduation requirements, the principal shall have authority to waive requirements for graduation in the senior year subject to review by the Superintendent of Schools or his/her designee. The principal in consultation with the Superintendent of his/her designee may modify graduation and/or certification requirements based on recommendations of SPED teams or under other exceptional circumstances.

Regulations

Credit Requirements

1. All courses will receive one (1) credit per period per semester.
2. Students must acquire a minimum of 244 credits as a requirement for graduation.
3. All students are to be scheduled for a minimum of 64 credits per year.
4. Complete either Mass Core or PPS requirements for graduation.

What is MassCore?

The Massachusetts High School Program of Studies (MassCore) is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The *recommended* program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

What is the difference between MassCore and the PPS requirements?

- Mass Core is the state recommended course of study for students and outlines the courses necessary to apply to and enroll in a Massachusetts university.
- PPS is the minimum required course of study in order for a student to graduate from Pittsfield Public Schools. It is strongly recommend that students attempt to take the course of study that follows the Mass Core model

Course Requirements

Students must pass the following courses as a requirement for graduation.

Students must pass the following courses as a requirement for graduation.						
	MassCore Requirements			PPS Requirements		
	Academic	CTE		Academic/CTE		
English	4	4		4		
History	3	3		3		
Math	4	4		3		
Science	3	3		3		
Foreign Language	2	exempt		1/CTE-exempt		
PE	4	4		4		
Human Development	2	2		2		

Arts	1	exempt		0	
------	---	--------	--	---	--

The Principal may waive up to a total of 10 credits of Language requirements when unusual circumstances occur due to scheduling conflicts, accommodation of transfer students, or a student's special educational needs (as defined by the student Individual Education Plan). Waiving of a requirement shall not reduce the total credits required for graduation.

Credits

Two credits are earned for each period per week that the course meets. Example - English meets 5 periods per week and therefore awards 10 credits.

Promotion

Promotion at the high school level shall be by course rather than by grade. Students who fail required subjects and do not take and pass said subjects during the subsequent summer school session shall be required to repeat these subjects the following school year. Required subjects shall include English and physical education each year, as well as 3/4 years of math, 2/3 of social studies (one year of which must be U.S. History), 2/3 years of science, and two years of human development.

Marking System

Report cards are issued approximately every ten weeks. A report card grade reflects elements of class participation, interest, industry, completion of assignments, test scores, and attendance. Informal progress reports are issued approximately halfway through each marking period.

Eagle Street encourages all families to utilize their Powerschool accounts to monitor their student's grades. If you do not have a Powerschool account, forgot your password, or need assistance logging on, please see the detailed instructions on our school and/or district website or email Karen Shields in our technology department at kshields@pittsfield.net. The PowerSchool parent portal is an important tool to help families monitor student academic progress, and we strongly encourage all families to frequently log in to check student grades. If you already have access, but need assistance navigating the website or smartphone app, please do not hesitate to call the program at 448-9724 or 770-9750 and someone will assist you.

High school grades range from 0 to 100. A grade of 60 is passing. Averaging the four-quarter grades arrives at a final grade for a full-year course. Class attendance and teacher comments will appear on the report card.

A grade point average is used to determine the following:

High Honors = 92
Honors = 88

Teacher Grades

Teacher grades for all courses not labeled Pass/Fail shall be on a numerical basis with a grade of 60 being the lowest passing grade.

Absenteeism and Marking Practices

If you are absent for illness or other excusable reasons, please follow the following procedures:

- Have your **PARENT/GUARDIAN** call the program between 7:00 and 8:15 in the morning at 448-9724 or 770-9750, **OR**
- —Bring in a note signed by your **PARENT** explaining the reason for your absence.
- In the case of absence, it is the responsibility of the student to arrange for make-up to be completed. Failure to do so will result in zeros for the missed work, until the work made up through arrangements with the classroom teacher.

A doctor's note may be required in order to grant excused absences after five consecutive days of absence.

Good attendance and active participation will **RAISE YOUR GRADE**. For most students this is an opportunity to improve learning and grades.

Active participation in classroom activities is the basis for all course work. 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 opportunity for interaction among students and teacher, is irretrievable. Moreover, each classroom is a community in which students are expected to play an active role as a member of their larger high school community, as reflected in each school's mission. Therefore, daily classroom attendance is considered to be an integral part of each student's course of study. Some high school students must take increasing responsibility for educational decisions on a daily as well as long-term basis to fulfill completion of class assignments is considered to be each student's vital obligation.

For this reason, though some absences may be excusable, no absence is truly acceptable. Students and their parents should make every effort to ensure that the student should be present in class except in the case of serious illness or family emergencies.

Students are expected to arrive on time to school each day and follow the daily schedule of the program.

Course Registration

Registration occurs each spring and both students and parents are involved in the registration process. Evening informational meetings as well as faculty support the registration process. Student schedules are released and mailed to students shortly after the close of the school year. School counselors are available to support schedule changes throughout the summer and at the start of the school year. The SAC and caseworkers assigned to the Eagle Street program will assist students and families in order to ensure that students are on track to graduate and have been enrolled in the appropriate required courses.

Withdrawals and Transfers

A student withdrawing from high school must obtain a withdrawal card from the school counseling office. The student must return all texts and other school property and secure the signatures of his teachers, his counselor, the school nurse, the Attendance Office, and the Main Office. Once completed, the card is returned to the school counseling office. The school department will share demographic information about school dropouts with MassHire, the Adult Learning Center or other appropriate agencies that may be able to help the student obtain a GED or job training. Furthermore, an exit interview will be attempted prior to the student's departure. The SAC or caseworker assigned to Eagle Street will assist families in this process.

Summer School

A student who has failed a course during the school year with a minimum final course grade of 40 may

make it up during the summer school. Courses failed during the school year with a final grade below 40 must be made up during summer school. See your guidance counselor for more information. It is the student's responsibility to properly inform summer school personnel so that the correct course is registered for. **A student must complete the regular course during the school year before taking remedial summer school courses. Failing a course with a grade of less than 40, or failure to make up a failed course in summer school might require a student to complete an additional year of high school to graduate.**

Policy for Course Credits Outside The Pittsfield Schools

It shall be the policy of the Pittsfield Public Schools to authorize the granting of credit to students at Taconic High School and Pittsfield High School for courses pursued at Berkshire Community College, the Adult Evening Program, or other educational institutions approved by the Superintendent of Schools, for which they received prior authorization from their high school principal.

Guidelines:

- *Students are responsible for obtaining and returning paperwork in a timely manner
- *Students must gain approval from their building principal
- *Credit equivalents are determined as directed by the guidance departments, the building principal, and the educational institution
- *Pass-fail courses will not factor into GPA or RIC
- *Student athletes, in order to be eligible for participation, must meet minimum credit, attendance, and academic standards. Students may be required to produce attendance verification and/or academic progress reports. They must sign to give the institution attended permission to share attendance and grade information with the Taconic guidance department.
- *Approvals may not be granted if equivalent courses are available through the Pittsfield Public Schools

Testing

During the course of a middle school/high school student's career, both mandatory and optional assessments will be administered. A descriptive list (not limited to) is provided below.

MCAS (Massachusetts Comprehensive Assessment System): English Language Arts, and Mathematics tests are offered in the spring of students' sixth and seventh grade years. English Language Arts, Mathematics, and Science are offered in the spring of the students' eighth grade year. English Language Arts, Mathematics tests are offered in the spring of students' sophomore years. Science is offered in the spring of the 9th grade year. Students must obtain the state required minimum score for passing on all three exams to be eligible for a diploma. Three re-tests are offered each year to those sophomores, juniors and seniors who do not pass. Students who achieve high scores are eligible for tuition relief at state schools.

Quarterly Benchmark Assessments: These exams are created and administered in each course and will comprise of 5% of the quarter grade. These exams run parallel to MCAS format and are aligned with state curriculum frameworks. Seniors may earn an exemption from the fourth quarter benchmark if they meet defined criteria.

SAT/ACT/PSAT: These exams are given to those students in preparation of application to colleges and universities. Recently changed, the exam has been modified, including the addition of a writing component.

SAT preparation is integrated into the English and mathematics curriculum and private vendors also market tutorial materials. Subject (SAT II) exams are also offered to demonstrate proficiency in specific content areas.

ASVAB: A free exam offered to students to support their exploration of future careers and aptitudes in specific career pathways.

Home Tutoring

The School Department provides home tutoring for students who will be absent for a prolonged period of time due to illness and/or physical or emotional disabilities. Such requests, for students enrolled in the Eagle Street Program, should be directed to the Program Administrator.

Counseling and Health Services

Counseling Services

The Eagle Educational Academy program offers ongoing, daily counseling to all students. Services are provided individually and in small groups according to the needs of students and as outlined in student IEPs. In addition, outside referrals to mental health services may be recommended by the SAC at the program.

A school nurse is available in order to meet students' medical needs at Eagle Educational Academy.

Attendance

The High School attendance policy has been revised and approved by the Pittsfield School Committee. This change came about through analysis of attendance data, research, and feedback from study groups and school councils. Outlined below is the revised attendance policy.

Philosophy

It is the belief of the Pittsfield Public School System that one of the most significant factors affecting school success is regular attendance. Time in class is essential to the growth and development of each student and time lost will limit the opportunity for uniform instructional interaction and support.

School attendance is both a right and responsibility in the state of Massachusetts. Children have the right to attend school between the ages of five and twenty-one. Mandatory attendance applies to children between the ages of six and sixteen. Parents are ultimately responsible to ensure that their children attend school on a regular basis.

Research indicates that poor school attendance is directly linked to a decline in academic achievement. This absenteeism results in lost productivity for teachers, students and the class as a whole. This policy is guided by a desire to:

- Provide strong incentives to attend school regularly
- Encourage the make-up of missed work as a result of an absence
- Avoid punitive measures as a reaction to excessive absenteeism

- Create a policy that is enforceable and manageable for school staff
- Meet federal and state requirements for attendance

Objectives

By improving attendance and encouraging punctuality, Pittsfield Public Schools hopes to achieve the following:

- Improve scholastic performance by facilitating makeup of excessive missed work
- Create and maintain a positive school culture
- Place responsibility for attendance and punctuality on the students and/or their parents
- Develop habits in students that are beneficial skills for both post-secondary educational experiences and future employment
- Track school attendance patterns in order to support all children in the City of Pittsfield through attendance improvement programs and services.

Class Attendance Policy

The class attendance policy will be communicated regularly through report cards, progress reports, letters home, phone calls, and conferences.

There shall be no differentiation between excused and unexcused absences in the Pittsfield Public School system. All absences will be counted towards the quarterly and yearly totals. In the event of multiple days' absence due to medical illness, religious holiday, or bereavement, parents/guardians are encouraged to submit documentation to be reviewed by school administration within three days of the incident to be reviewed. In these cases it is assumed that much of the missed work would have been done during the extended absence. School based activities and field trips will be designated as field trips in Powerschool and, as such, will not count as absences.

All work missed as a result of an absence must be completed. Students who are absent on a day on which an assignment is due and/or a test/quiz is administered will be required to submit the assignment and/or complete the test/quiz on the day of their return. Students absent more than one day must make a specific plan with the instructor(s) and will have one week, or as directed by the instructor, to submit missed class work.

Tardiness

Consistent with the high schools' Positive Behavior Supports initiatives, students are encouraged to take responsibility by being punctual to class. Similarly, they should expect to be held accountable for any deviation from program expectations. Tardiness to class not only limits the amount of time that an individual student can be engaged and on-task, it is also disruptive to the class as a whole.

Dismissal

In order for a student to be dismissed from school, a parent/guardian must provide a written note or phone call to the program providing permission and the reason for the early dismissal.

Attendance and Participation in Co-curricular Activities

Consistent with school athletic and co-curricular policy, students participating in athletics and/or co-curricular activities must attend school for five consecutive periods in order to be eligible to participate in relevant after school, weekend, or vacation events. Students may appeal emergency cases to the principal who will review each case on an individual basis. Coaches and advisors will be expected to monitor student

attendance for eligibility. Any student who participates in a practice, game or co-curricular activity, but is not in school for the required consecutive five periods will be suspended from participation for one week.

Notification

Attendance data will be collected on a period basis. Parents/Guardians will be contacted and a mandatory meeting will be scheduled with Eagle Street staff when absenteeism significantly impacts student performance and access to the services and supports in the program.

*****Please refer to the program schedule and point system outlined at the beginning of this handbook for details regarding responses and consequences for absences and tardies.***

Extra-Curricular Activities

Students are expected to conduct themselves in an orderly manner while participating in school sponsored clubs, sports, dances and other school activities and to be mindful of the rights of others to participate and enjoy the activities. All students at Eagle Educational Academy have the right to access Extra Curricular Activities, Clubs, and Intramural Sports and Athletics following the same requirements and guidelines as all the students in PPS.

Administration reserves the right to prohibit students who are not meeting the school wide expectations for academic performance and/or behavior from participating in these events. This decision can be appealed to the building principal/director.

Off-Campus School Activities

Students are expected to show the same consideration for the rights of others in off-campus school activities as during the regular school day. For example, good behavior is expected on field trips, at school musicals and drama presentations, and while being a spectator at a school game. In addition, for interscholastic athletics, the rules of the Massachusetts Interscholastic Athletic Association (MIAA) must be followed.

