

Easthampton Elementary Schools

2019 - 2020

Student and Family Handbook

Maple School

Center School

Neil A. Pepin School

MESSAGE FROM THE SCHOOL COMMITTEE

Our goal, as a School Committee, is to provide our students with the best possible educational opportunities. The key responsibilities of the School Committee are as follows:

1. Hire the Superintendent of Schools (The School Committee hires, establishes contracts, evaluates, and makes other employment decisions relative to the Superintendent.)
2. Establish policies for the district
3. Review and approve the school department budget
4. Develop system-wide goals and objectives with the Superintendent
5. Design and assess performance standards with the Superintendent

There are seven School Committee members, including the mayor. Each member is elected for a two-year term. Our meetings are typically held twice per month at the School Department's Central Office (50 Payson Avenue, 2nd Floor, Easthampton). All are welcome to attend our meetings. We encourage and appreciate community and family involvement in our schools.

SCHOOL COMMITTEE MEMBERS

The Easthampton Public Schools are governed by a seven-member school committee, which includes the mayor, elected every two years.

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<p>Suzanne Colby</p> <p>Executive Assistant to the Superintendent and School Committee Email: scolby@epsd.us Municipal Building – 50 Payson Avenue – 2nd Floor Easthampton, MA 01027 413-529-1500 – Ext. 121</p>	<p>Student Representative c/o Easthampton High School 70 Williston Avenue Easthampton, MA 01027 413-529-1585 – Ext. 133</p>

DISTRICT STAFF

CENTRAL OFFICE

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Easthampton, MA 01027
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ACCEPTABLE USE POLICY

The Easthampton Public Schools (EPS) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills. To that end, we provide the privilege of access to technologies for student and staff use.

This Acceptable Use Policy outlines the guidelines and behaviors that all users are expected to follow when using school technologies or when using personally-owned devices on the school campus, including:

- The EPS network is intended for educational purposes.
- All activity over the network or using district technologies/services may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children’s Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources may result in disciplinary action.
- EPS makes a reasonable effort to ensure students’ safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

EPS may provide the privilege of Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, Office 365 and more. This Acceptable Use Policy applies to both school-owned technology equipment utilizing the EPS network, the EPS Internet connection, and/or private networks/Internet connections accessed from school-owned devices at any time. This Acceptable Use Policy also applies to privately-owned devices accessing the EPS network, the EPS Internet connection, and/or private networks/Internet connections while on school property. As new technologies emerge, EPS will seek to provide access to them. The policies outlined in this document cover *all* available technologies now and into the future, not just those specifically listed or currently available.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics as well as the spirit of this document: be safe, appropriate, careful and kind; don’t try to get around technological protection measures; use good common sense; and ask if you don’t know.

Web Access

EPS provides its users the privilege of access to the Internet, including web sites, resources, content, and online tools. Access to the Internet will be restricted as required to comply with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect the web filter as a safety precaution, and shall not attempt to circumvent the web filter when browsing the Internet. The determination of whether material is appropriate or inappropriate is based solely on the content of the material and the intended use of the material, not on whether a website has been blocked or not. If a user believes a site is unnecessarily blocked, the user should submit a request for website review through the EPS Technology Service Ticket Help Desk.

Email

EPS may provide users with the privilege of email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, the account(s) should be used with care. Users should not send personal information; should not attempt to open files or follow links from

unknown or untrusted origins; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits collaboration brings to education, EPS may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

EPS may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should immediately report any loss, damage, or malfunction to IT staff. Users may be financially accountable for any damage resulting from negligence or misuse. Use of school-issued mobile devices off the school network may be monitored.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should not download or attempt to download or run *.exe* programs over the school network or onto school resources without express permission from IT staff. You may be able to download other file types, such as images or videos. For the security of our network, download such files only from reputable sites, and only for education purposes.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should recognize that among the valuable content online there is also unverified, incorrect, or inappropriate content. Users should only use trusted sources when conducting research via the Internet. Users should remember not to post anything online that they wouldn't want students, parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in real life someone they meet online without parental permission. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

Social Media Policy

The district has a separate Social Media Policy that applies to all staff, and may have implications for students. By signing the Acceptable Use Policy users are acknowledging they have been made aware of the Social Media Policy and agree to abide with the requirements of the Social Media Policy. Violations of the Social Media Policy are in effect violations of the Acceptable Use Policy.

Examples of Acceptable Use

I will:

- Use school technologies for school-related activities.
- Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- Use school technologies at appropriate times, in approved places, for educational pursuits.
- Cite sources when using online sites and resources for research.
- Recognize that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of myself and others.
- Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Examples of Unacceptable Use

I will **not**:

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to find inappropriate images or content; intent to seek inappropriate images or content is a violation of this Acceptable Use Policy.
- Create a personal mobile "hot-spot" or utilize a "proxy site" for the purpose of circumventing network safety measures and filtering tools.
- Create, distribute or deploy multi-user servers or gaming software on or within the EPS network.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent the school's safety measures and filtering tools; intent to circumvent safety measures and filtering tools is a violation of this Acceptable Use Policy.
- Use school technologies to send spam or chain mail.
- Plagiarize content I find online.
- Post or otherwise disclose personally-identifying information, about myself or others.
- Agree to meet someone I meet online in real life.
- Use language online that would be unacceptable in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.

- Attempt to hack or access sites, servers, or content that isn't intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Limitation of Liability

EPS will not be responsible for damage or harm to persons, files, data, or hardware.

While EPS employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

EPS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges;
- Notification to parents;
- Detention or suspension from school and school-related activities;
- Employment disciplinary action, up to and including termination of employment;
- Legal action and/or prosecution.

Consequences for Misusing School Computers

First Offense:

- a. Student may be placed on probation for an amount of time specified by the principal or assistant principal based on the severity of the infraction. Additional disciplinary action may be taken. (Violation may result in loss of access if the violation is considered especially egregious.)
- b. Parent will be notified.

Second Offense:

- a. An informal hearing will be conducted to determine if a student will lose access to computers in the school. The hearing will be comprised of an administrator, the classroom teacher, the students, and parents/guardians.
- b. Loss of computer privileges does not exempt students from computer-based assignments.

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

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

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

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

ASBESTOS

Environmental Protection Agency regulations require that the School Department annually notify parent, teacher and employee organizations that an asbestos management plan has been prepared in accordance with the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act).

Asbestos management plans have been developed for the following list of educational facilities, (Grades K-12) which have asbestos containing materials present. These plans are available and accessible to the public at each individual school office and at the School Department Business Office, 50 Payson Avenue, 2nd floor, Easthampton.

Educational Facility	Address
Administrative Offices	50 Payson Avenue – 2 nd Floor, Easthampton
Center Elementary School	9 School Street, Easthampton
Easthampton High School	70 Williston Avenue, Easthampton
Maple Elementary School	7 Chapel Street, Easthampton
Pepin Elementary School	4 Park Street, Easthampton
White Brook Middle School	200 Park Street, Easthampton

The above facilities were all initially inspected in July, 1988. Re-inspections and periodic surveillance will take place in accordance with AHERA regulations.

ATHLETIC CONCUSSION POLICY

The Easthampton School Committee has adopted a concussion policy and regulations consistent with Massachusetts General Law and regulations. The full text of the policy and administrative regulations can be found in the district's policy manual, Section J – policy JJIF and JJIF-R. This policy is available on the district web site (www.easthampton.k12.ma.us). This policy applies especially to student athletes, but can apply to any student who sustains a blow to the head, jaw, or spine while engaged in school-sponsored events.

A concussion is defined as a transient alteration in brain function without structural damage. The damage to the brain is at a microscopic level in which cells and cell membranes are torn and stretched. The damages to these cells also disrupt the brain at a chemical level as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnosis because the injury cannot be seen. An MRI or CT scan cannot diagnosis a concussion, but they can help rule out a more serious brain injury to a student. Because concussions are difficult to detect, student athletes, in particular, must obtain medical approval before returning to athletics following a concussion.

