

White Brook Middle School

2019 - 2020

Student and Family Handbook

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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DISTRICT STAFF

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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>

Dear White Brook Families:

It is a great pleasure to welcome you to our school. White Brook Middle School takes 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 Middle School Handbook and discuss it with your student. 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,

Meredith Balise and Jill Pasquini-Torchia
White Brook Middle School Administrators

WHITE BROOK MIDDLE SCHOOL MISSION STATEMENT

The primary focus of White Brook Middle School is to meet the educational and developmental needs of early adolescents. The staff and administration are dedicated to providing our students with a variety of opportunities to better understand the academic, physical, emotional, and social changes encountered in grades 5-8.

Website Information: <http://www.epsd.us/whitebrook>

Our schools' home page is a convenient way to contact faculty and staff, and to access links to teachers' web pages, a calendar of events, breakfast and lunch menus, and other current events.

WHITE BROOK MIDDLE SCHOOL COUNCIL

White Brook Middle School has a School Council whose membership comprises school personnel, school committee representatives, parents and community representatives. The school actively seeks participation. As the new school year approaches, parents and other representatives are asked to write a letter stating their interest in being a part of School Council. Elections will take place during open house in September, and a list of all elected representatives will be posted on the White Brook website.

WHITE BROOK STAFF LIST 2019-2020

POSITION	NAME
Principal	Meredith Balise mbalise@epsd.us
Assistant Principal	Jill Pasquini-Torchia jpasquini-torchia@epsd.us
Administrative Assistant	Sarah Magee smagee@epsd.us
Administrative Assistant	Rose Mason rmason@epsd.us
Grade 5 Teachers	Abby Vanasse avanasse@epsd.us Rachel Nicholas rnicholas@epsd.us Dave Doele ddoele@epsd.us Marsha Messer mmesser@epsd.us Felicia Corbeil fcorbeil@epsd.us Angelique Boissonault Aboissonault@epsd.us
Grade 6 Teachers	Amy Cheverette acheverette@epsd.us Judith Breier jbreier@epsd.us Michelle Connelly mconnelly@epsd.us Amy Whalen awhalen@epsd.us Donna Barcomb dbarcomb@epsd.us

<p>Grade 7 and 8 Teachers</p>	<p>Anna Lawrence alawrence@epsd.us</p> <p>Cristen Johnson cjohnson@epsd.us</p> <p>Jeff Bucs jbucs@epsd.us</p> <p>Tracy Poulin tpoulan@epsd.us</p> <p>Albert Perez aperez@epsd.us</p> <p>Kristan Dupras kdupras@epsd.us</p> <p>Brianna Capen-Parizo Bcapen-parizo@epsd.us</p> <p>Joanne Drumm jdrumm@epsd.us</p> <p>Adam Szymkowicz aszymkowicz@epsd.us</p> <p>Carike duToit Cdutoit@epsd.us</p>
<p>Special Education Coordinator</p>	<p>Nancy Weld nweld@epsd.us</p>
<p>Special Education Teachers</p>	<p>Renee Cantwell rcantwell@epsd.us</p> <p>Beverly O'brien bobrien@epsd.us</p> <p>Alice Silveira asilveira@epsd.us</p> <p>Heidi Doten hdoten@epsd.us</p> <p>Allison Garvey Agarvey@epsd.us</p>

	<p>Anthony Popielarczyk apopielarczyk@edps.us</p> <p>Katherine Gonsalves kgonsalves@epsd.us</p> <p>Christina Norman Cnorman@epsd.us</p>
School Psychologist	<p>Linda Perlmutter lperlmutter@epsd.us</p>
School Counselors	<p>Jon Norman jnorman@epsd.us</p> <p>Heidi Baj hbaj@epsd.us</p>
World Language	<p>Michelle Zazzaro--Williams mzazzaro--williams@epsd.us</p>
PE Teachers	<p>Richard Weinberg rweinberg@epsd.us</p> <p>Chris Abild cabild@epsd.us</p>
Art Teacher	<p>Bonnie Ward Bward@epsd.us</p>
Band Teacher	<p>Pat Lennon plennon@epsd.us</p>
Music Teacher	<p>Brandon Goulet Bgoulet@epsd.us</p>
Speech/Language Pathologist	<p>Amanda Rosenburg arosenburg@epsd.us</p>
School Nurse	<p>Christy Daley cdaley@epsd.us</p>