School Grounds

Students may not leave the school grounds during the school day without permission from a parent or guardian, **approved at the discretion of the program Administrator. Students are not allowed to leave school for lunch.** Students who leave the building without permission during the school day and return will be required to go through the daily entry procedure before re-entering the program.

Any student on grounds without authorization may be charged with trespassing and is subject to school suspension and possible criminal action.

In the Classroom

You are expected to observe classroom rules established by the teacher to maintain a good, orderly learning environment and protect the rights of all students to an equal opportunity to participate.

Cafeteria

There is a 30 minute lunch period each day. Students are expected to be orderly while in the cafeteria and to clean up their places before transitioning to the afternoon instructional block. No food or drink is to be taken out of the cafeteria into other parts of the program. We expect and appreciate cooperation in keeping the cafeteria and grounds clean.

Authorized Areas

During the school day students are to be in assigned classes. Between classes, students are to restrict themselves to the cafe and/or common area. Students are not to exit the building between classes and are not to be in unauthorized areas.

Policies/Procedures

Mandated Reporting “Duty to Warn”

Employees of The Eagle Educational Academy are mandated reporters and must immediately report any suspicion/knowledge of abuse or neglect to the Director of Eagle Academy, the School Adjustment Counselor, and/or the Department of Children and Families. Under the Massachusetts Law, the Duty to Warn statute directs that employees have a duty to even disclose a client’s confidential information when “there is an explicit threat to kill or inflict serious bodily injury upon a reasonably identified victim or victims and the client has the apparent intent and ability to carry out the threat.” The Eagle Educational Academy encourages all clients, families, or involved others to immediately report to any staff member when they believe abuse or neglect to have taken place. Questions about the Duty to Warn should be immediately discussed with the Director of Eagle Academy or The Director of Alternative Education.

Fire Drills

Fire and Safety Drills

Fire and safety drills, such as evacuation and relocation exercises, at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys promptly and leaves the building by the prescribed route as quickly as possible. Students must remain with their designated school staff during any emergency school evacuation. No staff or student may reenter the building until the Principal or his/her designee directs them to. The Principal and/or his/ her designee will accompany the fireman through the building. When indicated, the students and staff should quietly return to their classrooms.

Runaway Policy and Procedures

All direct care staff receive training pertaining to the student Runaway Policy and Procedures and student protocol.

Each incident involving a runaway may be unique. Therefore, common sense may be a large factor in determining the most immediate and effective steps to take in each individual circumstance.

It will be determined at the time of admission / intake if the student possesses a potential to run away. If so, a specific runaway protocol will be developed by the student's team and included as an amendment to the Individualized Education Program.

The Eagle Educational Academy generally defines a runaway student as one who leaves the building or grounds without permission and is unable to be located. If a student leaves the building without authorization but his/her whereabouts are known, a staff member will maintain "visual contact" and encourage the student to return to school. If a student leaves the school building without permission and cannot be located or if the student refuses to return to the school, the following steps will be taken, as applicable:

- A school administrator will be immediately notified of the student's absence;
- If the student's location is unknown, a school administrator will assign staff to conduct a search of the buildings, grounds, and nearby streets;
- Staff conducting the search will bring school Walkie Talkie's and/or a cell phone with them to maintain contact with the school office;
- The Police will be notified of the runaway student once the student has left the school property. The police will be given a complete description of the student, including clothing and any other information pertinent to the search;
- Immediately following the notification to the police, the student's Parents/ Guardian, the District Administration and the sending district if applicable will be contacted
- The Department of Elementary and Secondary Education (DESE) and the school district will be notified using the designated Form 2: Public and Private Day or Residential School Program Incident Report within five (5) days;
- Immediately upon return of the student to the school, the Parents/Guardian, police and school district will be notified.
- The Eagle Educational Academy may, depending on the severity of the circumstances, request an emergency Team meeting to determine if the Individual Education Program (IEP) is appropriate or may require updating to ensure the student's safety.

As in all cases, every reasonable attempt must be made to prevent students from running from the school and grounds. Due to the age variance of our students, differences in policies may occur.

- If adolescent students are attempting to run or if they actually run, physical restraint will not be used to address this matter, these students are less at risk in the community than the latency age students.
- Students who are at least 18 years of age, with the exception of residential student, have the legal authority to sign themselves out of school on any given day. We will make every effort to encourage them not to do so; however we cannot prevent them from leaving. Such actions would not be included in run statistics.
- In all cases, whenever a student leaves the Eagle Educational Academy unauthorized, staff members should escort them off the property. During that period, staff members will endeavor to get the students to change their minds and return to school.

Notification Procedures

• Eagle Educational Academy : If a student runs during the school day, the following people must be notified:

- The Parent / Guardian
- The Local Education Agency (LEA)
- Department of Elementary and Secondary Education (DESE)
- Director of Eagle Educational Academy

District Office: Superintendent or Deputy Superintendent

• Residential Students: If a student runs during the school day the following people must be notified:

- All of the above
- The Residential Manager or Program Supervisor
- The Residential Manager or Program Supervisor will notify DCF or any other outside agency involved in and responsible for the care of the student

• 18 years and older: If a student runs during the school day the previous notification would only take place if:

- The student is in the custody of DCF or any other outside agency
- The student has given us written permission to notify a Parent/Guardian

Smoking Policy

PER-20 R-5/23/18

PITTSFIELD PUBLIC SCHOOLS Pittsfield, Massachusetts PITTSFIELD PUBLIC SCHOOLS TOBACCO-FREE POLICY

Pursuant MGL Section 71, 2A and Pittsfield Public Schools Policy PER-20, smoking is prohibited on school grounds at all times. Students found to be smoking on school grounds or off school grounds during the school day are subject to school discipline. Electronic Cigarettes and “Vaping” are considered to be smoking and are subject to the same restrictions under this law.

It shall be a violation of this policy for any student of PPS to possess, use, consume, display or sell any tobacco products or tobacco paraphernalia at any time on school property, at off-campus school sponsored events and extra-curricular activities, and within vehicles located on school property. It shall be a violation of this policy for any staff, administrator, or visitor of PPS to use, consume, display or sell any tobacco products or tobacco paraphernalia at any time on school property, at off-campus school sponsored events and extra-curricular activities, and within vehicles located on school property. It shall be a violation of this policy for any person to promote, or for PPS to promote or allow promotion of tobacco products, tobacco brands, or tobacco paraphernalia on school property, at off-campus school sponsored events and extra-curricular activities. This includes promotion of any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product company, or manufacturer of tobacco products through the distribution of any gear, bags, clothing, any personal articles, signs, structures, vehicles, flyers or any other materials. PPS shall act to enforce this policy and to take appropriate action against any students, staff, administrator, or visitor who is found to have violated this policy. It shall be a violation of this policy for PPS to solicit or accept any contributions, gifts, money, curricula, or materials from the electronic cigarette industry, tobacco industry, and tobacco- or nicotine-related device industry or from any tobacco products shop. This includes, but is not limited to, donations, monies for scholarship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall also be a violation of this policy for PPS to participate in any type of service funded by any of the industries listed above. DEFINITIONS School property includes: inside and outside administrative and operational buildings, school buildings, PPS program sites, sidewalks/walkways, parking lots, playgrounds, fields, school buses, and other official vehicles, loading docks and any other facility under PPS jurisdiction. Smoking and tobacco use while parked on school property is prohibited. Tobacco products include, but

are not limited to: cigarettes, cigars, cigarillos (or little cigars), clove cigarettes, loose tobacco, blunt wrappers, chewing tobacco (chew, dip), or any other product not mentioned that contains tobacco of any kind. It also includes any products containing nicotine such as dissolvable nicotine, electronic cigarettes, vaporizers, nicotine gel, nicotine water, or any other preparation of unregulated tobacco and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, or offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body, and not including any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce and eliminate nicotine or tobacco dependence. Tobacco paraphernalia: includes any device used to aid, ingest, light, burn, or consume tobacco products, including but not limited to pipes, rolling papers, lighters and matches. Electronic cigarettes and vaporizers are considered to be tobacco paraphernalia. REGULATIONS 1. Massachusetts General Laws chapter 71 § 2A states that it shall be unlawful for any student enrolled in either primary or secondary public schools in the Commonwealth to use tobacco products of any type on school grounds during normal school hours. 2. Smoking devices or containers, as well as electronic cigarettes, vaping boxes, and any other tobacco product or tobacco paraphernalia, shall not be shared, given, or sold to anyone including students, staff, faculty, contractors, or visitors on school property. 3. Violations of this Tobacco-Free Policy by students and staff are subject to disciplinary action in accordance with students' disciplinary codes and existing personnel and disciplinary procedures. Tobacco, whether intended to be inhaled or ingested, electronic cigarettes, vaping boxes, and any other tobacco product or tobacco paraphernalia will be confiscated if found in any of the aforementioned prohibited locations. REFERENCES M.G.L., CH. 71, S. 2A, PUBLICATION OF SCHOOL COMMITTEE RULES AND REGULATIONS RELATIVE TO THE CONDUCT OF TEACHERS AND STUDENTS It shall be unlawful for any student, enrolled in either primary or secondary public schools in the commonwealth, to use tobacco products of any type on school grounds during normal school hours. Each school committee shall establish a policy dealing with students who violate this law. This policy may include, but not limited to, mandatory education classes on the hazards of tobacco use. M.G.L., CH. 71, S. 37H, PUBLICATION OF SCHOOL COMMITTEE RULES AND REGULATIONS RELATIVE TO THE CONDUCT OF TEACHERS AND STUDENTS See PER-10 M.G.L., CH. 270, S. 22, SMOKING IN PUBLIC PLACES No person shall smoke in any courthouse, school, college, university, museum, library, train, airplane, a waiting area of any airport, waiting area of a health care facility as defined in section nine C of chapter one hundred and twelve, group child care center, school-aged day care center, or family day care center or on any premises where activities are licensed under section thirty-eight of chapter ten, except beano, or in any public building, except in an area which has specifically been designated as a smoking area of sufficient size and capacity and are available to accommodate nonsmokers. Any person admitted to a health care facility as defined in said section nine C of said chapter one hundred and twelve shall, upon request, be assigned a room in which smoking is not permitted and shall be entitled to be assigned to such room for the duration of his stay or until an alternative assignment

is requested. M.G.L. CHAPTER 270, SECTION 22

<http://www.mass.gov/eohhs/docs/dph/tobacco-control/smoke-free-schools-policy-manual.pdf>

Pittsfield Public Schools

Substance Use Prevention Policy

The goals of the Pittsfield Public Schools Substance Use Prevention Policy is to increase awareness of substance abuse within the community and enhance communication between youth, parents, educators and residents utilizing evidenced based data in order to promote education, encourage prevention and provide access to resources. The policy strives to develop the ability of our students to make good choices, utilizing effective techniques for resisting peer pressure regarding use of illicit drugs and alcohol as well as to understand the personal, social and economic problems caused by drug use. This policy will be reviewed and updated annually during August of each school year to assess effectiveness and to include the latest research based practices.

This policy is organized according to the six elements of a Safe and Supportive Schools Framework: *Leadership; Professional Development, Access to Resources and Services; Academic and Non-Academic Strategies; Policies, Procedures, and Protocols; and Collaboration with Families*

Leadership:

Maintaining a safe and supportive learning environment is implicitly the overall mission of the Pittsfield Public Schools. This policy was written by district leadership including staff from the Superintendent's office, the district nurse coordinator, and the coordinator of social work services as well as legal counsel. We used the guidance document published by the Massachusetts Department of Elementary and Secondary Education to develop this policy. Per Mass. Gen. Laws c.71, s.96, the policy was prescribed by the school committee and adopted in October 2016.

This comprehensive substance use and prevention program involves the use of multiple strategies that include education and training; social competency skill development; social norms with expectations for behavior; policies, procedures and protocols; and problem identification and referral services. The district and school administrators play an integral role in implementing and overseeing these programs.

Professional Development:

Pittsfield Public Schools provides training to faculty and staff on district policies, procedures and protocols for prevention, intervention, and follow-up in preventing and responding to substance use and abuse. School administrators, teaching staff and the nursing staff are trained at the beginning of the school year to demeanor, behavior, and appearance that might indicate a student at risk. They are

also made aware of the structures in place for building-based referrals and protocols to follow when students are suspected of experiencing substance use problems.

The school building will have a SBIRT team, consisting of nursing, guidance and social work staff who are trained in SBIRT (a verbal screening tool) that will be implemented as a pilot in 2016-17 with grade 9 students SBIRT will then go live for all 7th grade student and 9th grade students in the 2017-18 school year. (See Appendix A). Training for all SBIRT teams of school staff is done by MA SBIRT.