The signs and symptoms are many, as can be reported by an adult observing the student or by the student him/herself:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent, event
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by student):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)

- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs and symptoms is observed after a suspected blow to the head, jaw, spine or body they are indicative of a concussion and the student must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

It is extremely important to educate our coaches, students, and the community about concussions. On a yearly basis, all coaches must complete the online course called Concussion in Sports: What You Need to Know. This course is offered by the National Federation of State High School Associations (NFHS). Our students also need to know the importance of reporting a concussion to their coaches, parents/guardians, athletic trainer, band director, and other school personnel. Every year students in marching band or athletics should watch an educational video on concussions. There are online training programs that provide great information about concussions so our students can learn the importance of reporting a concussion and understanding what a concussion is.

- Heads-Up Online Training (CDC) – http://www.cdc.gov/concussion/HeadsUp/online_training.html/
- Play Smart: Understanding Sports Concussions – BIA-MA (Brain Injury Association of Massachusetts – <http://www.biama.org/playsmart.html>)

The athletic director will also offer educational trainings and concussion materials yearly. This will be an opportunity for the athletic director to speak to parents and students in their programs about concussions and to discuss the Easthampton Public Schools’ policy and protocol. When it comes to concussions, everyone should be aware of the potential dangers and remember that a concussion is a mild brain injury. Whenever anyone has a doubt about a student with a brain injury, SIT THEM OUT and have them see the appropriate healthcare professional!

BULLYING AND HARASSMENT PREVENTION

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

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

1. Causes physical or emotional harm to the target or damage to the target’s property;
2. Places the target in reasonable fear of harm to themselves, or of damage to their property;
3. Creates a hostile environment at school for the target;
4. Infringes on the rights of the target at school; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a:

1. Wire
2. Radio
3. Electromagnetic
4. Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

The School Committee recognizes that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics including, but not limited to, race, color, religion, ancestry, national origin, immigration status, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnancy or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school district shall identify and implement specific steps to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment. The School District shall identify and implement specific steps to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying and harassment. These steps shall be set out and explained in the Easthampton Public Schools Bullying Prevention Plan as required by law.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying. Bullying is prohibited:

1. On school grounds;
2. On property immediately adjacent to school grounds;
3. At school-sponsored or school-related activities;
4. At functions or programs whether on or off school grounds
5. At school bus stops;
6. On school buses or other vehicles owned, leased or used by the school district; or,
7. Through the use of technology or an electronic device owned, leased, or used by the school district.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

1. Create a hostile environment at school for the target;
2. Infringe on the rights of the target at school; and/or
3. Materially and substantially disrupt the education process or the orderly operation of a school.

The School Committee further recognizes the school district's responsibility to address bias-related harassment and to prevent the creation of a hostile environment at school for any student.

"Harassment" is defined as any activity or behavior that creates or contributes to the creation of a hostile environment at school for a student because of their race, color, national origin, ancestry, immigration status, religion, sex, sexual orientation, gender identity or expression, or disability. A hostile environment exists when an incident or a combination of incidents interferes with a student's ability to participate in or benefit from school services, activities, or programs. Harassment does not have to be motivated by an intent to harm, be directed at a specific target, occur at school or school-related events, or involve repeated incidents. Examples of harassment include, but are not limited to, the use of derogatory language concerning protected characteristics (e.g. racial slurs); bias-related teasing, jokes or mocking behavior; intimidation or threats; and unwanted physical contact or physical violence.

The school district will not create, permit others to create, or tolerate a hostile environment at school for any student. The school district will take proactive measures to promote a climate that is positive, welcoming, and inclusive of all students by, among other things, communicating to administrators, faculty, and staff their responsibility to create and support positive classroom and extracurricular environments, and providing sufficient training, guidance, and support to carry out this responsibility. Schools are responsible for identifying, investigating, and responding to harassment about which they have knowledge, as well as taking appropriate steps to mitigate the effects of harassment and eliminate any hostile environment. A school's response to harassment may include, but should not necessarily be limited to, imposing discipline consistent with district policies.

Prevention and Intervention Plan

The superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Should a reported bullying incident involve the principal or assistant principal as the alleged aggressor, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Reporting

Students who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

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

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be

taken. At a minimum, the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies. Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Assistance for Targets and Perpetrators

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all PreK to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of the faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

CANCELLATION OF SCHOOL

The following radio stations will make school cancellation announcements: WHMP – Northampton, WHYN – Springfield, WSPR – Springfield, WTTT – Amherst, WMAS, WPKS, WNNZ, and WRNX.

The following guidelines will be followed when closing, delaying, or dismissing students early:

1. Initial school delay/closing decisions will be made no later than 6:15 A.M. Identified radio and TV stations will be notified immediately.
2. Parents will be notified by a phone call home by the School Messenger System and the cancellation will be posted on the district website.
3. In the event that a one (1) or two (2) hour delay has been announced and subsequent information is obtained which jeopardizes student safety, any decision to change from a "delay" to "close" will occur by 7:15 A.M. No delay will extend beyond two (2) hours.
4. Parents are advised to continue to monitor information until times indicated by the delay policy.
5. When a decision is made to close schools for the day, no changes will be made.

PROHIBITION OF HAZING

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

or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

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

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

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

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant. In all cases relating to hazing, students will receive procedural due process.

NON-DISCRIMINATION POLICY

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretation.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial, and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The committee's policy of non-discrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, or disability, their complaint should be registered with the Title IX Compliance Officer.

PARENT APPEAL PROCESS FOR COMPLAINTS

Complaints and grievances shall be handled and resolved, whenever possible, as close to their origin as possible.

Although no member of the community shall be denied the right to petition the School committee for redress of a grievance, the complaints shall be referred back through proper administrative channels for solution before investigation or action by the School Committee. Exceptions are complaints that concern school committee or school committee operations only.

The School Committee advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

- Teacher

- School principal
- Superintendent
- School Committee

Any complaint about school personnel will be investigated by the administration before consideration and action by the School Committee.

PARENT INVOLVEMENT POLICY

The Easthampton School Committee recognizes the crucial role of parents in providing children with the values and skills essential to school and in later life. Effective parent involvement is related to better student learning. Sustained involvement with schools does influence children’s chances of success.

As the child’s first teacher, parents have a responsibility to participate actively in the education of their children and to advocate for the best possible schools for their children. To this end, parents must be involved in helping their children learn, and participating in the schools and the decision-making process of the schools. Schools have a responsibility to provide the opportunity for parents to exercise their role and to create an environment where parents feel welcome and needed.

The School Committee therefore adopts a three-tier parent program to involve parents at every level of school activity to enhance parent involvement:

- As members of the School Councils
- As Active participants in schools
- As members of a broad-based support group

This building-based parent involvement program will be enhanced and supported through the on-going development of programs designed to bring together schools, home, and community – all major stakeholders in the educational process of our youth. The community is viewed as a rich pool of educational resources. Utilizing the skills and interests of our school family will permit us to involve parents as partners, parents as teachers, parents as learners, and thereby create new bridges between school, home, and community for the purposes of improving the quality of relationships and achieving educational goals.

SAFETY DRILLS

Fire Drills

There will be periodic fire drills in during the school year. Teachers will prepare students for such drills in each of their classes. The teacher will assign students to close the windows before the classroom door is opened. Student may not leave until the teacher indicates accordingly. All students will precede the teachers into the hall and then proceed orderly, quickly and quietly. During fire drills, students pass in single file, at a walking pace. Students should be prepared to exit the building by alternate routes. Your teacher will inform you of all routes or directions will be posted in your classroom.

Other Drills

Other drills, including **shelter in place**, **lockdowns**, and **full school evacuations** will also be practiced as required by law.

SCHOOL ADMISSIONS

All resident children of school age will be entitled to attend the public schools, as will certain non-resident children who are admitted under school committee policies relating to non-resident students, or by specific action of the school committee.