Paraprofessionals	Adam Czerwiec Kathy Meunier Vaniael Tate Wendy Karnolisz Linda King Gail Nartowicz Jeff Cross Tyler Connelly Samantha Corbeil
Custodians	Corey Holmes Karl Kleberg Mark Veto Al Rousseau

STUDENT LIFE

Extracurricular Activities

The following school activities are available to all students:

Beginner Band, Jazz Band, Concert Band	School Council
Chorus	Peer Leaders (grades 7 and 8)
“WE” Free the Children	Game Club
Art Club	
S.A.D.D. Jr.	
STRAT (Students and Teachers Raising Awareness Together)	

Academic Honesty

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

Cheating on tests, copying assignments, or sharing work in any way not directly assigned by teachers are forms of academic dishonesty. Giving or receiving help on tests or projects unless specifically permitted by the teacher are also forms of cheating.

To use the ideas or words of others without giving them credit is plagiarism. Cheating and plagiarism are prohibited in all areas of study, including, but not limited to, the following areas: homework, tests, quizzes, lab reports, research papers, and projects.

This policy applies to any student who cheats or plagiarizes and/or any student who willingly assists another student in cheating or plagiarizing. In the event that a student cheats or plagiarizes, the process will be as follows:

- The student receives no credit for the assignment.
- The teacher will notify the student’s parent(s)/legal guardian(s) of the incident.
- The teacher will notify the administration, which may take further disciplinary action, including a conference with the parent(s)/legal guardian(s), student, and guidance counselor as well as detention, or suspension if deemed necessary.

Controversial Issues in the Classroom

An important goal of public education is to help students develop the capacity to participate in the discussion and analysis of controversial issues using respect, critical thinking and positive engagement.

Discussion and analysis of controversial issues has a legitimate place in our schools and should enable all participants to learn from one another. All staff and students have a right to express their opinions and a right to a respectful hearing. All opinions are to be equally open to support, question, or challenge. Staff must be sensitive to the differing views of their students and take care that their own personal opinions have no privileged status. Whenever outside persons are invited to speak on controversial issues, care will be taken to assure that a reasonable range of opinions on the issue at hand are presented in an equitable manner.

1. If an issue is important to the subject under discussion and if the issue relates to the goals and objectives of instruction as determined by the teacher, that issue may be introduced. All views pertinent to the goals and objectives of instruction may be heard.
2. The classroom teacher should avoid discussions of controversial issues that are not relevant to the subject under study. Such discussion should be reserved for private conversation so that class time is focused on prepared units or course objectives.
3. Learning materials which best provide the pertinent information may be used by the teacher. It is not possible or required that objectivity be located in each book or other unit of information. Objectivity resides in the aggregate of readings, presentations, and classroom discussions that comprise the learning unit.

4. In the discussion of a controversial issue, the quality of evidence and its presentation are subject to evaluation so that opinion is viewed as requiring sound reasoning. Interpretation, belief, or theory are to be evaluated on the grounds of evidence and reasoning and not on the conclusions solely.

ACADEMIC INFORMATION/HOMEWORK

Homework is a major component and vital part of the middle school program. It is an extension of the regular daily school program and, as such, should have the same thoughtful, creative consideration and planning given to other aspects of the program. The goal is to help students develop good homework/study habits through regular homework assignments.

A student is expected to give his/her best effort every day in school. Being a successful learner involves self-discipline and organization. Good study habits are extremely important, so important in fact, that the teachers will be teaching study skills. Every student will be provided with a student organizer book and a list of necessary educational supplies. Please feel free to use the student planner as a method of parent or legal guardian/teacher communication.

Honor Roll

Each term 7th and 8th grade students who have excelled with above average-grades are recognized on the White Brook Middle School Honor Roll.

- **FIRST HONORS:** All effort and conduct ratings are good or excellent. Grades in all subjects are “90” or higher.
- **SECOND HONORS:** All effort and conduct ratings are good or excellent. Grades in all subjects are “80” or higher.

Incomplete/Make-up Work

In case of illness or other excused absences, students may be given a grade of “incomplete.” All incomplete grades and make-up work will be remediated on an individual basis.