<http://www.masbirt.org/sbirt-information/school-sbirt>

A)

The nursing staff as well as other medical personnel can administer Naloxone (NARCAN), which is stocked in all Health Offices. (See Appendix B)

Access to Resources:

The Pittsfield Public Schools recognizes the importance of addressing our student's social and emotional health. Each school within the district has at least one full-time school adjustment counselor on staff as well as additional supports throughout the district, including guidance counselors, psychologists, and other behavior supports. Along with these PPS staff, the district also partners with the following community agencies to offer school-based services and ongoing programs to further support students and families. These partnerships include:

<u>Thomas Mcgee</u> <u>Substance Abuse</u>	725 North St	413-442-1400
<u>Keenan House</u>	202 Bradford St	413-499-2756
<u>Brien Center for</u> <u>Mental Health and</u> <u>Substance Abuse</u>	251 Fenn Street	413-499-0412
<u>Phoenix House</u>	163 4th St	413-358-4321
<u>CleanSlate</u> <u>Addiction</u> <u>Treatment Center</u>	294 First Street, Floor 1,	413-347-4088

Evaluation and Assessment: In case of psychiatric emergency:

Brien Center Emergency Services	333 East Street	413-499-0412
------------------------------------	-----------------	--------------

Additional Outpatient Mental Health and Substance Use Services referred to by PPS staff:

Service Net	141 North Street, Pittsfield, MA	413- 448-5358
-------------	-------------------------------------	---------------

Clinical & Support Options	877 South Street Suite 200	413-236-5656
----------------------------	-------------------------------	--------------

Hotline and Resource Numbers:

City of Pittsfield Health Department Gina Armstong Director	70 Allen Street	413-499-9411
Jennifer Kimball MOAPC Coordinator	Berkshire Opioid Abuse Prevention Collaborative	413-442-1521 Ext 37
Pittsfield Prevention Partnership @ Berkshire United Way	200 South Street	413-442-6948
Massachusetts Department of Public Health	200 Washington Street, Boston, MA	617-624-6000

Academic and Non-academic Strategies:

Pittsfield Public Schools will implement an evidenced-based substance use prevention curriculum for students in grades 5 through 12. We intend to use health classes in both middle and high school as well as advisory periods. At this point we are researching curriculum that will best fit our needs however, the curriculum will be in place by Jan

Pittsfield Public Schools also has adopted a Wellness Policy that includes our commitment to providing school environments that promote and protect children's health, well-being and ability to learn. We adopt policies that reflect our commitment including policies against hazing, bullying, discrimination and harassment and policies that support zero tolerance for weapons, drugs, tobacco, and gang activity on school grounds or during school functions.

Pittsfield Public Schools has at least one School Adjustment Counselor at each of our schools. These are the point people at each school who work directly with and support students who are identified as being at risk. They connect students and families to in-school and outside resources.

Policies and Protocols:

Pursuant to Massachusetts General Laws, Chapter 71, Sec. 37H(a), any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in Chapter 94C, including but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

Any student found or suspected of using, possessing, or being under the influence of drugs or alcohol in or around school buildings and grounds, or at a school sponsored activity, will be subject to the following:

Immediate Response - Teacher or staff verifies and confiscates contraband or suspects use thereof. Teacher or staff escorts the student to the principal and gives contraband to the principal. If upon medical assessment by the building school nurse, the student appears incapacitated or in an inappropriate medical condition, EMS will be activated and the student will go by ambulance to BHS Emergency Room.

Response of Administration: Disciplinary action

- The principal notifies parent/guardian and police. Student is escorted to and supervised by school nurse or authorized staff until parent or guardian(s) or rescue unit (if necessary) arrives.
- Student and parent/guardian must attend a hearing with the principal. Student will be suspended for a period of time as determined by the principal and expulsion procedures may be initiated by the principal. Student and parent/ guardian must meet with the principal and counselor to be reinstated to school. A behavior contract must be signed by the student, parent/guardian and principal at the reinstatement conference. The disciplinary procedures pursuant to M.G.L. c. 71 and the Pittsfield Public Schools Disciplinary Policy will be followed.
- Student is required to participate in an intervention activity such as a support group or drug education workshop. A professional evaluation may be required. Student and parent/guardian have the right to appeal this decision.
- Student and parent/guardian must meet with the principal. Student will be suspended for up to ten days and expulsion procedures will be initiated by the principal.
- Student loses privilege to participate in school sponsored activities for up to one year at the principal's discretion.
- Police Referral - principal gives contraband to police.
- The nurse will complete an Impairment Assessment Tool (See Appendix C)

Response of Support Staff: Referral to Support Services

In accordance with the PPS Student and Parent Handbook, if a student is found under the influence and/or in possession of substances on school property, the student will receive both disciplinary action and a referral for substance use assessment/intervention services.

Student is found under the influence and/or in possession of substances.

- At time of infraction:
 - Student is seen by School Nurse for quick screen.
 - School Administrator/Dean determines consequence.
 - School Administrator/Dean contacts parent/guardian regarding incident and informs parent/guardian that a referral for substance use assessment will be made (as stated in the student handbook).
 - Student will be dismissed to the care of parent/guardian.
 - School Administrator/Dean informs School Social Worker/School Adjustment Counselor.
- School Social Worker/School Adjustment Counselor will meet with student (and possibly parent) re. referral for assessment/intervention services.
 - 1st School Infractions: Student may be referred to School Social Worker for individual assessment and/or group psychoeducational intervention. Parent will be advised to speak with the student's primary physician.
 - 2nd School Infraction: Student will be referred by School Social Worker for additional assessment/intervention services. These services may be provided in or out of school

- by one of our partner agencies: South Bay Mental Health, North Suffolk Mental Health, or MGH Behavioral Health (additional community agencies may provide services based on availability of services and/or insurance requirements)
- 3rd School Inti-action: Student will be required to meet with Superintendent of Schools to discuss concerns of substance use and supports that are necessary for student to achieve academic success. This meeting will be set up by the Building Administrator or Designee.
 - School Counselor/School Adjustment Counselor will obtain necessary releases of information and maintain contact with provider re. assessment/intervention plan and services

Collaboration with Families:

All stakeholders within the Pittsfield Public Schools from Central Office Administration down to the teachers and paraprofessionals in the classroom realize the importance of families as essential partners in the education of their children. Parental input is encouraged and welcome by all staff in all aspects of their child's education. Annually, parents/guardians are provided with information regarding the district and school's substance use and prevention policies via our website, student/parent handbooks, School Site Council meetings, and notifications of various special programs such as SBIRT. Each school also holds various parent workshops providing age appropriate information on keeping students safe from substance use. Content of these workshops how to talk to students at home about substance use, recognizing the signs of students who may be using such as changes in demeanor, behavior, and appearance and what they can do to get the support and resources needed.

Physical Restraints: Practice and Procedures

The Commonwealth of Massachusetts Department of Elementary and Secondary Education has specific regulations concerning the use of physical restraint of students in public schools (603 C.M.R. 46.00). These regulations apply to all students whether in regular education or special education.

All Pittsfield Public Schools personnel shall receive appropriate notification regarding this policy at the start of the school year. Additionally, the principal shall identify staff members as school-wide resources in the use of physical restraint on students. Except as set forth below, only school personnel who have received appropriate training as required by Massachusetts regulations may administer physical restraint on students.

Nothing in the regulations precludes a teacher or other staff member from using reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

All staff involved in a physical restraint must complete required written documentation and submit it to the Deputy Superintendent's office. Parents/guardians will be notified in the event their child requires physical restraint.

PHYSICAL RESTRAINT OF STUDENTS/TIME OUT PROCEDURES POLICY

I. DEFINITIONS

As used herein the underlined terms shall have the following meanings:

- A. **Physical Restraint**: Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.
- B. **Physical Escort** shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.
- C. **Prone Restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
- D. **Medication Restraint**: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting in not medication restraint.
- E. **Parent** shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
- F. **Extended restraint**: A physical restraint the duration of which is longer than twenty (20) minutes.
- G. **Mechanical Restraint**: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- H. **Seclusion**: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The key elements of this definition are two factors considered together, (1) the student is alone with no staff present or immediately available; and (2) the student is prevented from leaving the area. The use of seclusion is prohibited in Massachusetts.
- I. **Time-Out**: A behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.
- J. **Inclusionary Time-out**: Occurs when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.
- K. **Exclusionary Time-out**: Refers to the separation of students from the rest of the class either through complete visual separation or from actual physical separation.

II. STATEMENT OF PURPOSE

The Pittsfield School Committee recognizes that maintenance of a safe, orderly environment for students that also is conducive to student learning is a primary expectation for all Pittsfield Public Schools instructional and support staff. The Committee further recognizes that students in the Pittsfield Public Schools are protected by law from unreasonable use of physical restraints.

The Committee therefore establishes that students shall be physically restrained only in emergency situations of last resort after other, lawful and less intrusive alternatives have failed or been deemed inappropriate, and only with extreme caution. The Committee further establishes that Pittsfield Public Schools personnel shall use physical restraint with a student with two goals in mind:

- A. Physical restraint shall be administered only when needed to protect a student or students, or a member or members of the school community, or both, from assault or imminent, serious physical harm; and
- B. To prevent or minimize any harm to the student as a result of the use of physical restraint.

The sections of this policy that follow are intended to implement these goals effectively and in accordance with applicable law and regulations.

III. PREVENTION OF VIOLENT, SELF-INJURIOUS BEHAVIOR AND SUICIDE

Pittsfield Public Schools is guided by the principle that the use of restraint can be prevented most effectively by implementing proactive procedures that prevent serious challenging and unsafe behaviors from occurring. The frequency and intensity of a child's challenging behaviors may be easier to address if the foundational procedures of universal and secondary prevention are implemented early and with integrity. Building positive relationships, providing high-quality learning environments, and assuring a child's physiological and social-emotional well-being can serve to prevent or mitigate the majority of challenging behaviors.

Systematic and individualized student interventions have been put into place within the Pittsfield Public Schools to prevent violent externalizing behavior and serious internalizing behavior such as, self-injurious behavior and suicidal intent and actions. The Pittsfield Public Schools uses Multi-Tiered Systems of Support or a three-tiered intervention model that focuses on Universal (Tier I), Systematic Tier II and individualized interventions (Tier III) for students requiring assistance. Many of these social emotional learning strategies apply at multiple tiers of intervention in differing ways.

A. Tier I (Universal Interventions):

1. Positive Behavioral Interventions and Supports (PBIS) programming is implemented at all Pittsfield Public School Buildings K-12. The primary goal of PBIS programs is to create a safe, predictable and supportive learning environment by teaching students to behave in socially competent ways. Behavior is addressed in a balanced way to both reinforce positive, safe behavior and to respond effectively to problematic, unsafe behavior. Each school has clearly identified 3-5 behavioral expectations that focus on broad themes of safety, respect and personal responsibility using specific language developed by the school. These behavioral expectations are taught in both non-classroom and classroom settings. Students are then acknowledged for following behavioral expectations. Further, office discipline and other data is regularly reviewed for patterns to inform improvements to PBIS programming and appropriate interventions and services for students.
2. The Lifelines Suicide Prevention Curriculum is used to teach high school staff, students and family members about the signs and symptoms of depression and suicidal behavior. This includes appropriate responses to get help from school-based mental health staff, as well as, community providers.
3. The Second Step Social Emotional Learning Curriculum is used universally Pre-K through grade 5 to explicitly teach student necessary social emotional and communication skills that serve to prevent aggressive behavior towards self or others. This skills include: empathy, problem-solving, emotional regulation, conflict resolution, etc.

4. Anti-Bullying Programming including the Second Step Bullying Prevention Unit (elementary) and Olweus Anti-Bullying Program (secondary) are used to explicitly teach students how to recognize and respond to bullying behavior, including cyber bullying, and how to get adult assistance when needed.

B. Tier II (Interventions for Groups of At-Risk Students):

1. Restorative justice practices are utilized to create a culture of both restorative and accountable actions for students displaying challenging or at risk behavior. A focus in restorative approaches, to assist students demonstrating additional need for support, is to build and/or repair relationships with peers and school personnel. Students and staff participate in restorative conversations and conferencing to address the need for restitution through words and actions.

2. Check-In or Check Out (CICO) Programs exist across the elementary and middle schools in the district. Students who need additional supports are placed on systematic behavioral intervention plans and are provided daily increased adult attention to support their needs and to assist them to stay on track. School Adjustment Counselors and Registered Behavior Technicians (in schools that have this position) collaborate to meet the needs of these students.

3. Skill development groups are taught to groups of at-risk students, both identified special needs students and regular education students, Pre-K through Grade 12 by the district's school adjustment counselors. These groups vary based on the needs of the student population, but are focused on developing skills in emotional regulation, managing anger and anxiety, mindfulness and stress reduction. Students who develop the strategies used to manage in these areas are more likely to apply them in preventing behavior to escalate to an unsafe level. Further, students involved in group intervention develop support systems with peers struggling with similar issues and form therapeutic relationships with the staff facilitating the groups.

C. Tier III (Individualized Interventions)

Tier III strategies are part of a continuum--these strategies must link to the Tier I and Tier II interventions.

1. The recommended PBIS Tier III approach begins with a functional assessment of the student's behavior. This assessment process yields information related to the function and maintaining consequences of the behavior, along with a detailed description of the antecedent and contextual events associated with occurrences and non-occurrences of the behavior. The functional assessment of the behavior can lead directly to a behavior support/intervention plan. The support plan should include strategies for:

- a. teaching replacement behaviors that can serve as alternatives to the targeted challenging behaviors
- b. changing the consequences for challenging behaviors so that undesirable behaviors are no longer rewarded and so that, instead, prosocial behaviors are strengthened
- c. modifying the antecedent and contextual events so that "triggers" for challenging behaviors are eliminated or ameliorated, and stimuli associated with desirable behavior are added and enhanced

2. Individual assessment of students exhibiting concern by school-based mental health staff and subsequent referral to community mental health services and providers, both crisis intervention and ongoing services, as needed to address concerns about aggressive, self-injurious and or suicidal behavior. In addition, when indicated, school personnel will create a written safety plan for the student within the school day.