Advance registration for prospective Kindergarten students will take place in the Spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal and proof of vaccination and immunizations as required by the state and the school committee. Proof of residency of legal guardianship may also be required by the school administration.

SEXUAL HARASSMENT

All persons associated with the Easthampton Public Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Easthampton School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed nor intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

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

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

The Grievance Officer: Director of Special Education, 50 Payson Avenue, 2nd Floor, Easthampton, MA 01027 – 413-529-1515.

The committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure

1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident(s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
 - c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
 - d. On the basis of the grievance officer's perception of the situation he/she may:
 - Attempt to resolve the matter informally through reconciliation
 - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee **Superintendent, 50 Payson Avenue, 2nd Floor, Easthampton, MA 01027, 413-529-1500, Ext. 121**, may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings, the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.

4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

SPECIAL EDUCATION AND 504

Discipline for Students with Disabilities

Building Administrators and Special Education Teams will follow the guidelines outlined in the Discipline of Special Education Students under IDEA 2004 flowchart, issued by the Massachusetts Department of Elementary and Secondary Education (DESE) in December 2007. This flowchart shall be read in conjunction with discipline procedures in state law, MGL c. 71 §§ 7H and 37H ½, and district-wide and school-wide student codes of conduct.

All students are expected to meet the requirements for behavior set forth in this Handbook. IDEA 2004 requires that additional provisions be made for students who have been found eligible for special education and students for whom the district is deemed to have knowledge that the student might have a disability (students who have not yet been found eligible, but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluations).

At any point, the parent and district can agree to change a student's placement for disciplinary reasons. Agreements shall be in writing and signed by the Director of Special Education and parent.

Disciplinary Removal Procedures

1. When a student with a disability has a disciplinary removal for less than ten consecutive school days and there have been less than ten cumulative school days of disciplinary removal in the school year, the district may exclude the student from the current placement without obligation to provide FAPE (Free Appropriate Public Education) unless the district provides services without disabilities who are similarly removed.
2. When a student with a disability has had disciplinary removal for less than ten consecutive days, but more than ten cumulative days, the IEP Team will meet to determine if the removal is a pattern constituting a change in placement by the tenth cumulative removal.
 - a. If it is determined that the removal is not a pattern of behavior that constitutes a change in placement, the district may apply relevant disciplinary procedures in the same manner and duration as to students without disabilities.
 - b. If it is determined that the removal is a pattern of behavior that constitutes a change in placement, the district will:
 - Notify parents immediately of the decision to change placement for disciplinary reasons and of procedural safeguards
 - Conduct a Manifestation Determination by the tenth day of removal
3. When a student with a disability has disciplinary removal for eleven or more consecutive days, the removal constitutes a change in placement. The district will:
 - Notify parents immediately of the decision to change placement for disciplinary reasons and of procedural safeguards
 - Conduct a Manifestation Determination by the tenth day of removal

Manifestation Determination

When determining if the conduct is a manifestation of the student's behavior is a result of his or her disability, the Team must consider:

- Is the conduct a direct result of the district's failure to implement the IEP?
- Does the conduct have a direct and substantial relationship to the student's disability?

1. If it is determined that the conduct is not a manifestation of the student's disability, the district may apply relevant disciplinary procedures in the same manner and duration as to students without disabilities.
 - The IEP Team will determine the extent to which FAPE services are needed to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals.
 - The IEP Team may provide, as appropriate, a Functional Behavioral Assessment (FBA) and behavioral intervention services and modifications.
 - The student will return to the placement when the disciplinary period expires unless parent and school agree otherwise or student is lawfully expelled.
2. If it is determined that the conduct is a manifestation of the student's disability, the district:
 - Must take immediate steps to remedy the deficiencies and review the IEP **IF** the conduct was a direct result of failure to implement the IEP
 - Conduct a Functional Behavioral Assessment and develop a Behavioral Intervention Plan (BIP) **OR** review and modify an existing plan as needed
 - Must return the student to placement unless (1) parent and district agree to a different placement, (2) a hearing officer orders a new placement, or (3) removal is for 'special circumstances' under 34 CFR § 300.530(g)

Disciplinary Removal for 'Special Circumstances' Under 24 CFR § 300.530(g)

When a student with a disciplinary removal for 'special circumstances' (weapons, illegal drugs, controlled substances, or serious bodily injury) school personnel may remove the student to an Interim Alternative Education Setting (IAES) for up to 45 school days, regardless of the manifestation determination. The IAES shall be determined by the student's IEP Team. In the IAES, the student shall:

- Receive educational services to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the IEP, **and**
- Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Prior Knowledge of a Disability

The district is deemed to have prior knowledge of a disability when one of the following criteria has been met.

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services.
2. The parent of the child requested an evaluation of the child.
3. The Building Support Team expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Director of Special Education.

The district is not deemed to have prior knowledge of a disability when one of the following criteria has been met.

1. The parent has not allowed an evaluation or has refused services.
2. The student has been evaluated and found not to have a disability.

When the district has prior knowledge of a disability, the district shall follow the disciplinary removal procedures outlined in this section.

Students with Section 504 Accommodation Plan

Students are expected to meet the expectations for behavior identified in this Handbook. The district shall follow the disciplinary removal procedures outlined in this section.

Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

A parent of a student with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan.

If the district believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided that Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

STUDENT HEALTH SERVICES

The administration and faculty of Easthampton Public Schools consider this one of the most important sections of your handbook. Good health is a prerequisite to learning. As a matter of fact, good health is essential to most successful activities. Following are a few simple regulations that are requested of students in order that we may help to maintain safety and health for all students.

Nurse's Office

The school nurse is available for any student who requires medication, feels ill, has a health-related problem, or is injured during the school day.

Information on the following subjects may be obtained by contacting the school nurse:

- Communicable diseases
- Scoliosis screening
- Physical examinations
- Physical education medical excuse policy
- Vision and hearing screening
- Immunizations Policy
- Medication Policy

Physicals

The Massachusetts Department of Public Health mandates that all schools have on file a current physical exam for all students dated within one year of entrance to school and then at intervals of every 3 years (or 4th, 7th, and 10th grade). A student transferred from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

Immunizations

Massachusetts Law M.G.L. Ch. 76 Sec. 15 states that children must be administered immunizations in accordance with the law in order to attend school.

The following immunizations are required for your child to attend school:

- DPT – Five (5) doses
- Polio – Four (4) doses
- HEP B – Three (3) doses
- MMR – Two (2) doses
- Vericella – Two (2) doses
- Tetanus Booster (Tdap) is required for those students entering 7th grade or at least 12 years of age

Medical or Religious exemptions are required in writing.

Please have your child's physician forward or FAX a copy of the appropriate health records to the school nurse

Mandatory Screenings

- Heights and Weights are done in grades 1st, 4th, 7th, and 10th
- Hearing Screenings are done in grades K-3rd, 7th, and 9th
- Vision Screenings are done in grades K-5th, 7th, and 9th
- Postural Screenings are done in grades 5th through 9th

Letters will be sent home prior to screenings. You may choose to opt out of these screenings for your child.

Medications

Massachusetts has a very strict law concerning the administration of medications in school.

Completed parental consent forms and a physician's order form must be in school prior to administration of any medication, prescription or "over-the-counter" medications. Ibuprofen (Advil®), Acetaminophen (Tylenol®), and cough drops are covered by our school doctor's order, but still require a completed parental consent form.

- In the case of short-term (up to 10 school days) prescription medications (such as antibiotics), in their original labeled pharmacy container will be accepted as the doctor's order.
- Students who self-medicate (inhalers, Epi-pens, etc.) must also have parental consent and a doctor's order.
- Orders dated after July 1, will be accepted for the following school year.
- Only a thirty (30) day supply of medication may be kept in school. It must be brought to school and picked up by an adult. Inhalers, Epi-pens, and other emergency medications may be carried back and forth by students with nurse approval.
- If your child will be taking medication on the first day of school, the doctor's order and parental consent must be brought to the school office prior to the first day of school.