Promotion and Retention Policy

It is the policy of the Easthampton School Committee to encourage and assist each student in achieving academic success. The School Department recognizes individual differences in all children, and the importance of considering a wide array of information regarding academic progress when recommending student retention. The principal shall direct a process used in evaluating the student’s academic, social, and emotional needs.

Students will progress annually from grade to grade. A student who fails two or more academic courses may be considered for retention. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best interest of the students involved.

Grade retentions/advancements will be made after prior consultation with each student’s parents.

Should the child’s parent or guardian wish to appeal the retention decision, the principal will aid them in contacting the superintendent or designee to initiate appeal.

In evaluating student achievement, teachers will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized-test results, and teacher observation of student performance. The principal shall direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards. The guiding philosophy for determining promotion or retention will be what is in the best interest of the student.

Report Cards and Progress Reports

White Brook Middle School students are responsible for bringing home and sharing with their parents all reports and correspondence from the school.

Report cards listing students’ achievements in each subject area are issued three times a year. Progress reports are issued midway through each marking period, and will indicate a grade at that point in time.

Computers are used to print report cards. The report card verification form must be signed by parent/guardian and returned. Dates when report cards are issued will be published so that parents/guardians will know when they should be receiving this document.

GENERAL SCHOOL INFORMATION

At the White Brook Middle School we strive to maintain a school culture that balances a rigorous and engaging learning community with a child-centered environment that honors the individual talents and struggles of every child. We acknowledge that, in the middle school years, our students face some of the most dramatic physical, social and emotional growth of their lives. Thus, it is our responsibility, in partnership with parents, to teach critical skills and provide the adult guidance that will help students grow to lead confident, responsible and productive lives.

What is teaming?

Teaming is the organizational structure used at White Brook Middle School. The teachers on a team share the responsibility for planning classroom programs, interdisciplinary units, and field trips. The team meets regularly to discuss their students and foster a strong learning community.

Turning Points 2000

White Brook Middle School has embraced the philosophy of *Turning Points 2000* (a middle school reform initiative backed by the Carnegie Corporation's Middle Grade School State Policy Initiative). "Schools grounded in the *Turning Points* design are dedicated to excellence and equity and to being responsive to the developmental needs of all young adolescents." The following seven principles are the core of our program:

- Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.
- Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.
- Staff middle grade schools with teachers who are experts at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.
- Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.
- Govern democratically, through direct or representative participation by all school staff members, the adults who know the students best.
- Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens.
- Involve parents and communities in supporting student learning and healthy development.

(Turning Points 2000: Educating Adolescents in the 21st Century, Jackson and Davis)

The Virtues Project

White Brook Middle School adopted The *Virtues Project* an award winning, non-sectarian program that teaches simple elements of character honored by all cultures. The *Virtues Project International Association* is a global grassroots initiative to inspire the practice of virtues in everyday life, sparking a global revolution of kindness, justice, and integrity in more than 100 countries.

The *Virtues Project* fosters academic excellence while creating a culture of social responsibility, integrity and leadership. It nurtures children in the skills and qualities they need to be successful in school and in life. Although they are the oldest practices in the world, virtues are essential to the true goal of education – intelligence plus character.

The *Virtues Project* is not a curriculum but rather a simple process and a language intended to bring out the best in our students and is most effective when used during teachable moments within lessons, during morning meeting circle (CPR), and any interaction with students that calls on a need to draw out the best that they can be.

The *Virtues Project* teaches students about virtues that are held in high regard within most cultures. Students will be able to identify virtues in themselves and others. Teachers, school staff, and parents become mentors helping our children to become compassionate, courageous, respectful, confident and purposeful.

A core component of this program is to engage families and community members as partners in the character-building effort. Participation is fundamental to the success of the *Virtues Project* at our school. Our goal is to generate a positive outlook on the students, parents, teachers and staff who make up our school community and create momentum towards a unified effort to enrich the learning environment of White Brook Middle School!

- All food and/or drink must be consumed in the cafeteria.
- Students are not allowed to leave the cafeteria area without permission from the lunch monitor.
- Students are expected to clean up their own lunch materials.
- Students are expected to be courteous and respectful to both lunch monitors and cafeteria staff.
- If a student forgets lunch money, he/she will be given a sandwich and a container of milk. The student will not be allowed to purchase snacks. The lunch provided does not need to be paid back. If the situation becomes chronic it will be brought to the attention of the student's parent or guardian.
- A special table is provided at every lunch for students with food allergies.