Note: For students identified as eligible for special education services, additional supports may be provided through their Individualized Education Program (IEP) and such students retain all rights afforded to them under state and federal special education laws at all times. Students on IEPs, or their Team members, may request a Team meeting at any time, request a Functional Behavioral Assessment, request review of a Behavior Intervention Plan (BIP) or request any other assessments or data relevant to the student's needs either arising out of increased behavioral needs, or a restraint that occurred. Additionally, for students with cognitive or developmental disabilities (e.g., Autism) who exhibit challenging behaviors, the principles of Applied Behavior Analysis (ABA) can be utilized as the fundamental approach to addressing and preventing these problem behaviors. This instructional approach emphasizes the importance of looking at the

antecedents, behaviors, and consequences of challenging behaviors, teaching alternative or replacement skills, and developing instructional plans using task analysis.

IV. LIMITATIONS ON-THE USE OF PHYSICAL RESTRAINT: Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm. Physical restraint is an emergency procedure of last resort.

PROHIBITIONS:

A. Mechanical restraint, medication restraint, and seclusion, as defined in 603 CMR 46.02, shall be prohibited in the Pittsfield Public Schools.

B. The use of seclusion of any student in a district program is prohibited, but the use of “time out” procedures, during which a staff member remains accessible to the student, shall not be considered seclusion. Refer to the Pittsfield Public School Time-Out Policy (STU-46A) for further guidelines on the use of time-out.

C. Prone restraint shall be prohibited in the Pittsfield Public Schools except on an individual student basis, and only under the following, limited circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal;
6. The building principal, or designee, has provided written approval; and
7. The program has documented 603 CMR 46.03(1)(b) the circumstances in number 1 - 6 in advance of the use of prone restraint and maintains the documentation.

D. Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in the Pittsfield Public Schools except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

E. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

PHYSICAL RESTRAINT CANNOT BE USED:

1. As a means of discipline or punishment;
2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting documented by a licensed physician;

3. As a response to property destruction, disruption of school order, a student's refusal to comply with a Pittsfield Public School program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior.

NOTHING IN THESE REGULATIONS PROHIBITS:

1. Referral to law enforcement or other state agencies;
2. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
3. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
4. The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

V. ADMINISTRATION OF PHYSICAL RESTRAINT AND TRAINING OF SCHOOL-WIDE RESOURCE STAFF MEMBERS AND OTHER SCHOOL PERSONNEL

A. Safety of the student and staff is of primary concern. Those administering physical restraint must be aware of the following:

- Know students' medical and psychological limitations, including known or suspected trauma history.
- Make sure the student is able to breathe and speak. If the student indicates that s/he cannot breathe the restraint must be stopped.
- Monitor the physical well-being, respiration, skin temperature and color of the student.
- If the student experiences physical distress, staff should release the restraint and seek medical assistance immediately.

B. Each Pittsfield Public Schools building principal shall identify a team of staff consisting of no less than three staff members that are assigned to the building on a daily basis to serve as a school-wide resource in the use of physical restraint of students. Larger buildings or buildings with therapeutic programs will require a larger number of staff to be certified in physical restraint. The role of such staff members will be to assist building personnel in ensuring proper administration of physical restraint and restoring care, welfare, safety and security for students and staff.

C. The Pittsfield Public Schools utilizes the Crisis Prevention Institute Nonviolent Crisis Intervention Program as its training method. Any person identified to be certified in an in-depth program of training in the use of physical restraint shall receive a required initial training of two full-days in person or its equivalent in a hybrid online and in person session, with an annual one day refresher thereafter. In-depth training shall include the following:

- Prevention techniques.
- Identifying specific dangerous behaviors.
- Experience in restraining and being restrained.
- Demonstration of learned skills.
- Instruction on the impact that physical restraint has on the student and family.

D. Except as set forth at § VI, below, only school personnel who have received training pursuant to 603 C.M.R. 46.00 shall administer physical restraint on students.

E. A person administering physical restraint shall use only the amount of force that is necessary to protect the student or others from physical harm. A person administering physical restraint shall discontinue such restraint as soon as possible and immediately if the student indicates that he/she cannot breathe. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, then it shall be considered an “extended restraint”. If the physical restraint is longer than 20 minutes, the principal or designee must approve the continuation of the restraint. The principal or designee granting this approval must be documented.

F. Whenever, or as immediately as, possible the administration of physical restraint shall take place in the presence of at least one adult serving in the role of observer who does not participate in the physical restraint.

G. All Pittsfield Public Schools personnel shall receive appropriate training regarding this policy in accordance with the requirements of 603 CMR 46.01. The principal of each school and the Deputy Superintendent shall arrange that training take place in the first month of each school year. For a staff member hired after the beginning of the school year this training shall take place within one month of her/his employment. Annual training shall include the following:

- School restraint policy.
- The school’s prevention and behavior support policy and procedures, including individual crisis planning.
- Methods of prevention of need for physical restraint and alternatives to restraint.
- Types of restraint and related safety considerations.
- Administering restraint in accordance with student’s needs/limitations, including known or suspected trauma history.
- Required reporting and documentation.
- Identification of selected staff to serve as information resource to school.

VI. REASONABLE USE OF FORCE NOT PROHIBITED

Notwithstanding the requirements of § IV.C, above, the training requirements for the use of physical restraint shall not be understood to preclude a teacher, other employee, or agent of the Pittsfield Public Schools from using reasonable force to protect students, other persons, or themselves from assault or from imminent, serious, physical harm.

VII. RECORDING, REPORTING, REVIEWING AND NOTIFICATION OF EXTENDED PHYSICAL RESTRAINTS

A. Recording: Any use of physical restraint of any duration will be documented on the district restraint documentation form and reported to the principal or his/her designee. A log of physical restraint will be kept by each school building under the supervision of the principal or designee.

B. Pittsfield Public Schools personnel who physically restrain any student shall report the use of physical restraint in the manner specified in this section.

The staff member making the report of physical restraint shall make:

1. A verbal report of having done so as soon as possible to the building principal or designee no later than the end of the school day in which the restraint occurred; and
2. A written report, in a format that may be prescribed by the Superintendent of schools or her/his designee and that is consistent with the requirements of 603 C.M.R. 46.06(4), no later than 24 hours after the restraint occurred. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to the Deputy Superintendent for review.

The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department of Elementary and Secondary Education upon request.

The principal shall conduct a weekly review of individual student physical restraints and a monthly review of school-wide restraint data.

Weekly Review: The principal will conduct a weekly review of individual student restraints. The Principal will identify individual students restrained multiple times within the previous week and convene a review team to consider the following:

- Reports about the use of restraint, and comments provided by parents and the student.
- Analyze circumstances and factors leading up to the perception of need for the use of restraint.
- Consider strategies to reduce or eliminate the use of restraint for this student in the future.
- Review team agreement on a written plan of action.

Monthly Review: The principal will conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints including commonalities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

C. The parent or guardian of any student who is physically restrained in the manner described in § VII.A, above, shall be:

1. Verbally informed of this fact by the building principal or designee as soon as possible, but within 24 hours; and
2. Sent written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language.
3. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report. Contact information for this purpose will be included in the report.

VIII. REPORT TO DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (DESE):

A. All restraints, regardless of length, are to be collected and annually reported to the Department of Elementary and Secondary Education.

B. When a restraint has resulted in any injury to a student or Pittsfield Public Schools staff member or the Superintendent of Schools or her/his designee shall provide a copy of the required written report to the Massachusetts Department of Education within three (3) working days of the administration of the restraint. PPS shall also send the Department a copy of the record of physical restraints for all students within the building maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint.

IX. GRIEVANCE PROCEDURE:

Informal Complaints: Parents will notify the principal or designee orally or in writing of any concerns regarding restraint practices and procedure. If a designee receives the complaint or a concern, that designee shall notify the principal within the same school day. The principal shall attempt, within his/her authority to work with the parent/guardian to resolve the complaint fairly and expeditiously. If the parent/guardian is not satisfied with the resolution, or does not choose informal resolution, then the parent/guardian may proceed with the formal complaint process. At any point in the informal complaint procedure, the parent/guardian may also consult with the Director of Social Emotional Learning and Student Support for consultation and assistance. The Director of SEL and Student Support can be reached at 413-499-9515 or at the Administration Center, 269 First Street; Pittsfield, MA.

Formal Complaints: A complaint may be submitted in writing to the Superintendent and or his/her designee, the Deputy Superintendent, regarding any concern regarding restraint practices and procedures within 15 school days after receiving the written report describing the restraint and surrounding circumstances. The Superintendent can be reached at 413-499-9512 and the Deputy Superintendent can be reached at 413-499-9510 or at the Administration Center, 269 First Street; Pittsfield, MA.

X. REQUIREMENT OF WRITTEN ADMINISTRATIVE PROCEDURES

The Superintendent of Schools shall cause to be developed and implemented written procedures explaining and describing the following:

- A. Appropriate responses to undesirable student behavior that may require immediate intervention;
- B. Methods of preventing student violence, self-injurious behavior, and suicide;
- C. The Pittsfield Public Schools' method of physical restraint;
- D. The Pittsfield Public Schools' training and reporting requirements for district personnel; and
- E. The manner in which complaints regarding the use of physical restraint are to be received and investigated.

REFERENCES

M.G.L. c. 71 § 37G

603 C.M.R. 46.00

Policy PER-10, "Staff Conduct"

Policy PER-17, "Staff-Student Relations"

Policy STU-46, "Corporal Punishment"

Policy STU-83, "Time-Out Policy"

An Act Prohibiting the Practice of Hazing

M.G.L. c. 269 Section 17-19

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of

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

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

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

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.

Appendix B

Principal Guidelines Anti-Bullying Information to be Included in both Employee and School Handbooks

The following information must be included in your Employee and School Handbooks:

- The name and contact information for the principal and administrative designee tasked with conducting bullying prevention investigations
- Include all the following italicized content in the Anti-Bullying section of these documents.

Included are selected portions from the 2020-21 Bullying Prevention and Intervention Plan. Please refer to the complete document posted on the website at www.pittsfield.net for further information.

PITTSFIELD PUBLIC SCHOOLS PROHIBITION OF BULLYING, CYBER-BULLYING AND RETALIATION:

Bullying, including cyber-bullying, and retaliation as defined in this Bullying Prevention and Intervention Plan (BPIP), is not acceptable conduct and is prohibited within the Pittsfield Public Schools. Bullying of any type has no place in a school setting. The Pittsfield Public Schools leadership and staff will strive to maintain learning and working environments that support positive personal relationships between students and between students and staff and are free of bullying. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension or expulsion in accordance with state law, district policy and student handbooks. In addition to disciplinary consequences, a student engaging in bullying behavior will also receive other interventions intended to build increased competence in relationship-building and other necessary social emotional learning skills.

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

Any form of bullying is prohibited:

- *in any school building and on all school grounds*
- *in district provided virtual learning environments and learning management systems*
- *on property immediately adjacent to school grounds*
- *at a bus stop or on a school bus or any other school sanctioned transportation, such as another vehicle whether owned, leased, or used by the school district*
- *at a school-sponsored or school related activity, function or program whether it takes place on or off school grounds*
- *through the use of technology or an electronic device that is owned, leased or used by the school district or school*
- *at any program or location that is not school-related, or through the use of personal technology or electronic device that is not owned, leased or used by the school district, 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*

As the District's Anti-Bullying Policy (STU-80) states, it is not the District's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the District does not condone and will take both disciplinary and remedial action in response to conduct that creates a hostile environment and interferes with students' opportunity to learn.

III. DEFINITIONS OF KEY TERMS:

The following language and definitions are applied throughout this BPIP and are to be used consistently within the Pittsfield Public Schools in relation to incidents of bullying/cyber-bullying:

A. Bullying: *The repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself/herself or of damage to his/her property; creates a hostile environment at school for the target, infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying. (Reference M.G.L. c.71, s. 37O)*

B. Cyber-bullying: *Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings, including, but not limited to blogs, websites, and social networking. (Reference M.G.L. c.71, s. 37O)*

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

D. Aggressor: *A student or staff member who engages in bullying, cyber-bullying or retaliatory behavior. (The use of the term aggressor varies from the term "bully" in the Act to Prevent Bullying, yet is being used in the plan under the guidance of the MA Department of Elementary and Secondary Education.)*

E. Target: *A student against whom bullying, cyber-bullying or retaliation is directed.*

F. Hostile Environment: *A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. (Reference M.G.L. c.71, 37O)*

G. Staff: *School staff is defined as including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.*

Students with Possible Increased Vulnerability: *The plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.*

REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be in oral or written form. Reports made by a staff member must be submitted in writing by the person making the report. Reports made by students, parents or guardians, or other individuals who are not school or district staff members can be written on the same reporting form or may be made anonymously. Oral or anonymous reports made by a parent and/or student shall be scribed by a staff member in circumstances where a written report was not submitted. Also, a web based system will allow users to file anonymous reports electronically. Click here for a copy of the [Suspected Bullying Reporting and Determination Form-2](#)

Use of a “Suspected Bullying Reporting and Determination Form” (see Appendix B) is required as a condition of making a report. The school or district will:

- *Annually provide information on how to access the Suspected Bullying Reporting and Determination Form posted on the website or from their child’s school building.*
- *The Suspected Bullying Reporting and Determination Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.*
- *Annually, the school or district will provide the school community, including administrators, educators and other staff, students and parents or guardians with written notice of its policies for reporting acts of bullying and retaliation as parts of district and school handbooks. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be included in these handbooks, on the school and district website, and in information made available to parents or guardians.*

B. Reporting by Staff

Every school or district staff member, including but not limited to, central office administrators, building principals and administrators, school adjustment counselors and school psychologists, teachers and related service providers, paraprofessional staff, school nurses, cafeteria workers, custodial staff, bus drivers, athletic coaches and extracurricular advisors is required to monitor and address student behavior and to intervene when unkind behavior occurs. This includes immediately ensuring that any need for student safety in the present moment is restored. Concern about any bullying or retaliatory conduct must also be reported as soon as possible to the principal or the administrator designated to investigate suspected bullying behavior.