Accidents and Insurance

The school is responsible only for immediate first aid. The School Committee does not pay any medical or hospital bills incurred as a result of accident to the pupil at school. The parent/guardian is responsible for payment of such bills.

In the case of accident, no matter how minor, the student will report the accident to a teacher immediately. In the case of severe accidents or acute illness, emergency care will be given and the parent/guardian will be notified.

Communicable Diseases

Students returning to school after recovering from a communicable disease must be readmitted through the school nurse's office.

Information on the following subjects may be obtained by contacting the school nurse's office.

STUDENT RECORDS

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

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2002 will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information on whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential. This extends to giving out individual addresses and telephone numbers.

SUSPENSIONS

External Suspensions

General Information

Suspension involves the exclusion of a student from school and/or school-sponsored activities. As administered by the Easthampton Public Schools, suspension shall include: (1) removal of the student from class; (2) removal of the student from the school building if the student's parent or guardian can be contacted; and (3) continued exclusion of the student from school, school grounds, or attendance or participation in school-sponsored activities until the period of suspension has run and the student has been readmitted to school. At the principal's discretion or his or her designee, a student may be assigned to an in-school suspension, if such a program is available.

If a student who holds an appointed or elected position (such as Team Captain, Class Officer, National Honor Society, Student Council Officer) said student may lose the position for a designated period of time, the privileges of that position, and will enter a probationary period to be determined by the administration in consultation with appropriate school personnel. The student may return to the position if he/she has no further incidents that warrant disciplinary action.

Due Process for Suspensions: Notice of Proposed Suspension

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

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

The principal, or his or her designee 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, or his or her designee, must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal, or his or her designee, sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

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

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, or his or her designee, may impose an in-school suspension as defined above according to the following procedures:

The principal, or his or her designee, shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal, or his or her designee, determines that the student committed the disciplinary offense,

the principal, or his or her designee, 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, or his or her designee, 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, or his or her designee, 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, or his or her designee, 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, or his or her designee, 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, or his or her designee, for the purpose set forth above, if such meeting has not already occurred. The principal, or his or her designee, 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, or his or her designee, and the parent.

Short-term External Suspensions

Due Process for 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, or his or her designee, 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, or his or her designee, will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal, or his or her designee, 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, or his or her designee, 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.

All written communications regarding the hearing and principal, or his or her designee, 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, or his or her designee, and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

The parent or guardian may be required to attend a student re-admittance conference with the principal or his or her designee as soon as possible after the date of the suspension. At the principal's discretion, or his or her designee, the re-admittance conference may be held by telephone. Conditions for the student's reentry to school shall be outlined at this re-admittance conference.

Grounds for Short-term External Suspension

1. Consistently leaving school during school hours without permission
2. Consistent unauthorized absences from school (truancy) or from class).
3. Bullying and harassment

These terms are defined as overt acts by one or more students on school grounds or at school-sponsored activities that are intended to ridicule, humiliate, or intimidate another student. Any acts of bullying, including, but not limited to:

- Physical violence
- Verbal taunts
- Name-calling and put-downs including ethnically-based verbal abuse and gender-based put-downs
- Threats and intimidation
- Extortion or stealing of money and possessions
- Deliberate exclusion from a peer group

All members of the Easthampton Public School community will not tolerate the following acts. Any such acts must be reported to the administration for immediate investigation and appropriate disciplinary action.

1. Smoking in a school building, on school grounds, in a school bus or at school functions. (See Alcohol, tobacco, and Drug Use by Students Prohibited Policy, contained herein.)
2. Failure to serve a Saturday Detention.
3. Exhibitionism, lewd, wanton and lascivious behavior, disorderly conduct and distracting and inappropriate sexual contact between students. Depending on its severity, such an offense may result in a long-term suspension and referral to law enforcement agencies. (See Massachusetts General Laws, Chapter 272, Sections 16 and 53.)
4. The possession, dissemination, or use of obscenity in any form, especially, speech, writing or explicit sexual pictures or drawings. The use of this language or material in an intentional, disrespectful and disruptive manner will not be tolerated in a school setting and may result in a long-term suspension and referral to law enforcement agencies. (See Massachusetts General Laws, Chapter 272, Sections 29 and 31.)
5. Threats and/or intentional acts threatening the health and safety of self and/or others (i.e. fights, false fire alarms, extortion, engaging in seriously unhealthy acts, gang-related activity, etc.). A determination regarding the severity of such acts will be made by the appropriate administrator and staff member, and a long-term suspension and referral to law enforcement agencies may be recommended.
6. Lack of respect for school staff and visitors, including, but not limited to, insubordination, disobedience to a teacher, administrator or staff member, the willful disregard of express or implied directions by a teacher, administrator or staff member and the use of insulting and/or profane language and gestures.
7. Theft or vandalism of school property or the property of others in a school setting. Reasonable proof of the offender is necessary. Restitution by the offender is required. If the appropriate administrator judges the offense particularly severe, a long-term suspension and referral to law enforcement agencies may be recommended. (See Massachusetts General Laws, Chapter 266, Sections 30, 98, 100, 127A, etc.)
8. Organizing or participating in “hazing”. (See Hazing--Penalties, contained herein.)
9. Violation of Civil Rights--Students have the right to be free from discrimination based upon race, color, religious creed, national origin, ancestry, gender, sexual orientation, gender identity, disability.
10. Violation of federal or Massachusetts’s law.
11. Any school related act, on or off school property, which interferes with or restricts another student’s ability to enjoy the educational benefits afforded or offered within, and outside of the school setting. Such acts include, but are not limited to, incidents that interfere with or threaten the well-being or order of the school, its staff, students or the general public.
12. Refusal to take, or cooperate with administration of, the MCAS exam.

If available, **In-School Suspension** may be used in some cases as an alternative to external suspension. This will be at the discretion of the administration based upon the infraction, student cooperation, staffing and availability of space.

First offenses may range from 1-10 day’s loss of school time based on the magnitude of the offense. Suspensions and time out of school should be progressive in nature. Subsequent offenses may result in a greater loss of school time. In

determining the length of a suspension, administrators should also consider the student's prior school behavior. Internal and External suspensions do not count toward the 10-day credit policy.

Long-term Suspensions and Expulsions

Definitions:

Long-term Suspension is the removal of a student from his/her educational program for more than ten (10) school days but less than thirty (30) school days.

Expulsion is the exclusion of a student from school either permanently or for the remainder of the school year, or for a designated period (for example, 45-day alternative placement or one calendar year).

Long-term suspensions and expulsions shall be utilized in circumstances involving serious misconduct, and the decision to suspend or expel a student shall be made by the school administrator, in his/her discretion.

Due Process for Long-Term Suspensions: Hearing and Principal or Designee 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, or his or her designee, 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, or his or her designee, 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:

1. 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;
2. 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;
3. 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
4. The right to cross-examine witnesses presented by the school district;
5. 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, or his or her designee, 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, or his or her designee, decides to impose a long-term suspension, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. 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.
5. 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.

All written communications regarding the hearing and principal, or his or her designee, 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, or his or her designee, 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.

*As in the case of a suspension of less than 10 days, a re-admittance conference must be held.