Dismissal

Students who are to be dismissed during the school day must have written permission from a parent/guardian. This permission will include the date, time and the reason for the dismissal. Students are to get an early dismissal slip as soon as they enter the building in the morning. The student will come to the main office, sign out and wait for parent /guardian to come into the office for pick up. The parent/guardian will introduce himself or herself to the school secretary before leaving with the student. Children will only be released to a parent/guardian unless the parent/guardian provides written authorization to release the child to some other person.

Regular daily dismissal will begin at 2:35 p.m. Students should proceed directly to lockers and on to their bus lines. All walkers must leave school grounds immediately upon dismissal.

Students who remain in the building after the 2:35 p.m. dismissal must have specific permission and be directly supervised by a staff member.

Entering School

Students who walk to school are to come directly to school. They are not to trespass on private property or loiter on streets and adjacent areas. Students who wait at bus stops should be respectful of private property, be considerate regarding noise, and follow instructions regarding bus stops. Students will not be supervised before school until 7:55 a.m. Students enter the building at 8:05 a.m. and report to homerooms by 8:15 a.m. ready for morning announcements. School breakfast is offered in the east cafeteria at 8:00 a.m. each morning.

Hall Passes

As a general rule, students will remain in all classes for the entire class period. When there is an important need to leave the classroom, a hall pass must be obtained from the teacher and students will sign in and out of the room. Students who have a medical need to leave the room at frequent intervals should bring a note of explanation from a physician. A special form will be issued by the school nurse for students to show teachers when they need to leave a classroom.

Hall passes must be carried by the student and presented to staff members when requested. When a student returns to the classroom, the hall pass must be returned to the classroom teacher.

Library/Media Center

Students may use the Library/Media Center individually or as part of a small group for study purposes. Books, except reference and reserve books, may be checked out by students for a two-week period. Students will be liable for late, lost, and/or damaged books. A fine of 10 cents a day per school day will be charged for overdue materials up to the cost of replacement. Parents will be billed the replacement cost for any books not returned or renewed in 30 days.

Lost and Found

When you find an article, take it to the main office. If you lose something, inquire at the office either before or after school. Each year many items of clothing are turned in at the office, unidentified and never claimed. The school is not responsible for lost articles, but will cooperate in trying to find what is lost. Students are advised not to bring valuables or large sums of money to school. Lost and found articles can be retrieved from the South Cafeteria. There is a bar set up so clothes can be hung up; and there is a shelf for other articles that are lost.

REGULATIONS FOR ALL AFTER SCHOOL, EVENING, AND WEEKEND ACTIVITIES

All school policies will be in effect. Students must not loiter outside during the activity. If they do not choose to attend the activity, they must leave school property. Noisy and disorderly conduct will not be tolerated. Students found in unauthorized sections of the building will be asked to leave and can expect further disciplinary action.

For Fun Fridays/Dances, students must complete a permission form in September to attend any dance during the academic year. Student must leave backpacks and/or large purses with the chaperones at the door. Anyone leaving the building before the dance is over will not be readmitted and will need to sign out with the chaperones at the door. Chaperones will call the parents/guardians and inform them the student has left the dance early. The school cannot be held responsible for any lost or stolen articles.

Students who are absent, internally or externally suspended from school requirements will be prohibited from attending dances and other after- school activities.

CODE OF CONDUCT AND DISCIPLINE POLICY

Student Rights and Responsibilities

Students have the right to pursue an education and the right to due process.

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

No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of all whom are involved in the educational process.

Statement on Civility

Our school is a place where students live, work, and grow together. Nothing is more important for students and families than a safe, orderly, and supportive school environment. In order to maintain such an environment, students are expected and required to treat one another in a respectful, civil manner. Students are expected to respect the spirit, differences, and feelings of schoolmates, and to refrain from the use of insults and name-calling. Further, disorderly conduct or violence committed for reasons based on race ethnicity, or sexual preference will not be tolerated.

Students who believe their civil rights have been violated in any of these ways should report their concerns to an administrator who will investigate the complaint. If it is determined that civil rights have been violated, disciplinary action will occur.

Students are expected to:

- Accept responsibility for their own actions.
- Express appropriately their own ideas and feelings without infringing on the rights of others.
- Recognize the effect of their behavior on others.
- Demonstrate perseverance in working to accomplish goals.
- Recognize and respect individual differences.
- Demonstrate physical self-control (i.e. physical activity appropriate to time, place, and setting).
- Respect materials, possessions, and facilities.