In addition, if any adult suspects that a student is being targeted and bullied, they are required to fill out the district suspected bullying determination form and submit it to the building administrator. As the person who has witnessed the behavior it is most effective if that staff member makes contact with the family of the target and the aggressor to give the clearest description of the bullying behavior and the steps planned to take to promote respectful behavior in your classroom.

The requirement to report to the principal or designee does not limit the authority and the responsibility of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

C. Reporting by Students, Parents or Guardians and Others

The school or district asks students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or administrative designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Anonymous reports can be made from a link on the district website. [Suspected Bullying Reporting and Determination Form-2](#). Students, parents or guardians, and others may request assistance from a staff member to complete a written report or may report orally. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the principal or designee. A student who knowingly makes a false allegation of bullying or retaliation shall also be subject to disciplinary action.

D. Responding to a Report of Bullying or Retaliation

Safety First

Before fully investigating allegations of bullying or retaliation, the staff member, principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The staff member, principal or designee will implement appropriate strategies for protecting the following persons from bullying or retaliation: a student/staff member who has reported bullying or retaliation, a student/staff member who has witnessed bullying or retaliation, a student/staff member who provides information during an investigation, or a student/staff member who has reliable information about a reported act of bullying or retaliation.

Notification Requirements

Notice to Parents or Guardians: *Upon investigation and determination that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor and will review response protocols. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.*

Notice to Another School or District: *If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.*

Notice to Law Enforcement: *At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.*

In making this determination, the principal will, consistent with the Bullying Prevention and Intervention Plan and in compliance with school or district policies and procedures, consult with the school resource officer or another member of the Pittsfield Police Department in the absence of a school resource officer and/or other individuals the principal or designee deems appropriate.

Investigation

The following provides general guidelines for responding to a report of bullying or retaliation. Note that the guidelines should be modified as necessary to respond appropriately to the individual complaint.

Pre-Investigation: *Before fully investigating allegations of bullying or retaliation, school personnel will assess the level of need and take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. If the initial report is to or by a staff member, the staff*

member will complete an initial review of the situation and intervene as necessary. The staff member will make a referral to the principal or administrative designee if further administrative investigation is needed.

Investigation: *The investigator will seek to determine the basis of the complaint, gather information from the complainant, including such matters as what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred and where the events occurred.*

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and could result in disciplinary and restorative actions in alignment with the Student Code of Conduct, Character, and Support.

The principal or administrative designee and other staff members, as determined by the principal or administrative designee, may conduct interviews. To the extent practical, given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal, designee and any other interviewers will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for other investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations: *The principal or designee will make a determination based upon the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps to prevent recurrence and to ensure that the target is not restricted from participating in school or from school activities. The principal or designee will, one, determine what remedial action is required, if any, and, two, determine what response and/or disciplinary or restorative actions are necessary as guided by the Student Code of Conduct, Character, and Support.*

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development and/or mental health interventions.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor orally about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken with other students unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Responses to Bullying

Teaching Appropriate Behavior Through Skills-Building

Upon determining that bullying or retaliation has occurred, the school principal or designee will decide upon a range of responses that balance the need for accountability with the need to teach appropriate

behavior and restore/repair relationships. M.G.L. c. 71, § 37O(d)(v). Some skill-building approaches that the principal or designee may consider include:

- *Offering individualized skill-building or restorative sessions;*
- *Providing relevant educational activities for individual students or groups of students in consultation with guidance and/or school adjustment counselors and other appropriate school personnel;*
- *Implementing a range of academic and nonacademic positive behavioral interventions and supports to help students understand prosocial ways to achieve their goals;*
- *Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;*
- *Developing individual behavior plans to include a focus on specific social skill development; and*
- *Making a referral for counseling or other mental health services for targets, aggressors and family members.*

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of information gathered through investigation by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the BPIP and with the district and school's Code of Conduct, Character and Support. Discipline up to and including suspension and expulsion may be applied by the school principal. All suspensions or expulsions are subject to review by the Superintendent and his/her designee with the student and parents afforded full due process rights.

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

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and state laws regarding student discipline. A manifest determination will be completed to determine the connection between a student's bullying behavior and his/her disability. As necessary, a special education team will be reconvened to review the student's IEP.

Students with disabilities are known to be considered to be a vulnerable population for both being bullied and, in some disability categories, for engaging in bullying behavior. The risk for this will be reviewed at all IEP initial, reevaluation and annual meetings as part of the IEP process to determine appropriate interventions, both universal for all students and individualized.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Supportive services will be assessed and offered to the target. These services may include safety planning, school adjustment counselor services and mental health referral, as well as, increased use of Tier 1 classroom strategies that promote safe and supportive learning environments.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures or other responses are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Please direct all concerns to either:

Director: Brian Kelley, 413-448-9724, 449-4927

Dean of Students: Ryan Fuller, 413-448-9724, 448-9727

Behavior Program Overview

Behavior Management

Eagle Academy

Through our Positive Behavior Support initiative at the Eagle Academy, students are expected to adhere to a built-in behavior system that encompasses a safe and supportive learning environment for all students and staff. Student behavior is tracked daily using a point system (attached).

Our PBS Team routinely reviews student progress in order to identify student needs, help students set personal goals and communicate progress to parents, guardians and outside agencies/service providers.

Eagle Academy behavioral expectation is: **SOAR**

Safe: Students should be where they are supposed to be. They are expected to be in the classroom unless their teacher allows otherwise. Students are not allowed in the staff room, cafeteria, or common area without supervision. Students are expected to focus on themselves and their own behaviors. Students should maintain appropriate voice volume and physical space.

On-Time: Students are expected to be at school when school is in session; 7:45 AM -1:30 PM. In addition, students are to report to assigned classes and activities on time. Students will only earn credits for the courses they attend.

Accountable: Students are expected to be accountable for their behavior by following classroom and building rules. Students are expected to be accountable for their school work by completing all assigned work, seeking assistance when needed and participating in all activities throughout the day.

Respectful: Students are expected to respect themselves and others. It is expected that they treat each other with kindness. Student are expected to maintain appropriate language while at school and in the community. They shall not use excessive vulgar language and/or make sexually inappropriate or sexualized remarks or gestures. Students shall not use derogatory comments.

Incentive Program

A positive incentive program has been developed to acknowledge and reward the following behaviors:

Point Program – When students obtain the selected amount of points, collectively, they will be allowed to choose an incentive from the list they created (Movie, Lunch, Field trip, etc.)

Personal goal – When students obtain the selected amount of points independently, they will be allowed to choose an incentive from the list they created. There are two levels of points for students.

In the Classroom

Students are expected to observe classroom rules established by the teacher to maintain a safe, orderly learning environment and protect the rights of all students. This is to ensure that all students have an equal opportunity to participate. Teachers will review classroom expectations daily and include them in the class syllabus that is distributed at the start of the school year.

In the Labs, Gym, and in the Community

Observe safety requirements in areas where possible hazards exist because of the kind of equipment and materials used. Follow the established rules of the school and practice good citizenship while in the community. Follow teacher/staff instruction and obey all rules of community site.

Behavioral Expectations Matrix

EAGLE Educational Academy		School-Wide Routines/Settings			
		1. Class	2. Cafeteria	3. Common Areas	4. Community
1	Be Safe	Keep personal space, manage feelings and frustrations by talking to an adult or taking space. Refrain from using explicit/vulgar language/remarks (sexual or otherwise).	Keep personal space, manage feelings and frustrations by talking to an adult or taking space. Refrain from using explicit/vulgar language/remarks (sexual or otherwise).	Keep personal space, manage feelings and frustrations by talking to an adult or taking space. Refrain from using explicit/vulgar language/remarks (sexual or otherwise).	Keep personal space, manage feelings and frustrations by talking to staff or taking space. Refrain from using explicit/vulgar language/gestures (sexual or otherwise). Remain with staff. Use crosswalks. Do not yell or throw items at community members and/or vehicles.
2	Be On Time	Students come to school and are in class on time, ready to focus on lesson	Students are in the cafeteria during lunch time and designated break time.	Students are in common areas when approved by teacher completing their work.	Students participate in community activity at the time approved and leave the site when staff leaves.
3	Be Accountable	Follow through on expectations, complete work, follow classroom and program rules.	Follow through on expectations, follow program rules. Remain in the cafeteria with food/drinks. Be responsible for cleaning up after yourself.	Follow through on expectations, follow program rules. Only be in common areas when teacher/staff approval and supervision.	Follow through on expectations, follow program rules. Remain with program staff at all times.

4	Be Respectful	Be kind, use manners. Communicate using non-explicit language. Focus on yourself and be more reflective of others feelings/ perceptions.	Be kind, use manners. Communicate using non-explicit language. Focus on yourself and be more reflective of others feelings/ perceptions. Keep food items on your plate, pick up after yourself, place garbage in the garbage.	Be kind, use manners. Communicate using non-explicit language. Focus on yourself and be more reflective of others feelings/ perceptions.	Be kind, use manners. Communicate using non-explicit language. Focus on yourself and be more reflective of others feelings/ perceptions.
---	----------------------	--	---	--	--

Electronic Devices/Use

Students are not allowed to access electronic devices (cell phones, personal listening devices, speakers, etc) during class time. Upon entering the program, all students will be required to secure their phones for the day. Students may use a Yondr case or have their phone locked in the office area until dismissal time. Students who do not adhere to this policy will be subject to school discipline, including having the device(s) confiscated by the administration. Continued non-compliance with this policy may result in the device being held until a parent/guardian comes to retrieve it.

Electronic devices lost or stolen while at school are not the responsibility of the Pittsfield Public Schools.

School Safety

Safety while at school is of utmost importance in order to ensure that each student feels comfortable and has access to a high quality learning environment. To this end, students at Eagle Educational Academy are searched upon entry with the use of an electronic wand. Students may be asked to empty the contents of their pockets or allow staff members to search bags if a concern arises. Unauthorized items as outlined in the Code of Conduct, if found, will be confiscated and parents will be informed of any violations. Students may not be permitted to enter the school if safety concerns are detected upon the search process. Parents will be notified of any of these concerns immediately so that consequences/interventions can be determined and safety plans developed per the Code of Conduct Character and Support.

Below is a more detailed description of the entry, exit and transition plans at Eagle Academy.

[Link to Entry and Exit Plan](#)

Student Code of Conduct, Character, and Support

For the Pittsfield Public Schools full Code of Conduct, Character, and Support, please see the PPS District Website at www.pittsfield.net

Behavior Concerns, Infractions and Aligned Consequences and Interventions

Major Shifts in the Discipline Matrix in the Current Code:

- The Code places a greater focus on aligned restorative and accountable consequences and interventions rather than punishment. When an exclusionary response, such as in-school (ISS) or out-of-school (OSS), is warranted, the focus will be on short-term removals.
- The Code of Conduct, Character and Support places greater emphasis on interventions where students must account for their behavior and do something to repair the harm or make things right, rather than relying only on exclusionary consequences.
- Infractions are described as concretely as possible to avoid problems with assigning consequences that cover too wide a range of options.
- The delineation of four levels of consequences and interventions reduces the risk of discretionary determinations with the intended result to be increased equitable responses and decreased disproportionate responses for groups of students that are often overrepresented in exclusionary discipline.

- Differential responses will occur when indicated to accommodate for differences in the severity and frequency of the infraction and developmental differences in students based on age and ability.
- Level 1 lower impact behaviors should be managed by classroom teachers.
- As with all levels of behavior, if the behavior persists, restorative and accountable responses from higher levels may be imposed.