Grounds for Long-term Suspension or Expulsion

1. Possession of a firearm (see United States Code, Section 921 of Title 18) on school premises or at school-sponsored or school-related events, including athletic games.
2. Possession of a dangerous weapon, other than a firearm (including, but not limited to, a knife, mace, pepper spray, BB gun, throwing star, club, sling shot, blackjack, brass knuckles, nunchakus, and chains (see Massachusetts General Laws, Chapter 269, Section 10), on school premises or at school-sponsored or school-related events, including athletic games.
3. Assault/assault and battery by means of a dangerous weapon (see Massachusetts General Laws, Chapter 265, Sections 15A and 15B), on school premises or at school-sponsored or school-related events, including athletic games.
4. Assault/assault and battery upon a Principal, Assistant Principal, teacher, teacher's aide, or other school staff member (see Massachusetts General Laws, Chapter 265, Sections 13A and 13D), on school premises or at school-sponsored or school-related events, including athletic games.
5. Possession, use and/or distribution of a controlled substance as defined in Massachusetts General Laws, Chapter 94C, including, but not limited to, marijuana, cocaine, crack and heroin, on school premises or at school-sponsored or school-related events, including athletic games (see Substance Abuse Policy and Outline of Disciplinary Procedures below).
6. Pursuant to Massachusetts General Laws, Chapter 71, Section 37H 1/2, a student charged with a felony or the subject of a felony delinquency complaint may be suspended, or a student convicted, adjudicated, or admitting guilt with respect to a felony or felony delinquency may be expelled, provided that the Principal determines, after a hearing that the student's continued presence poses a substantial detrimental effect on the general welfare of the school.
7. Possession, under the influence of, use and/or distribution of alcohol on school premises or at school-sponsored or school-related events, including athletic games.
8. Serious offenses as defined in Grounds for short-term Suspension, Items 3, 6, 7, 8, 10, 11, 12 and 13.

Due Process for suspensions: Appeal of Long-Term Suspensions

A student who is placed on a long-term suspension shall have the right to appeal the principal's, or his or her designee, 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, or his or her designee, 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.

Suspension or Expulsion for disciplinary Offences Under M.G.L. 71 Sec 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, or his or her designee, determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal, or his or her designee, 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, or his or her designee, 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, or his or her designee, may suspend a student for a period of time determined appropriate by the Principal, or his or her designee, if the Principal, or his or her designee, determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal, or his or her designee, 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, or his or her designee, 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, or his or her designee. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Felony conviction or adjudication/admission I 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.

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, or his or her designee, 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, or his or her designee, 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, or his or her designee, 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, or his or her designee, determination in a long-term suspension or short-term suspension, as applicable.

TRANSPORTATION POLICY

Bus Eligibility

The Easthampton School Department will have bus transportation available to the school of attendance for students who meet the following criteria:

- A. Students attending a public or private school within Easthampton:
 - Students in grades Kindergarten through four (K-4) who reside more than one and a half (1.5) miles from their school of attendance.
 - Students in grades five through twelve (5-12) who reside more than two (2.0) miles from their school of attendance.
 - Mileage for eligibility purposes will be measured by the Easthampton School Department from the front of the home to the school of attendance along the shortest route.
- B. Students approved for attendance in grades nine through twelve (9-12) at vocational programs outside of Easthampton.
- C. Students approved for attendance at special education programs will be transported in accordance with A and B above unless their Individual Education Plan specifies otherwise.
- D. Students of choice attending Easthampton Public Schools are not eligible for transportation from and to any location in or out of Easthampton.

Reasonable accommodations will be made for students having physical or mental disabilities in accordance with the American Disabilities Act.

Students not meeting the above criteria will not be transported by the Easthampton School Department. For the entire transportation policy, refer to the website:

<http://www.epsd.us/plans/policies.html>

Bus Discipline Code

Behavior on a school bus is a safety issue. The job of the driver is one that requires constant attention and concentration. Students, therefore, are expected to adhere to the bus rules, which will include the following:

1. Students are to follow the driver's instructions immediately, whatever the situation or circumstance.
2. Students are to seat themselves in accordance with directions from the driver regarding seat assignments.
3. Students are to remain in their seats at all times, except when the bus has come to a complete stop at their bus stop approved by a parent and a school administrator.
4. Students are to speak in normal tones, and use of foul or abusive language will not be tolerated.
5. Students are to keep their hands, heads, and all objects inside the bus.
6. Students will not fight on the bus.
7. Students will not damage the bus or the belongings of another student.
8. Students will sit facing the front of the bus.
9. Students will not eat or drink on the bus.

10. Students are not to smoke on the bus.

11. Students will not throw items out of the bus windows, around the inside of the bus, or on the floor.

If a student fails to follow the bus rules, the driver will submit a written report describing the student's infraction to a school administrator. Building administrators will maintain a file of misbehavior reports and a summary of consequences. Any consequences assigned will be handled by a building administrator, as will movement from one level to another in the discipline code.

If a student fails to follow the bus rules, the student may be denied the privilege of riding the school bus. This would occur only after the student and the parent are notified of a reason for the suspension of bus privilege, and the action to be taken. Students and parents have the right to request a meeting with the building administrator to discuss the violation and/or the consequences.

Consequences for bus misconduct are as follows:

Level 1: Administrative warning to the student and contact with the parent(s) and possible administrative detention or suspension, based on the severity of the first offense.

Level 2: Suspension of bus riding privileges between one (1) and five (5) days with advance notice to parent(s) and possible suspension from school.

Level 3: Suspension of bus riding privileges between six (6) and twenty (20) days with advance notice to parent(s). During the suspension period a conference will be held with the student, parent(s), and school administrator, with possible suspension from school.

Level 4: Loss of all bus riding privileges for the balance of the school year and possible suspension from school.

WELLNESS GUIDELINES

The goal of the Easthampton Public Schools is to partner with our families in promoting a positive and healthy learning environment that includes education, physical activity, and healthy food choices. The district wellness policy provides the following guidelines:

School Sponsored Events and Celebrations

1. Each school council will establish healthy guidelines for school celebrations and school sponsored events that increase the healthy options available and encourage the consumption of healthy food and drink alternatives for children.
2. The serving of soda and candy during the school day is not permitted.
3. Non-school sponsored organizations, such as booster clubs, will be given copies of the policy and encouraged to have fundraisers that promote health and wellness.

School Sponsored Fundraising

All schools are encouraged to use fundraising projects that follow the Wellness Policy nutrition standards, or use non-food items, or activities that promote physical activity such as:

- Walk-a-thons, jump-rope-a-thons and fun runs
- Talent shows
- Raffles for spa treatments or sporting events, concerts, or movie tickets donated by local businesses
- Items with school logos
- Car washes
- Read-a-thons
- Book fairs
- Community service projects

To see a complete Wellness Policy, follow this link:

<http://www.epsd.us/plans/policies.html>

EASTHAMPTON ELEMENTARY SCHOOLS

Dear Families and Children:

It is a great pleasure to welcome you to our school. The Easthampton Elementary Schools take great pride in our tradition of being family-oriented, child-centered schools where students learn in an atmosphere of safety and security. We invite you to join us in this wonderful adventure of learning.

This Handbook has been developed to state clearly the routines and rules of the school. We ask for your assistance, support, and partnership in promoting a safe and quality education for our school children. Together we will provide a caring environment where children can succeed, reach their potential, and contribute positively to our school community.

Please review the Elementary Student and Family School Handbook and discuss it with your child. After your review, you must sign and return the Handbook form, indicating you have read the materials and discussed its contents with your child. The handbook form can be found on this website and was also sent home on the first day of school. If you have any questions, please call me during school hours for clarification. Your participation is very important.

We welcome you, and eagerly anticipate a wonderful year together!