Homeroom Attendance

All students are assigned to homeroom for attendance and information distribution purposes. Students must be in homeroom by 8:15 a.m. each morning. During the homeroom period, any necessary announcements will be made, and notices for students will be distributed.

Tardy to School

Students must be in homerooms by 8:15 a.m. If a student arrives at school late, he or she must report directly to the main office.

Tardy Detentions: four tardies in a one-month period of time will result in a lunch detention. Additional tardies in the same month will result in additional lunch detentions and guidance referral.

RULES REGARDING GENERAL CONDUCT IN SCHOOL

Cooperation

1. A student may not disrupt the instructional program of any class.
2. A student may not use abusive, obscene, or otherwise offensive language.
3. Students are expected to follow the rules of procedure specific to each class or other school situation.
4. At times, in order to manage a crisis or difficult situation, students are expected to respond immediately to directives from adults. Students who fail to respond appropriately in this sort of situation will be subject to disciplinary actions.

Conduct Toward Others

1. Running, playing, or loitering in areas so as to impede passage, cause disruption, or endanger others is not allowed.
2. The guiding principle for conduct between students is to maintain respect for others. The following behaviors are not allowed:
3. Abusive name calling, teasing or taunting
4. The use of racial or ethnic epithets (names)
5. Cursing or shouting obscenities
6. Intimidation of others, including phone and/or "cyber" bullying
7. Fighting
8. Pushing, striking, kicking, or other hurtful physical behavior
9. Taking something belonging to another without permission; attempting to force such permission

OTHER SCHOOL RULES AND PROCEDURES

Student Visitors

1. No student visitors are allowed without prior permission of an administrator.
2. The host student must gain permission for the visit from each teacher and an administrator at least one full day in advance. On the day of the visit, the host student and guest will report to the school office and receive a visitor's pass. The visiting student will follow the class schedule of the host student.
3. No local students will be allowed to visit the White Brook Middle School when school is in session.

Dress Code

Public Schools are delegated with the responsibility of educating students and maintaining an effective and orderly learning environment. The following guidelines promote school safety and enhance the learning environment at White Brook Middle School.

Personal dress and appearance that violates reasonable standards of health, safety, cleanliness, and or propriety; or disrupts or substantially interferes with the educational process or with another student's ability to receive an education is prohibited.

- Students shall not wear anything that depicts drugs, violence, obscene words or pictures, profanity, sexually suggestive words or images, or that promotes violence or illegal activities for students which may include alcohol, guns, knives, and other.
- Undergarments should not be exposed.
- Attire covering the top of the body must extend over the shoulders and be long enough to cover the navel and the torso.
- Students must wear clothing or jewelry which is safe in school, such as no sharp or pointed studs, no sunglasses, and appropriate footwear that is secure on the foot.
- Hats with brims.
- Pajamas and/or flannel pajama bottoms.
- Gang apparel or symbolism is not permitted.
- Hate speech on clothing is barred.
- Student's personal dress and appearance must comply with all OSHA and safety regulations.

School administrators will make final decisions about the implementation of the dress code. Students not adhering to these guidelines will be asked to change into other clothes or have a change of clothes brought in for them. If the student refuses to comply, disciplinary action may be taken.

Locker Regulations

Students will have a locker assigned to them by their homeroom teacher. **STUDENTS MUST ASSUME FULL RESPONSIBILITY FOR THE POSSESSIONS WHICH THEY KEEP IN THEIR LOCKERS.** Lockers are school property made available to students for the limited purpose of storing items on school premises and are subject to administrative search at any time for any reason. Lockers must be kept clean and orderly at all times. For your own protection, do not disclose your combination to anyone.

Bicycles, Skateboards, Roller Blades, and Motorized Vehicles

1. Bicycles are to be parked and locked at the bicycle rack in the parking lot.
2. Students are not to ride bicycles in the parking lots or in front of the building. When you get to the parking lots, you must dismount and walk your bicycle.
3. Students riding on school property must wear approved safety helmets.
4. Skateboards and roller blades are not allowed on school property.
5. Motorized scooters/bikes or other motorized vehicles are not allowed on school property.