Level 1 interventions incorporate universal schoolwide and classroom practices that promote the development and practice of prosocial behaviors, self-discipline, habits of learning, and healthy well-being. Teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

Level 1

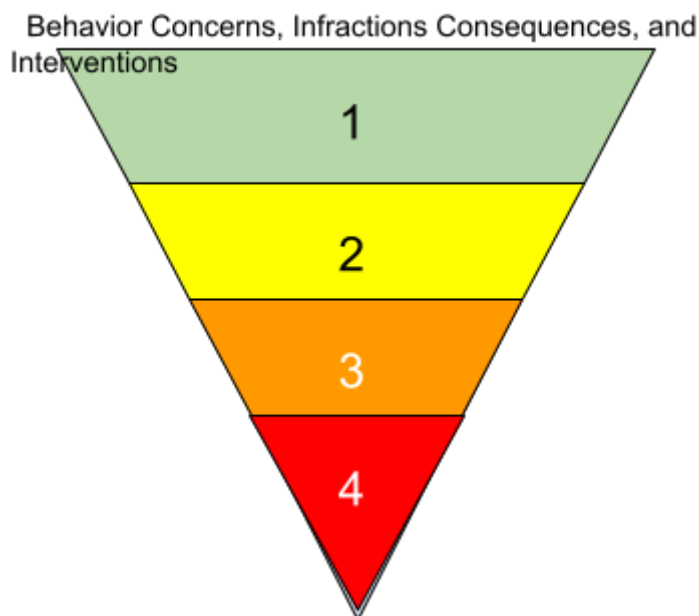
behavior requires intervention/consequences by the teacher/staff member; it may involve documentation.

At this level, teachers/staff provide support to and set classroom limits with students, with possible follow-up consultation from student support staff.

Level 2 involves targeted interventions and may include consequences when a student's behavior violation warrants this.

At this level, when the behavior persists after teacher interventions are not successful it may involve student removal from classroom, restorative interventions, meeting with administrator or student support staff member or having a family conference.

Level 3 and 4 involve violent or dangerous behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.



Consequences and interventions apply to all students, Kindergarten to Grade 12, including all students with IEPs and 504 plans. Multiple incidents or chronic violations of the same behavior will warrant more intensive interventions and more serious consequences. Level 3 and 4 consequences and interventions may be modified for students to ensure the developmental appropriateness of the response, as well as, compliance with regulations for students with disabilities on an IEP or 504 plan. Employment of a suspension at a K-2 level is used only as a last resort and must include consultation with the Superintendent or his/her designee. Principals can also request this consultation for other grade levels to determine the most appropriate consequences and interventions. Exclusionary responses, such as ISS or OSS, allows the school community to devise a safety and a reintegration plan. Parents of any student who has engaged in highly aggressive or dangerous behaviors are expected to participate in the intervention plan created to support their child's success.

The matrix below outlines the definitions of behavioral infractions and the initial level of response to be expected.

NOTE: Lowest level infractions are noted below. In situations where behavior continues and may become persistent, infractions progress to higher levels.

Level 1 *Teacher/Staff support with student support team consultation if necessary* The behavior requires intervention/consequences by the teacher/staff member; it may involve documentation.

Level 2 *Involves support staff and/or appropriate administration* The behavior persists after teacher interventions are not successful; it may involve student removal from classroom, restorative interventions, meeting with administrator or student support staff member or family conference.

Level 3 *In-school and Short-Term Suspension* The behavior presents a risk to the safety, health, or welfare of the adults and students; may involve in-school suspensions (partial or full day) or short-term suspensions from 1 to 5 days based on severity and repeated occurrences; may also involve meeting with administrator or student support team member, family conference, and/or re-entry restorative planning conference.

Level 4 *Request for Long-Term Suspension* Infractions at this level represents the most serious infractions and may result in a suspension of more than five days, up to and including a full-year of suspension or exclusion from school. Behavior involves violent or dangerous behavior violations that has a substantial detrimental effect on safety and the general welfare of the school.

Code	Offense Category	Description of the Offense	Level 1	Level 2	Level 3	Level 4
Alcohol (liquor law violations: possession, use, sale)						
1010	Sale of alcohol	Selling or attempting to sell alcoholic beverages on school property or at a school function.				■
1020	Distribution of alcohol	Distributing (i.e., giving away) alcoholic beverages on school property or at a school function.			■	
1030	Drinking alcohol	Consuming alcoholic beverages on school property or at a school function.			■	
1040	Possession of alcohol	Having alcoholic beverages in one's pocket(s), bag(s), locker, car, etc. while on school property or at a school function.			■	
1050	Suspicion of alcohol use	Exhibiting behaviors that suggests that an individual consumed alcohol.		■		
1100	Arson (Setting a Fire)	The unlawful or intentional damage, or attempt to damage, any school property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.				■
Attendance Policy Violation (Not Attending School or Classes as Required)						
1210	Forging absence excuse	Creating a false document or signature used with the intent to deceive a school official.		■		

PPS-01	Forging absence excuse	Creating a false document or signature used with the intent to deceive a teacher.	■			
1220	Skipping or Leaving Class	Missing or left class without permission	■			
1230	Tardiness	Lateness for school or class without permission.	■			
1240	Truancy	Missing or leaving school without permission		■		
1300	Physical Altercation or Attack	Committing an act of violence toward a person, including, hitting, kicking, shoving, punching, scratching or spitting on another person. Must have an offender and a victim.			■	
1700	Physical Fighting	Mutual participation in an altercation involving physical violence. No victims, only offenders.			■	
1400	Burglary / Breaking and Entering (Stealing Property/Unlawful Entry)	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.				■
PPS-02	Classroom Misbehavior	Refusal to do work or participate in lesson; lack of compliance with classroom rules; off-task behavior; interrupting others from doing their work; engages in demands, argumentative and adversarial speech, confrontations or “back talk” (includes share or buddy teachers)	■			
PPS-03	Persistent Classroom Misbehavior	Refusal to do work or participate in lesson; lack of compliance with classroom rules; off-task behavior; interrupting others from doing their work; engages in demands, argumentative and adversarial speech, confrontations or “back talk” that requires removal from class by an administrator (does not include share or buddy teachers)		■		
PPS-04	Public Space Misbehavior	Running, excessive noise, horseplay, loitering or unauthorized hall walking	■			
PPS-05	School Bus Misbehavior	Distraction of driver while driving;				

1810	Bullying	The repeated use by one or more students (aggressors) of a written, verbal or electronic expression or a physical act or gesture of any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to him/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; (v) materially and substantially disrupts the education process of the orderly operation of a school. This includes cyber bullying.			■	
1820	Hazing	Committing an act or acts against a student or coercing a student to commit an act that creates risk of harm to a person in order to be initiated into a student organization or class.				■
1897	Other nonsexual harassment	The incident cannot be coded in one of the above categories but did involve nonsexual harassment. This includes harassment based on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity.			■	
1900	Harassment, Sexual	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct/communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive environment.			■	

Inappropriate Use of Medication (Prescription or over-the-counter)						
2110	Sale of medication	Selling prescription or over-the-counter medication.				■
2120	Distribution of medication	Distributing (i.e., giving away) prescription or over-the-counter medicine in violation of school rules.				■
2130	Use of medication in violation of school rules	Using prescription or over-the-counter medicine in violation of school rules.			■	
2140	Possession of medication in violation of school rules	Having prescription or over-the-counter medication in one's pocket(s), bag(s), car, locker, etc., in violation of school rules		■		
2150	Suspicion of use of medication in violation of school rules	An instance where an individual's behavior suggests that he or she used prescription or over-the-counter drugs in violation of school rules.		■		
PPS-06	Inciting or Participating in Disturbance	Engaging in an intentional act to disrupt the normal operation of the school community; instigating or encouraging another person to violate the Code of Conduct, Character and Support		■		

2200	Administrative Non-Compliance/ Insubordination	Unwillingness to comply with authority, refusal to respond to a reasonable request, or other situations in which a student fails to comply with the reasonable requests of school personnel. Includes failure to comply with assigned consequence and failure to identify oneself.		■		
2300	Kidnapping (Abduction)	Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian. This category includes hostage taking.				■
Obscene Behavior						
2410	Displays of affection in violation of school policy	Holding hands, kissing or other displays of affection	■			
2420	Obscene written messages	Writing obscene messages on paper, on black boards, or elsewhere on school property (e.g., on bathroom wall).		■		
2430	Drawing obscene pictures	Creating illustrations of a sexually explicit or vulgar nature.		■		
2440	Obscene electronic communication	Posting obscene messages on Internet message boards, sending obscenities via Internet chat rooms/instant messaging, Twitter, cell phone text and downloading or emailing obscene material.			■	
2450	Obscene gestures	Gestures that are offensive, socially unacceptable, or otherwise not suitable for an educational setting.		■		
2460	Obscene language/profanity	Suggestive, explicit, or vulgar language, cursing, or abusive language.		■		
2500	Physical Altercation, Minor	Confrontation, horseplay, or physical aggression that does not result in injury.	■			
PPS-07	Refusal to Be Searched	Refusing to allow a search by a school official who possesses reasonable suspicion that a student may possess contraband violating school policy that could potentially endanger the welfare of the student or the safety of others.			■	
PPS-08	Refusal to Identify	Refusing to identify oneself when asked by a member of school staff, either an administrator or a teacher.		■		

2600	Robbery (Taking of Things by Force)	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.				■
------	-------------------------------------	--	--	--	--	---

School Threat (Threat of Destruction or Harm)

2710	Bomb threat	Intentionally making a false report of potential harm from a bomb, dynamite, explosive, or arson-causing device on school property.				■
2720	Fire alarm	Verbally or otherwise (e.g., ringing alarm bells) making a false report of fire.			■	
2730	Chemical/ biological threat	Intentionally making a false report of potential harm from dangerous chemicals or biological agents.				■
2740	Terroristic threat	Making terroristic threats to harm students or school officials, and/or to destroy school property.				■
2800	Sexual Battery (Sexual Assault)	Oral, anal or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent on school property or at a school function. Includes rape, fondling, indecent liberties, and child molestation.				■
2900	Sexual Offenses, Other (Lewd Behavior, Indecent Exposure)	Sexual intercourse, sexual contact, or other behavior intended to result in sexual gratification without force or threat of force on school property or at a school function. Code statutory rape here.				■

Theft (Stealing Personal or Other Property)

3110	General theft, Person	Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions.		■		
3120	Motor Vehicle Theft	Theft of a motor vehicle on school property. This category includes theft of a car, truck, motorcycle, dune buggy, snowmobile, RV, or anything that is self-propelled on school property or at a school function.				■

Threat/Intimidation (Causing Fear of Harm)

3210	Physical threat	Threatening an individual or group of individuals with a gesture(s) or body language.		■		
3220	Verbal threat	Threatening an individual or group of individuals with spoken words or sounds.		■		

3230	Written threat	Threatening an individual or group of individuals in writing (e.g., letter, note, message on chalkboard).		■		
3240	Electronic threat	Threatening an individual or group of individuals by text, email, postings on Internet sites, or through other electronic mechanisms.		■		
MA04	Threat of robbery	Any threat (verbal, written, electronic) by a person to commit a robbery.		■		
PPS-08	Extortion	Theft using coercion, which includes obtaining money or property from another student through coercion, intimidation or threat of physical harm			■	

Tobacco (Possession or Use) Tobacco products is defined to include cigarettes, cigars, pipes, smokeless tobacco, juul and vape pods.

3310	Sale of tobacco	Sale of tobacco products			■	
3320	Distribution of tobacco	Distribution (i.e., giving away) tobacco products.			■	
3330	Use of tobacco	Smoking, chewing or otherwise using tobacco		■		
3340	Possession of tobacco	Having tobacco in one's pocket(s), bag(s), car, locker, etc.	■			
3350	Suspicion of use of tobacco	An instance where an individual's behavior, breath, etc., suggests that he or she used tobacco.	■			
3400	Trespassing (Unlawful or Unauthorized Presence)	Students are on school grounds either in the building they regularly attend after notice or in another school building without permission			■	

Vandalism (Damage to School or Personal Property)

3510	Vandalism of school property	Intentionally damaging or destroying school property (K-2 considerations)			■	
3520	Vandalism of personal property	Intentionally damaging or destroying the personal property of a student or staff member, including graffiti (K-2 considerations)			■	
3600	Violation of School Rules	Violation of school rules without insubordination.	■			
3600 (PPS)	Academic Dishonesty	Includes plagiarism, cheating, copying from another student, altering records, and assisting another student in any of the above actions.		■		
3600 (PPS)	Violation of the Dress Code	Wearing clothing that is in opposition to the dress code policy.	■			

PPS-09	Violation of Electronics Device Policy	Students may not use or operate personal electronic devices or cell phones during the school day. This includes earphones or buds.	■			
PPS-10	Recording and/or Distribution of Others	Students may not record the voice or image of another without consent or in any way that interferes in the educational environment. This includes the distribution of voice and/or image, as well as, posting to a public forum.			■	
PPS-11	Violation of Electronic Acceptable Use Policy	Refer to District Electronic Acceptable Use Policy	■			
MA05	Felony Conviction Outside of School*	When type of felony determines a substantial threat to a safe, peaceful school environment.				■
MA19	Felony complaint (charge) outside of school*	Type of felony determines a substantial threat to a safe, peaceful school environment.				■

Weapons Offenses						
Firearm						
0011	Handgun	A handgun or pistol				■
0012	Shotgun	A shotgun				■
MA14	Rifle	A rifle				■
0013	Other type of firearm*	The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act.				■
Knives/Other Weapons (Level 3 could be a first consideration based on a student's age and development.)						
0021	Knife with blade less than 2.5 inches	Knife with blade less than 2.5 inches				■
0023	Knife with blade greater than or equal to 2.5 inches	Knife with blade greater than or equal to 2.5 inches				■
0029	Other knife*	The weapon involved was another type of knife.				■
0030	Other Sharp Objects*	The weapon involved was another type of sharp object, (e.g., razor blade, ice pick, dirk/dagger, Chinese star, other pointed instrument [used as a weapon]).				■

0040	Other Object*	The weapon involved was another known object (e.g., chain, nunchakus, brass knuckle, billy club, electrical weapon or device [stun gun], BB or pellet gun).				■
0050	Substance Used as Weapon*	The weapon involved was a substance (e.g., mace, tear gas) that was used as a weapon.				■
MA51	Explosive or Incendiary Device	A bomb, grenade, rocket, missile, mine, or other incendiary device				■
0099	Unknown Weapon	Any other object not described above, such as fireworks or firecrackers				■

Aligned Supports and Interventions

As stated throughout, the focus of the Code of Conduct, Character and Support is on finding a balance between assigning accountable consequences for behavioral infractions and providing supports and a restorative approach to interventions to both address behavior and to assist students to learn effective skills to positively impact future behavior. It is important to keep the following context in mind: One of the best ways to prevent problematic behavior is the presence of a well-structured, engaging and culturally responsive lesson as outlined within the Massachusetts Educator Evaluation Rubric.