Sincerely,

*Michelle Pete
Principal, Center/Pepin Schools*

*Judy Averill
Principal, Maple School*

CENTER/PEPIN SCHOOL STAFF 2019-2020

POSITION	Center Building	Pepin Building
Principal	Michelle Pete	
Assistant Principal	Andrea McCallum	
Administrative Assistant	Shelby LaBumbard	Nicole Jolicoeur
School Psychologist	Christina Howard	
Special Education Coordinator	Daniel Stern	
Nurse	Sheila Streeter	Karen Dupre/Melanie Lapointe
Kindergarten Teacher	Amy Skowron Jessica Miller	Rebecca Smith Patty Brusio
Kindergarten Paraprofessionals	Michelle Downer Michele Lambert	Tricia Beebe Kayla Moore
First Grade Teacher	Anne Porter Emily Brida	Laurie McCullough Diane Niedzwiecki
Second Grade Teacher	Amy Gauger Jen Hartbarger	Michaela Parent Brenda Ryan
Third Grade Teacher	Kelly Loring Kelly Przekopowski	Christina Webster Trisha Wilson
Fourth Grade Teacher	Hannah Elliott Jill Collins	Jillian Johnson Rachel Breton
Physical Education	Mike Powers	
Music Teacher	Daniel Monte	
Art Teacher	Kate Alyward	
Special Education Teachers	Heather Cuthbertson	Jasmine Gomez, Heather Dean, Kate Kamins,
Reading Recovery/ Title I ELA	Emily Gaestel	Kelley Carnes
Speech Therapist	Leida Barman & Eliza Doane	
ELL	Lauren Kessler	
Literacy Coordinator	Jodi Alatalo	
Special Education Paraprofessionals	Julie Gilfeather-Girton, Dawn Ackley, Sara Underwood, Alicia Carter, Nick Whitney, Christine Rourke, Janet Gagnon, Linda Bailey, Elissa Wright, Patty Turcotte, Steven Krueger, Tracy Drozdal, Sarah Covalli, Sandra Malvezzi	
Library Paraprofessional	Susan Gallo	
Custodians	Jay Wales	Bob Quinn

Lunch/Recess Supervisors

**Ramonita Morris, Michaelle Gregg-Sawan,
Gail Fehling & Amy Winnie**

MAPLE SCHOOL STAFF 2019-2020

POSITION	NAME
Principal	Judy Averill
Administrative Assistant	Tracy Indyk
School Psychologist	Kelley O'Connor Rodrigue
Nurse	Michelle Zagorski
Preschool Teachers	Michelle George, Lindsay McCloud Clark Emily Lapointe
Preschool Para-educators	Carrie Baker, Tim Graeme, Boni Johnson, Julie Kubacki, Andrea Robare, Allyson Pagios, Esmalee Donohue
Rise Program Teacher	Marci Powers
Rise Program Para-educators	Stephanie Fleury, Tanya Alicea Kimberly Schmitt, Sarah Scott-Smith
Soar Program Teacher	Alana Martineau
Soar Program Para-educators	Tessie Maxwell, Melanie Perez, Melissa LaBarre-Rogers
Kindergarten Teachers	Ilise Dempsey
Kindergarten Para-educators	Mary Pat Schmalz Sarah Coffelt
First Grade Teachers	Melissa Dargon
Second Grade Teachers	Martha Morgan Emily Messer
Third Grade Teachers	Chris Strong Beth Hodgeman
Fourth Grade Teachers	Jillian Carriere Emily King
Music/Physical Education	Ryan Pickard
Art	Margaret Betts
Library	Cynthia Cloutier
Literacy Coordinator	Katie Aylward
Title I/Reading Recovery	Jaclyn Janulewicz
ELL Teacher	Jodi Alatalo
Special Education Teachers	Katy Berube Lauren Kessler
Special Education Para-educators	Morgan Jones Kelly Melanson Kristin Brodeur, Kelly Grygorcewicz, Sheila Mullarney, Kate Pruner, Christel Wilmot Lisa Hogan, Martha Jenkins
Speech Therapist Preschool	Shelby Malone
Speech Therapist K-4	Christina Belfakih
Occupational Therapist	Lori Bernardi
Certified Occupational Therapist Assistant	Rina Verdi
Elementary Special Education Coordinator	Daniel Stern
Custodians	Stan Szafir, Jeffrey Erwin
Cafeteria Staff	Linda Larouche, Jessica Wise
Chartwells Cafeteria Staff	Nancy Lamor, Kathy Ouimette

ELEMENTARY MISSION STATEMENT

To create a learner/child centered school supported by a community environment which helps children and staff reach their full potentials in becoming life-long learners.

School Registration

Requirements for entrance into Kindergarten are:

1. Entrance age 5 on or before August 31st
2. A private physician's examination is part of the school entrance procedure.
3. The following immunizations are needed for entrance into kindergarten:
 - Diphtheria/pertussis/tetanus - five (5) doses
 - Polio vaccine - four (4) doses
 - Two doses of measles/mumps/rubella vaccine administered after 15 months of age
 - Hepatitis B - three (3) doses
 - Varicella – One (1) does for all students without a physician certified reliable history of chicken pox
 - Screened for lead poisoning - the date of the test must be documented.

Children must meet all state immunization requirements or face legal exclusion from school prior to school entry. Immunization records are verified and reviewed by the school nurse.

Emergency Information:

In case of emergency, each student is required to have on file at school the following information:

1. Name of parent(s) or guardian(s)
2. Complete and up to date address
3. Home phone and parents work phone numbers
4. An emergency phone number of a friend or relative
5. Physician's name and phone number
6. Medical alert information

Please inform the office immediately of any change(s) as they occur.

Daily School Schedule

Arrival time:

Students should not arrive at school before 8:30 a.m., as they will **not** be supervised. Once students have arrived at school, they are not to leave school grounds without authorization. During inclement weather students will be allowed to enter the building before school.

Early arrivals who are participating in the School Breakfast Program are to report to the Pepin or Maple Cafeteria. Breakfast begins at 8:15 a.m. When there is a delayed opening breakfast will **NOT** be served.

Tardiness:

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instruction. **School starts at 8:45 a.m. If your child arrives after 8:50, please report to the office and your child will be sent to class by office personnel. Please do not report to the classroom with your child.**

In case of tardiness, every child is expected to bring a note signed by the parent or guardian. That note should be addressed to the teacher, contain the name of the student, give the date and state the reason for tardiness.

Dismissal time:

Normal school dismissal is at 3:10 p.m. Pupils who are to be dismissed before the end of the school day in grades K-4 must bring the classroom teacher a written request signed by a parent or guardian. Please write your child's full name and your full name, the child's classroom number, and the date of the early dismissal on the note. The request will be entered in the dismissal record in the office. Only in cases of illness or emergency will dismissal be granted during the day without a note from home. After signing your child out in the office, your child will be dismissed from the classroom via the office intercom. Please do not report to the classroom to dismiss your child.

Changes to your child's dismissal routine must be made prior to 2:30 p.m. except for emergencies.

Walking and Biking to School

Bicycles/Scooters/Skateboards: Students are permitted to ride a bicycle to school. Bicycles are to be parked in the racks provided. It is the responsibility of the student to lock his/her bicycle. The school accepts no responsibility for damaged or stolen bicycles. Students are expected to follow all traffic safety rules. Failure to do so will result in the loss of bicycling privilege at school.

Bicycling on school grounds or in the bus loading area is not permitted. Students are to walk bicycles to the crosswalks.

YOUR CHILD MUST WEAR A HELMET!

Please follow these rules:

1. Wear bicycle helmets.
2. Know and use bicycle hand signals.
3. Never ride two on a bicycle.
4. Keep bicycle under control and in good repair at all times.
5. Look in all directions before crossing a street
6. Ride your bicycle on the right-hand side of the street.
7. Be careful of walkers and, especially, cars.

Scooters, skateboards and rollerblades are not recommended safe modes of travel to school.

Walking:

1. Walk on sidewalks whenever they are available.
2. Walk on the left side of the road if there are no sidewalks.
3. Walk in an orderly manner, keeping alert to any dangers.
4. Come directly to school and go directly home.
5. Look in all directions before crossing any street.
6. Cross streets at proper corners.
7. Respect all public and private property, keeping off lawns, not cutting through private property.

Attendance

Under Massachusetts General Laws Chapter 76 Section 2 states that: A child is considered truant if more than seven (7) full days or fourteen (14) partial days are missed in a six (6) month period. The law makes both the parent and the child responsible for regular school attendance. Failure to comply with these requirements may result in legal action taken. Your child's absences and tardy record will be monitored throughout the year. Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five or more unexcused school days in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

The morning of the absence, to report your child absent, please call:

- For Center School call 529-1540 Extension 220
- For Pepin School call 529-1545 Extension 200
- For Maple School call 529-1550 Extension 302

You will be contacted by the school if your child is not in attendance and a phone call has not been received.