Electronic Devices

Electronic devices, including cell phones cannot be used in school or on busses without administrative permission. Such items will be confiscated by staff members and turned in to the office. If students are given permission by a staff member to bring an electronic device to school such as a camera, electronic book reader, etc., the student is responsible for it. The school is not responsible for lost or broken items.

On the second offense for bringing the above items to school, the item will be confiscated and returned at the end of the school year.

Cell Phones

Cell phones must be turned off and in lockers during school hours. Students should not have their cell phones on their person at any time in the building. If a cell phone is activated (incoming call/text or in use by internet, etc.) then the phone will be collected, and sent to the office, and the student may receive a consequence. If there is a second offense, then the parent/guardian may need to pick up the student's cell phone from the office and the student may have consequences. Any future cell phone violations will result in parent/guardian and administration conference with further consequences. Cell phones will not be returned until the conference is held. The school is not responsible for a lost or broken cell phone if a student chooses to bring it to school.

DISCIPLINE

Goals/Philosophy of the Code of Conduct and Discipline Policy

One of the goals of White Brook Middle School is to help students develop personal responsibility. We want students to recognize that they are in control of and accountable for their actions in a community which balances structure and support. White Brook Middle School's detailed disciplinary system is an attempt to clarify our expectations of students' behavior and to clearly articulate the consequences of poor decisions. For this reason, it is crucial that students and parents/guardians spend some time together to discuss what WBMS expects of its students and how the school will respond in a disciplinary situation. It is our belief that students operate effectively in a community in which expectations and consequences are clear, consistent and just. To this end, the school will try to respond to every disciplinary situation consistently. Every student will be treated equally. The following rules attempt to make clear the way in which students can expect the school to react to specific guidelines. However, this serves only as a guideline. Circumstances can require action, for the sake of the community, that is more appropriate.

Procedures in the Classroom

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

In their attempts to effect student behavior, teachers are encouraged to utilize all school resources including school counselors, nurses, the Building Support Team, other teachers and administrators. Teachers should utilize these resources before situations need the attention of the Principal or Assistant Principal.

Teachers are encouraged to contact parents/legal guardians when appropriate to enhance communication between home and school.

Some areas of discipline should remain in the classroom and be handled by the classroom teacher. These include, but are not limited to:

- Tardiness to class
- Being unprepared for class
- Talking and other minor disruptions
- Minor horseplay
- Food in the classroom
- Non-participation in classroom activities/assignments

A student should be sent to the administration for repeated offenses or serious disruptions as outlined in Section I, II and III of this policy.

Teacher Detention

Detention is defined as the time a student is assigned to stay after school for infractions of unacceptable student behavior. When assigned a detention, students will serve the next day. All detentions must be served within 24 hours of being assigned. This notice may only be waived by mutual consent of both teacher and parent.

Each teacher is responsible for the students he/she detains after school. A student may be detained according to the discipline code.

The student is charged with the responsibility of notifying his/her parent(s)/guardian. Teacher detention length is at the discretion of the teacher and should not last beyond 3:30 PM. **Un-served teacher detentions will result in a sixty (60) minute office detention or two lunch detentions.**

Office/Lunch Detentions

Office/lunch detentions must be served as assigned by the Principal or Assistant Principal after school or during lunch in the office. Office detention times will be set at 60 minutes. Lunch detention times are to be served during the student's assigned lunch period. A student serving lunch detention goes directly to the room of the assigning teacher or to the focus room after getting their lunch.

Office/Lunch detentions are assigned to a student by the administration. The infractions below may result in a minimum of one (1) sixty-minute office detention or two (2) lunch detention:

- Unexcused tardiness to class/school
- Insolence
- Defiance
- Disruptive, rude or discourteous behavior
- Disorderly behavior in school, on school grounds, or at school events
- Failure to follow directions
- Disrespect
- Unexcused absence from lunch
- Misuse/falsifying school passes or tardy slips
- Failure to identify oneself properly to one in authority
- Unexcused absence from class
- Failure to serve a teacher detention

Club meetings, artistic or instrumental rehearsals, or any other after school commitments do not exempt students from completing their assigned detentions.

Behavior While in the Office

Students who are sent to the office to see an administrator for disciplinary reasons are expected to follow the directions listed below:

- a. Report directly to the office.
- b. Check in at the office counter.
- c. Take a seat and remain silent.
- d. Follow directions given by office staff