Supports and interventions are aligned with each level of the behavioral infraction matrix and represent a menu of suggested responses. Teachers, support personnel and administrators may select one or more responses in each level. It is not expected that all interventions at each level would be used. Administrators, teachers, and student support personnel may also use a lower level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be monitored and adjusted based on student response.

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. Administrators, teachers, school counselors, social workers, psychologists and other school staff are also expected to use promotion and prevention strategies to engage students, including students with disabilities, that facilitate students' academic and social-emotional growth, assist them in following school rules and policies, and support correction when behavioral issues arise. If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the school Special Education Director/Coordinator and her team.

Teachers are expected to use Universal Tier 1 practices to create respectful, orderly, and productive classrooms through (1) the development of caring, supportive relationships with and among students; (2) organizing and implementing instruction in ways that optimize students' access to learning; (3) using group management methods that encourage students' engagement in academic tasks; (4) promoting the development of students' self-management and social efficacy; and (5) using appropriate interventions to assist students with behavior problems.

The chart below is a tool to indicate how supports and interventions are aligned at the four levels of behavioral infractions. Note that it is always acceptable, and often appropriate, to include lower level restorative and accountable actions even when addressing higher level behavior.

Level 1 Behavior: Support/behavior intervention provided by the teacher.

The behavior requires intervention/consequences by the teacher.

May include additional consultation with student support personnel when patterns of behavior persist.

Level 1 behavior does not include exclusion, such as ISS or OSS, as an initial response.

Level 1 Documentation and Restorative & Accountable Responses	Level 1: Prevention and Classroom Behavior Support Responses (Utilize the Promotion and Prevention Toolbox for additional strategies.)
<u>Documentation:</u> Consider submission of a discipline referral for “Classroom Misbehavior” in PowerSchool if a pattern of behavior persists or intensifies that the staff member believes should be documented. <u>Accountability Responses:</u> Suggested communication with parent/family to discuss and problem solve a concern via phone, email, in-person conference or letter. Assign teacher-supervised consequences. <u>Restorative Responses: Personal, Academic and Behavioral Check-ins</u> Choose from the following based on relevance (See following pages for descriptions.): 1. Restorative Question Conference 2. Personal Efficacy Conference 3. Diffusing Conference 4. Problem-Solving Circle	<u>Prevention:</u> 1. Promote opportunities to get to know your students and develop positive, trusting relationships, including meeting and greeting students daily or learning about students’ lives outside the classroom. 2. Practice clear, consistent academic and behavioral classroom procedures and routines daily. 3. Pre-teach, model, practice, reinforce, and monitor classroom expectations. 4. Differentiate classroom instruction to best meet diverse student needs. Students will have less behavioral difficulties when they can access the instruction. 5. Provide activities that promote group cohesion in your classrooms. 6. Use positive, specific praise/feedback in a 5:1 ratio over negative feedback. Include individual and group kudos, recognitions and celebrations. 7. Use developmentally appropriate sensory, motor and and space modifications to change the environment or the ways that students engage. 8. Lesson Planning--remember that one of the best ways to prevent problematic behavior is the presence of a well-structured, engaging and culturally responsive lesson. <u>Classroom Behavior Support Responses:</u> 1. First Response--use redirection strategies including: prompts, cues, proximity, effective reminders, positive directives that invite cooperation and self-correction. 2. Diffuse and de-escalate upset students or charged situations by calmly responding to negative and inappropriate speech in ways that support students to self-correct. 3. Avoid or disengage from power struggles. 4. Remain calm. Avoid taking conflict personally. It’s rarely about you, even when it feels like it. 5. Watch that the nonverbal messages you are giving out match what you want to communicate. 6. Use brief behavior check-ins with individual students during class time or during a group/class discussion to solve a problem, assist students to make a positive choice to self-correct their behavior. 7. Utilize brief restorative conversations to promote self-reflection and help repair relationships with the teacher or students experiencing an interpersonal conflict. 8. Consult with student support personnel to generate possible strategies to reduce unskillful behaviors and increase desired target behaviors.
Level 2 Behavior: Involves support staff and/or appropriate administration. The behavior persists after teacher interventions are not successful; it may involve student removal from classroom, restorative interventions, meeting with administrator or student support staff member or family conference. It could include referral for a Building Assistance and/or Student Support Team meeting. Level 2 behavior does not include suspension, such as ISS or OSS, as an initial response.	

Level 2 Documentation and Accountability Response	Level 2: Behavior Support Responses (Incorporate all Level 1 Prevention and Classroom Behavior Support Responses as well.)
<u>Documentation:</u> REQUIRES submission of a log entry in PowerSchool to document the incident. <u>Accountability Responses:</u> Requires communication with parent/family to discuss and problem solve a concern via phone, email, in-person conference or letter. Teacher- supervised and/or administrative consequences can be assigned. If behavior warrants use of the Reset Protocol, all requirements of the protocol must be met. <u>Restorative Responses:</u> (See following pages for descriptions.) 1. Problem-Solving and Planning Conference 2. Return Conference After Classroom Removal 3. Student-Teacher Mediated Conference.	Teacher Facilitated Level 1 Behavior Supports PLUS 1. Restorative conferencing between teacher and student (might also include parent and/or student support personnel) to develop a plan for improving behavior, engagement, and academic performance in the classroom. Restorative conferencing should include the relevant type of conferencing listed to the left. 2. More intensive academic and/or behavioral progress monitoring. 3. Review and rehearse classroom and/or school-wide academic and behavioral expectations. Student Support Staff/Administrator Facilitated Interventions: 1. Continued incident investigation. 2. Meeting with a member of the school administration, school counselor, or school adjustment counselor. 3. Conference with student followed by conferencing with teacher teams, Building Assistance Team (BAM) and/or Student Support Team (SST) when a pattern persists. 4. Provide Tier II student support staff facilitated interventions that could include referral to school adjustment counseling services and other building-based Check and Connect/PBIS Tier II or PBIS Tier III programming, which could include individual, and small group interventions, mediation, restitution, social and emotional learning programs. 5. Individualized psychological assessment and trauma assessment when recommended by BAM Team after interventions previously instituted. 6. Individualized case management services for students with IEPs and 504 plans with possible reconvene of IEP/504 Team to review needs for additional accommodations and supports when concerns persist. 7. Referral to services, collaboration and coordination as appropriate with community-based supports and agencies. 8. Referral to Intervention Support Centers when developed in year two of the Code implementation.
Level 3 Behavior: Behavior Support Responses Warrants in-school and/or short-term out-of-school suspension (1-5 Days) The behavior presents a risk to the safety, health, or welfare of the adults and students; may involve in-school suspensions (partial or full day) or short-term suspensions from 1 to 5 days based on severity and repeated occurrences; may also involve meeting with administrator or student support team member, family conference, and/or re-entry restorative planning conference. If student presents with significant mental health distress and concerns about immediate risk to self or others, school adjustment counselor should be consulted to assess need for a referral to the Brien Center Emergency Services/Crisis Team (413-499-0412). Parent permission is required.	
<u>Documentation:</u> REQUIRES submission of a log entry in PowerSchool to document the incident.	Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well. <u>Additional Responses Include:</u>

Discipline letter sent home by administrator, including information to parent on due process rights. Due process hearing when requested. <u>Accountability Responses:</u> Behavior warrants removal from classroom or other building location by administrator. Parent/guardian notification and scheduling of conference with administrator, student and parent. Administrator investigation of incident and consideration of past pattern of ODRs in determining consequences. If behavior warrants use of the Reset Protocol, all requirements of the protocol must be met. Manifest Determination required when student with disability reaches 5-10 days of suspension or a pattern of behaviors resulting in suspension occurs. Consultation with public safety officials, police and fire, when a crime is suspected. <u>Restorative Response Protocols:</u> (See following pages for descriptions.) 1. Return Conference after Classroom Removal 2. Bullying-Harassment Caucus and Conference when relevant 3. Restorative Group Conferencing 4. Suspension Re-Entry Protocol	● Development of comprehensive student specific academic and behavioral intervention plan, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring. ● Creation of a safety plan. ● Referral to SST, BAM, IEP/504 eligibility or reconvene team as indicated based on student's current services.
Level 4 Behavior: Behavior Support Responses Warrants longer-term out-of-school suspension (5 days or more)	

Infractions at this level represents the most serious infractions and may result in a suspension of more than five days, up to and including a full-year of suspension or exclusion from school.

Behavior involves violent or dangerous behavior violations that has a substantial detrimental effect on safety and the general welfare of the school.

If student presents with significant mental health distress and concerns about immediate risk to self or others, school adjustment counselor should be consulted to assess need for a referral to the Brien Center Emergency Services/Crisis Team (413-499-0412). Parent permission is required.

Documentation:

REQUIRES submission of a log entry in PowerSchool to document the incident.

Discipline letter sent home by administrator, including information to parent on due process rights.

Due process hearing when requested.

Accountability Responses:

Behavior warrants removal from classroom or other building location by administrator.

Parent/guardian notification and scheduling of conference with administrator, student and parent.

Administrator investigation of incident and consideration of past pattern of ODRs in determining consequences.

If behavior warrants use of the Reset Protocol, all requirements of the protocol must be met.

Manifest Determination required when student with disability reaches 5-10 days of suspension or a pattern of behaviors resulting in suspension occurs.

Consultation with public safety officials, police and fire, when a crime is suspected.

Restorative Response Protocols:

(See following pages for descriptions.)

1. Return Conference after Classroom Removal

Incorporate all Level 1 and Level 2 Prevention and Classroom Behavior Support Responses as well.

Additional Responses Include:

- Development of comprehensive student specific academic and behavioral intervention planning, such as, completion of a functional behavioral assessment and plan, reassess and adjust existing plans and increase monitoring.
- Creation of a safety plan.
- Referral to SST, BAM, IEP/504 eligibility or reconvene team as indicated based on student's current services.

2. Bullying-Harassment Caucus and Conference when relevant 3. Restorative Group Conferencing 4. Suspension Re-Entry Protocol	
--	--

Restitution Policy/Damage to School Property

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 principal.

The director of the program has authority and responsibility to administer restitution procedures for lost, damaged, or destroyed school property. The director shall establish the repair or replacement cost of the property in question, under regulations issued by the Superintendent of Schools. When damage or destruction to a school building is concerned, the Assistant Superintendent for Business and Finance shall consult the Director of Building Maintenance to ascertain the repair or replacement cost.

The student or parent shall make restitution payable to the school department, or when a school building is concerned, to the City of Pittsfield. The principal shall transmit same to the Office of the Superintendent.

If the principal is unable to obtain restitution from the student or parents, the principal shall refer the case to the City Solicitor for possible legal action.

Due Process, Discipline and Student Rights

Gender Identification

The Pittsfield Public Schools, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work. [M.G.L. c.76, s5]

Student Discipline and Due Process Rights

Discipline, the need to identify constructive limits and controls in order to develop positive behaviors in all students, is an essential ingredient in every student's learning experience. The goal of discipline is to help students develop wise decision-making skills so that they may learn to make responsible choices in their interactions with others. To deal with student discipline issues, certain progressive discipline strategies are used by the teachers and administrators of the Pittsfield Public Schools and may include:

- Counseling that starts at the classroom level between teacher and student and, if not productive, proceeds to the principal, vice principal or dean of students
- Written assignments that are meaningful and of reasonable length and are not merely exercises in penmanship
- Detention after school, to be preceded by parental notification

- In-school suspension where the student is removed from the regular program to complete work assignments under a specialist's direction - if available - at the school
- Suspension from school that may be imposed by the principal after a hearing for ten (10) days or less, if the suspension does not cumulatively over the course of the school year exceed ten (10) days. For suspensions of more than ten (10) days, or if the proposed suspension cumulatively in the school year exceeds ten (10) school days, a suspension may be imposed by the Superintendent after a hearing by the Principal and Superintendent
- Expulsion from school that may be imposed by the principal or by the School Committee.