After every absence, no matter for what reason, parents/guardians will provide written explanation for the absence or tardy of a child. This will be required in advance for types of absences where advance notice is possible. That note should be addressed to the teacher, contain the name of the pupil, give the date or dates of absence and state the reason for the absence. **Please see our full district absence policy in the district section of the handbook.**

Home-School Partnership

The Elementary staff encourages and urges the participation of parents in their child's educational process and on-going home-school communication. Positive progress in all areas of educational growth and social development requires the combined efforts of school and home.

In an effort to facilitate communication, the following opportunities are provided throughout the school year:

1. Parent Conferences are scheduled in the fall and winter for grades K-4. However, individual parent-teacher conferences may be scheduled throughout the school year as needed. Conferences may be initiated by either the school or the parent.
2. Progress Reports (Report Cards) are sent home three times during the school for first through fourth grade students (December, March, and June) and two times for kindergarten students (January and June).
3. PowerSchool is our school-to-parent communication system, which allows our school to send, via the phone, periodic and personalized messages concerning important upcoming events, information, school cancellations, emergencies and attendance notification. In most cases a timely notice will also be sent in writing to you. It is important to keep our school office informed of any recent changes to your phone number, so that you can be reached at all times.
4. In addition to parent-teacher conferences, parents may contact their child's teacher via a note sent through the student or by calling the school office. A call between 8:30 a.m. and 8:50 a.m. may enable the teacher to come to the telephone. A call during regular school hours (8:55 a.m. to 3:10 p.m.) may be made to leave information or a message that a return call is requested.

Communication with the Community occurs through news releases to the media, Easthampton Cable Access TV, public meetings and performances, involvement of students in the community, volunteers, and participatory groups such as the School Council, and the Parent Teacher Organization.

There are many ways parents and community can become involved with the school as a volunteer. From being a regular classroom volunteer, to a one-time helper for a project or chaperone for a field trip, to cutting out patterns at home, there is bound to be a way you can help if you're interested. If you are interested in becoming a volunteer, please contact your child's teacher.

School Council

A School Council is a representative, school building-based committee of principal, parents, teachers, and community members.

School Councils were created to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards.
2. Identifying the educational needs of students attending the schools.
3. Reviewing the annual school building budget.
4. Formulating a school improvement plan.

Elections for membership in school councils will be held at the beginning of each school year as existing terms expire. Important to note, however, is that the meetings which are normally held monthly, are open to anyone wishing to attend. This is a great way to get involved!

Parent Teacher Organization

The Easthampton Parent Teacher Organization supports the schools in many ways, including providing funding for enrichment activities in the schools, hosting community events, and organizing volunteers throughout the year. The PTO meets monthly and always welcomes new participation. Read the PTO Newsletter for times of meetings and upcoming events. Or visit their website at www.easthamptonpto.com.

School Meal Program

Breakfast Program: All Elementary schools offer a school Breakfast Program daily: Monday through Friday from 8:15 a.m. to 8:50 a.m. in the Pepin or Maple Cafeteria to all students. If your student qualifies for a free or reduced lunch, it will also qualify your student for a free or reduced breakfast. Please note: Students not participating in the breakfast program should not be dropped off early (before 8:35 a.m.) When we have a delayed opening breakfast will **NOT** be served.

Lunch Program: A well balanced lunch is available to all students. The menus for each month are distributed to the children and are also listed on the school website. Milk may be purchased by those who bring their own lunches (milk is paid for on a daily basis). Lunches are available for free or reduced price for those families whose income qualifies for the lunch subsidy program. Application forms are available in the office.

School lunches are consistent with federal guidelines for school lunch programs. Lunch programs will offer fiber rich fruits, vegetables and whole grains.

Recess

Recesses out-of-doors are a part of the school program. Children are expected to come to school properly clothed for the weather conditions. Children must go out to recess if they are in school as their classroom teachers are not available to supervise children who remain inside. The principal, teachers, and lunch room supervisors supervise lunch in the cafeteria as well as lunch recess. Students are expected to behave with proper decorum in the lunch room and must help maintain it as a clean, friendly place to eat by cleaning and clearing their places and properly disposing of their trash, trays and lunch

bags. An occasional loss of recess time may be a consequence of misbehavior. **Curriculum**

Literacy: The literacy curriculum, Making Meaning and Being a Writer, which is aligned with the Massachusetts Curriculum Frameworks, emphasizes children's development and application of reading, writing, listening, and speaking skills. The literacy curriculum is taught in a "workshop" structure during which the teacher models a skill or strategy the children are learning, the children have a chance to try that skill or strategy out on their own and/or with teacher support, and the whole group reflects on their learning. Social skills are emphasized along with literacy learning in order to support children as they interact in the classroom community.

Math: The Elementary schools use a program called *Math Expressions* as our core mathematics program. Small group, whole group, and individual instruction are used to teach mathematical concepts and skills which are aligned with the Massachusetts Curriculum Frameworks. The curriculum also contains components of the standards for mathematical

practice: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.

Science/Social Studies: The Social Studies and Science curriculums are aligned with the Massachusetts Curriculum Frameworks. The elementary social studies framework focuses on United States History and geography, as well as the concepts of freedom, equality, and democracy. The curriculum begins with learning about community, jobs, social skills in the early grades, and builds to formal study of Massachusetts, and US history and geography in the upper elementary grades. The science curriculum revolves around the four strands of the Massachusetts Frameworks, Earth/Space science, science, physical science, and technology.

More specific information regarding grade level curriculum will be available at the fall open house, or by contacting your child's teacher.

Testing and Assessment

The Easthampton Elementary Schools utilize a variety of assessment and evaluation tools to monitor and report on the academic progress of children.

Teacher Assessments: Teachers teach concepts, knowledge, skills and learning processes to students and they also assess students understanding and mastery of what is taught. Teachers rely on a number of assessment tools such as: traditional pencil-paper tests, written response, performance tasks, self-assessment, interviews, observation, work samples, etc.; which are scored by the teacher in order to assess student performance and to plan for future instruction.

State Administered Tests: Information about state administered testing for 3rd and 4th grade students, including dates, will be sent to parents as soon as it becomes available.

Discipline

All Easthampton Elementary Schools are involved with a positive behavior program. The main focus for expected student behavior revolves around the three main themes of "respect", "responsible", and "safe". Students are taught the expectations for demonstrating this behavior in all areas of the school including classrooms, hallways, cafeteria, playground, bathrooms, and busses. Students are rewarded when they meet the expectations but may receive a consequence when they are unable to meet the expectations.

Please see the Behavior Code later in this handbook for details on specific behaviors and disciplinary action.

Dress Code

Students are expected to come to school clean, properly groomed, and neatly dressed in good taste. A student's total appearance should be within reasonable and acceptable limits. Clearly, clothes that advertise alcohol, tobacco, or drugs, that contain obscene or indecent messages, that display an offensive slur or innuendo, racial, ethnic, sexual, etc. to an individual or group, and that jeopardize the safety and well-being of others are violations. Personal dress and appearance that violates reasonable standards of health, safety, cleanliness, or disrupts or creates disorder that substantially interferes with the educational process or with another student's ability to receive an education is prohibited. Students who wear such clothing will be required to change or be sent home to do so, and may be subject to disciplinary action.

Students are advised to wear safe and suitable footwear. Sandals, flip flops, clogs, platform shoes have proven to be unsafe for elementary students using stairs and the playground and therefore should not be worn to school. If footwear is deemed unsafe students may be restricted from participating in certain activities **including physical education class**. Hats are not allowed to be worn inside the building.

School administrators will make final decisions about the implementation of the dress code

Classroom Celebrations:

We encourage parents/guardians to consider alternatives to sugar based or fatty treats that they send into school. Please use the list under "Everyday Snacks" below for a list of healthy alternatives to celebrate your child's birthday. Please also be mindful of portion size. In addition, the following is a list of others ways to celebrate with your child's class:

Stickers

Pencils

Mini Puzzle Books

Erasers

Decks of Cards
A Book for the Classroom

Books for Classroom

Families are encouraged to inform and gain approval from the classroom teacher prior to any food being sent from home intended for the consumption of the whole class due to food allergies, birthdays on the same day etc.

Holiday Celebrations: In lieu of sending in sweets and the like during the holidays, parents/guardians can consider (no obligation) donating items to the classroom such as classroom materials, books, tissues, etc. that will enhance the learning community of the class.

Everyday Snacks: We encourage parents/guardians to consider alternatives to sugar based or fatty snacks that they send into school. Some ideas for healthy snacks are:

Baked Chips	Fruit Wedges	Veggie Sticks	Pizza with Skim Milk
Dried Fruit Mix	Low Fat Granola Bars	Pretzels	Water
Fresh Fruit	Low Fat Popcorn	100 Calorie Snack Bags	Yogurt
100% Fruit Juice	Low Fat Milk	Low Fat String Cheese	Graham Crackers
Raisins	Vitamin-Enhanced Water	Animal Crackers	

Homework

Homework is assigned by teachers to supplement, reinforce or extend student learning. It offers an opportunity for students to develop the ability to work independently. Homework can provide necessary additional learning experience and challenging enrichment activities for students and affords students, on occasion, to complete unfinished daily work.

Good study habits include:

- Making sure you understand the assignment
- Having a regular place and time to study
- Using a place free from distractions
- Making sure you have all necessary materials
- Don't put off your assignments!

Field Trips

Field Trips to nearby destinations and points of interest are scheduled by various classroom teachers throughout the year. These trips are designed to supplement students learning by connecting to the surrounding area and/or resource(s) and to the school curriculum. Parents will receive notices of field trips well in advance of the scheduled trip date and will always be asked to sign field trip permission forms. (See **Discipline Code Regarding Field Trips**)

Care of Materials:

Lost and Found:

A lost and found box is located outside the office at Center School, the Cafeteria at Pepin School, and near the center stairs at Maple School. All unclaimed clothing and/or items will be placed in this box for a period of time before being donated. **Please mark all your children's clothing, boots, hats, lunch boxes etc.** Have your child check routinely for lost items.

Toy Policy:

Toys divert a student's attention from learning, cause arguments, create issues of theft, and/or get damaged. Due to these reasons, students are strongly discouraged from bringing toys from home. **The school and staff will not be held responsible for safeguarding students' personal property or expending valuable time resolving lost and/or stolen property.**

Cell Phones/Electronics:

Students are not allowed to carry cell phones/electronics on their person during school hours. Students may keep cell phones/electronics turned off and stowed in their backpacks during the school day if needed. If a child does not comply with the policy, the following will occur:

1. Upon the first occurrence, the teacher will give the student a reminder to put the electronic device in his/her backpack.
2. Upon the second occurrence, the teacher will hold the electronic device until the end of the day.
3. Upon a third occurrence, the teacher will take the electronic device and refer the student to the principal. The item will be returned to the parents/guardians.

ELEMENTARY BEHAVIORAL CODE

Student Conduct

All pupils who enroll in the Easthampton Public School system irrespective of age will be expected to conform to the established policies of the Easthampton School Committee and such regulations deemed necessary by administration to execute these policies.

Students shall conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the School Committee in all system employees, for the education purpose underlying all school activities, for the widely shared use of school property, and for the rights and welfare of other students.

All employees of the school system share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct which have been or may hereafter be established by the School Committee or its agents.

In each instance in which an employee acts to help a student conduct himself properly, emphasis shall be placed upon the growth of the student in ability to discipline himself.

Misbehavior Consequences

A. Disrespect – answering back, rudeness, defiance, etc.

1. Warning to child
2. Loss of privileges/ recess
3. Detention
4. Parental contact/notice
5. Parent, teacher, principal, pupil conference
6. 1-3 day internal suspension
7. 1-3 day suspension
8. Behavior Management/Contract

B. Civil Rights Violations – insults, name calling mistreatment of others, based on race ethnicity, sexual orientation, sex, disability, color, religion.

1. Warning to child
2. Loss of privileges/ recess
3. Detention
4. Parental contact/notice
5. Parent, teacher, principal, pupil conference
6. 1-3 day internal suspension
7. 1-3 day suspension

8. Behavior Management/Contract

C. Fighting/Bullying/Harassment/Gang Behavior

1. Parental contact
2. Loss of privileges/recess
3. Detention
4. Parent, teacher, principal, pupil conference.
5. 1-3 day internal suspension
6. 1-3 day suspension
7. Behavior Management/Contract

D. Lack of consideration for others, e.g. pushing, shoving, throwing objects, running in schools and general disruptive behavior

1. Warning to child
2. Loss of privileges/recess
3. Detention
4. Parental contact
5. Parent, teacher, principal, pupil conference
6. 1-3 day suspension
7. Behavior Management/Contract

E. Stealing and/or destruction of school/personal property

1. Parental contact
2. Loss of privileges/recess
3. Detention
4. Parent, teacher, principal, pupil conference
5. 1-3 day suspension
6. Formal complaint
7. Behavior Management/Contract

RESTITUTION IS EXPECTED IN ALL CASES

F. Foul or abusive language

1. Warning to child
2. Loss of privileges/recess
3. Detention
4. Parental contact
5. Parent, teacher, principal, pupil conference
6. 1-3 day internal suspension
7. 1-3 day suspension
8. Behavior Management/Contract

G. Leaving school grounds (without permission)

1. Parental contact

2. Loss of privileges/recess
3. Detention
4. 1-3 day internal suspension
5. 1-2 day suspension
6. Behavior Management/Contract

H. Possession and/or use of tobacco on school premises

1. parental contact
2. 1-3 day internal suspension
3. 1-3 day suspension

STATE LAW FORBIDS SMOKING ON SCHOOL PROPERTY

I. Use of and/or possession of dangerous devices (i.e. matches, fireworks, ammunition, knives, etc.)

1. In the case of explosives, fireworks, ammunition, guns, immediate referral to the police department (and possibly the fire department)
2. Restitution required to cover any damages or costs incurred
3. Suspension of the student for 1-3 days
4. Subject to expulsion (MGL c.71, § 37H)
5. Behavior Management/Contract

J. Unsafe behavior – verbal threats, physical and emotional abuse, physical assault

1. Warning to child
2. Loss of privileges/recess
3. Detention
4. Parental contact
5. parent, teacher, principal, pupil conference
6. Behavior Management/Contract
7. 1-3 day internal suspension
8. 1-3 day suspension
9. Subject to possible expulsion (M.G.L. c.71, § 37H)
10. Referred to police
11. Formal complaint

K. Possession and/or use of alcohol, drugs or drug paraphernalia.

1. Matter referred to the Easthampton Police Dept.
2. parents contacted for a conference
3. suspension of pupil for 3 days
4. subject to expulsion
5. Behavior Management/Contract

Field Trip/Excursion Exclusion:

A student may be excluded from a field trip for the following reasons:

1. Incurring more than one (1) external suspension in any one quarter.
2. Exhibiting behaviors that jeopardize the safety of either the student or others.
3. Having an incident on a prior field trip that resulted in administrative action.
4. If student has any unserved Administrative Detention
5. Incurring more than one external suspension in the quarter the excursion occurs

If exclusion is considered, parental notification will take place prior to the trip. No exclusion will be made without administrative approval.

Student Computer Use:

Students are responsible for proper behavior on school computers and networks. The Easthampton School Committee has adopted a student use policy and consequences for misbehavior.

Offences and Misbehavior:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer network
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, works or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Consequences of Misbehavior

- Violations may result in loss of access
- Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior
- When applicable, law enforcement agencies may be involved, along with fines and punishment.