DUE PROCESS FOR SUSPENSIONS: NOTICE OF PROPOSED SUSPENSION

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

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

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

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

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

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

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

Additionally, the student shall have the following additional rights:

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

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

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;

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

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

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

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

APPEAL OF LONG-TERM SUSPENSION

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

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

EMERGENCY REMOVAL

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

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two

(2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

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

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

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

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

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

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

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

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

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

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

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

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said

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

Felony complaint or issuance of felony delinquency complaint

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

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

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

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

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

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

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

Subject to funding, the middle schools and high schools will utilize the Student Resource Center program site as an alternative to out of school suspensions lasting three or more days for students 14 years of age or older. The program offered at the Student Resource Center is seen as an educationally sound atmosphere to the three out of school suspension situations outlined below.

DISCIPLINE OF SPECIAL NEEDS STUDENTS (Special Needs Includes both Special Education and Section 504 Students)

All students are expected to meet the requirements for behavior as set forth in this handbook.

Procedure: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.
 - c. Characteristics In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

State Requirements Federal Requirements 34 CFR 300.530-537

For a discipline flow chart, see http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc.

STUDENT GRIEVANCE PROCEDURE

Students are encouraged to bring their concerns about school issues or incidents to the attention of the professional staff. Students can contact a teacher, the Peer Resource Advisor, the School Adjustment Counselor, a member of the Guidance Department, or the Principal.

PROCEDURES FOR STUDENT GRIEVANCES OF DISCRIMINATION

This policy addresses how to file complaints regarding alleged discrimination based on race, color, national origin, sex, religion, age, sexual orientation and disability.

The Pittsfield Public Schools has adopted procedures to assist any person who believes that she/he has been discriminated against for a prohibited reason, and to rectify any instances of such discrimination. Any student, or any parent or guardian, who believes that she/he has been discriminated against for any reason stated above should make her/his complaint, either formally or informally, to the school building principal or to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, IDEA, and M.G.L 151B. Any person who believes that she/he has been discriminated against for any reason stated above in a matter of hiring or employment, or in having access to school facilities or activities, should make her/his complaint, either formally or informally, to the district's designated coordinator for compliance with the requirements of Title VI, Title VII, Title IX, Section 504, ADA, and IDEA.

The Pittsfield Public Schools' designated coordinators for all such matters are:

	Problem Area	Position	Phone
Title VI	Discrimination by race, color, national origin	Deputy Superintendent	499-9510
Title VII	Discrimination by employers on the basis of race, color, religion, sex or national origin	Human Resources Director	499-9505
Title IX	Discrimination in educational programs or athletics, on the basis of gender	Title IX Coordinator	499-9515
Section 504	Discrimination against individuals with disabilities	504 Coordinator	499-9515
ADA	Americans with Disabilities Act guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.	Special Education Director	499-9515
IDEA	Individuals with Disabilities Education Act guarantees early intervention, special education, and related services to children with disabilities from birth to the age of 21.	Special Education Director	499-9515
Ch. 151 B	Discrimination by MA employers on the basis of race, color, national origin	Human Resources Director	499-9505

Rights of Students with Disabilities

Federal law guarantees every student the right to a free and appropriate public education regardless of handicap or disability. State regulations (603 CMR 28.00) further guarantee the right to an education in the "least restrictive environment," in typical settings with students without disabilities.

- Every Pittsfield public school offers academic support services. These programs provide specialized instruction for eligible students in the area of documented disability.
- The PPS also offer services in a substantially separate setting for students with developmental delays, intellectual impairments, autism, and behavioral disorders when documented within a student's IEP or 504 Plan. These programs provide specialized instruction in a structured and predictable learning environment.

If you believe that your child is having difficulty making progress in a regular classroom due to a suspected disability, you have the right to seek through the school principal or the district's Office of Special Education an evaluation of your child to determine if she or he does have a disability and is eligible for special education services. As a first step, contact the building principal to discuss convening a Building Assistance Meeting. For more information contact your child's principal or the Office of Special Education at 499-9515.

Rights under Section 504

A student with a disability recognized under the federal statute known as Section 504 (29 USC §794[a]) is entitled to accommodation of that disability. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 also prohibits discrimination against any student based on such a disability. A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401[3]) is entitled to educational programs and assignments that are designed to develop her/his educational potential. [M.G.L. c. 71B §1] Section 504 accommodation plans and special education individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations. The 504 Coordinator is responsible for assuring compliance with Section 504. Contact the Superintendent's Office for referral to the 504 Coordinator.)

For a copy of the Massachusetts Department of Education Special Education *Parents' Rights Brochure* and the *Section 504 Handbook*, available in many languages, visit www.doe.mass.edu/sped/parents on the Web.

Homeless Assistance

Consistent with the Federal McKinney-Vento Homeless Education Assistance Act, homeless students are defined as those who lack a regular, fixed nighttime residence including supervised temporary accommodations (see definition, Policy STU-14). Students have the right to stay in their school of origin for the entire time they are homeless, even if they move to a different school district. Students who move into permanent housing during the school year can still finish the year in the same school. They may also choose to enroll in a school within the new zone, town or city where they live temporarily. Transportation will be provided unless your new address is within the walking distance of your child's school. For help, call the Deputy Superintendent's office, which serves as the district's homeless liaison, at 499-9510.

Registering Complaints

Eagle Educational Academy students and parents who have complaints about the student's education and care are encouraged to address these to one of our School Adjustment Counselors, either Dawn Betters or Amanda Waluszko . If the student or parent is not satisfied with the resolution, they may then address their complaint to the Program Director, Brian Kelley. If they are still not satisfied with the resolution, they may address the complaint to the Director of Alternative Education; Melissa Brites, or the Director of Special Education; Jennifer Stokes. If they are still not satisfied with the resolution, they may address their complaint to the Deputy Superintendent, Joseph Curtis, or to the Superintendent, Dr. Jason McCandless. These complaints may be addressed in person (scheduled appointment), by telephone, or in writing.

Whenever there is a complaint or a dispute about compliance with a law or regulation, a student or parent/guardian may contact the Massachusetts Department of Education Problem Resolution System by telephone at (781) 338-3700 or by mail at 350 Main Street, Malden, MA 02148.

Whenever there is a dispute over the identification, evaluation, placement, proposed BIP, implementation of

the IEP, a student or parent/guardian may request a mediation or due process hearing conducted the Massachusetts Department of Education Bureau of Special Education Appeals by telephone at (781) 338-6400 or by mail at 350 Main Street, Malden, MA 02148.

Please reference the PHS/THS Student Handbook for specifics on the following:

- Athletic Program
- User Fee for Athletics & Co-Curricular
- Interscholastic Sports
- Clubs
- Teams
- Extracurricular Activities
- Dances, Prom and Senior Week Activities

Please reference the Pittsfield Public Schools' Policy Handbook for Parent and Students for:

- Equal Education Opportunities
- Procedures for Enrolling Students
- English Language Learning Support
- Building Safety and Public Accessibility
- Student Safety, Health, and Immunization
- Student Transportation
- Due Process Rights
- Student Records and Privacy

Behavior Program Overview

Behavior Management

Eagle Academy

Through our Positive Behavior Support initiative at the Eagle Academy, students are expected to adhere to a built-in behavior system that encompasses a safe and supportive learning environment for all students and staff. Student behavior is tracked daily using a point system (attached).

Our PBS Team routinely reviews student progress in order to identify student needs, help students set personal goals and communicate progress to parents, guardians and outside agencies/service providers.

Eagle Academy behavioral expectation is: **SOAR**

Safe: Students should be where they are supposed to be. They are expected to be in the classroom unless their teacher allows otherwise. Students are not allowed in the staff room, cafeteria, or common area without supervision. Students are expected to focus on themselves and their own behaviors. Students should maintain appropriate voice volume and physical space.

On-Time: Students are expected to be at school when school is in session; 7:45 AM -1:30 PM. In addition, students are to report to assigned classes and activities on time. Students will only earn credits for the courses they attend.

Accountable: Students are expected to be accountable for their behavior by following classroom and building rules. Students are expected to be accountable for their school work by completing all assigned work, seeking assistance when needed and participating in all activities throughout the day.

Respectful: Students are expected to respect themselves and others. It is expected that they treat each other with kindness. Student are expected to maintain appropriate language while at school and in the community. They shall not use excessive vulgar language and/or make sexually inappropriate or sexualized remarks or gestures. Students shall not use derogatory comments.

Incentive Program

A positive incentive program has been developed to acknowledge and reward the following behaviors:

Point Program – When students obtain the selected amount of points, collectively, they will be allowed to choose an incentive from the list they created (Movie, Lunch, Field trip, etc.)

Personal goal – When students obtain the selected amount of points independently, they will be allowed to choose an incentive from the list they created. There are two levels of points for students.

In the Classroom

Students are expected to observe classroom rules established by the teacher to maintain a safe, orderly learning environment and protect the rights of all students. This is to ensure that all students have an equal opportunity to participate. Teachers will review classroom expectations daily and include them in the class syllabus that is distributed at the start of the school year.

In the Labs, Gym, and in the Community

Observe safety requirements in areas where possible hazards exist because of the kind of equipment and materials used. Follow the established rules of the school and practice good citizenship while in the community. Follow teacher/staff instruction and obey all rules of community site.

HEALTH AND WELLNESS SERVICES

Eagle Educational Academy School Wellness Policy

Federal Law (PL 108.265, Section 204) requires all schools participating in the Federal School Meal programs to develop a local wellness policy and establish a plan for measuring the implementation of the policy. The school will establish a wellness policy committee that consists of a least one Parent, student, nurse, school food service representative, school committee member, school administrator, member of the public and other community members as appropriate.

Food Service

- Breakfast and lunch will be available for all students free of charge under the nutritional guidelines established by the School Lunch Program and the Massachusetts Department of Education.
- The Lunch menu is posted outside the office monthly and is also available on the PPS website. Students are welcome to bring a bag lunch. Milk/water/juice will be provided.
- The District maintains a wellness policy. A list of District Policies is available on the PPS website.

Food must be eaten in designated areas for safety and health related reasons. Students may bring snacks but may not carry snacks/food items from class to class. There will be appropriate storage areas for students' food for those who wish to bring their own lunch and snacks to school.

Wellness Promotion Nursing/Counseling Services

Counseling Services

The Eagle Educational Academy program offers ongoing, daily counseling to all students. Services are provided individually and in small groups according to the needs of students and as outlined in student IEPs. In addition, outside referrals to mental health services may be recommended by the SAC at the program.

Health Services

The Eagle Educational Academy program has a part-time nurse. All staff members are CPR and First Aid certified.

Accidents

Accidents of any nature should be reported to a program administrator immediately.

Health and Safety of Students

The school maintains a comprehensive Manual of Health Care Policies which is kept in the front office and is available to all Parents and personnel. Although the school employs a School Nurse, your child's physician is his/her primary health care provider and it is important that we have that physician's name, address and phone number in our files in case of emergency.

In addition, every child at Eagle Educational Academy **must receive a comprehensive physical examination annually** and the school must receive a written report of such examination and any recommendations and/or directions for the modification of the student's program. As part of the admissions process, the school must receive appropriate immunization information from the Parents or sending school district. The appropriate forms for this information are sent to the child's Parent(s)/Guardian at the beginning of each year or at the time of enrollment. Screening for vision and hearing is done annually at Eagle Educational Academy and any problems noted are reported to the child's Parent(s)/Guardian. As per state regulations, growth screenings are completed on all 4th and 7th graders and postural screenings on all 5th and 8th graders.

All personnel are trained annually in the application of emergency first aid. In addition, the school maintains a complete first-aid kit consisting of those items necessary to deal with most minor medical problems. The telephone numbers of the fire department, police station, poison prevention center, hospital emergency room and ambulance service are clearly posted in the front office.

The phone number and an emergency number of each child's Parent(s)/Guardian are kept on file and used in case of a medical emergency. The student's Parent(s)/Guardian would be phoned and asked to provide transportation for the sick or injured child if that is possible. If not, an ambulance service would be used.

Medication Administration

Dispensing of medication during school hours is carefully regulated by the Commonwealth of Massachusetts. The school uses the forms and guidelines of the Massachusetts Department of Public Health for the medication administration by non-medical personnel, as specified in 105 CMR 21.00. The nurse is responsible for overseeing the administration of all medication.

The Parent(s) / Guardian of any child who is to receive prescribed or over the counter medications during school hours will receive the appropriate paperwork and detailed instructions at the beginning of the school year or whenever a medication is ordered. Briefly, the school must have the written permission of the Parent(s) / Guardian as well as the prescribing physician. Information regarding dosage, method of administration, etc., is required and medication must be transported to the school by a Parent/Guardian or other designated adult. Medication is kept in a locked cabinet inaccessible to students and any unused portion is disposed of or returned to the Parent(s) / Guardian.

As a part of their annual training appropriate staff receive information on the effects of the medications commonly used by our students.

53 Eagle St. || Pittsfield, MA || 01201 phone: 413.

**RECEIPT OF HANDBOOK I have received a copy of the
“Eagle Educational Academy- Student/ Parent Handbook” which includes the Behavior Support Program and
the Anti-Hazing and Bullying Policies.**

I understand these policies and the potential consequences.

Student Signature

Date

Date

Parent / Guardian Signature

Administrator Signature

Date