Mosier ELEMENTARY

HANDBOOK



MOSIER ELEMENTARY SCHOOL
101 Mosier Street
South Hadley, MA 01075
(413) 538-5077

September 1, 2026

Dear Mosier Families,

Mosier Elementary School provides second through fourth grade programming for the students of South Hadley. We believe that a partnership between home and school is essential to a student's success. Please utilize this handbook as a guide for you to actively participate in our community as volunteers, committee members and visitors.

This handbook is intended as a resource for families and community members to offer guidance and clarification surrounding school topics and frequently asked questions. This handbook is a living document that guides our practice, but is not all encompassing of the work that we do. We are always available at any time to answer any questions in regards to policies held within the handbook.

Mosier School staff are continuously dedicated to the success of all of our students. They are experts in elementary education and their aim is to prepare students for achievement, both academically and socially. This handbook guides the important work that they do each day.

Thank you for your continued support,

Michelle D. Pete, Principal
Kelly J. Fay, Assistant Principal

Please note that all references to parents in this handbook equally acknowledge the role and responsibilities of guardians of students who attend this school. In all cases the term parent also refers to guardians.

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness, have equal access to the general education program and the full range of any occupational and vocational education programs offered by the South Hadley Public Schools.

Declaración de No discriminación Todos los estudiantes, independientemente de su raza, color, sexo, identidad de género, religión, origen nacional, orientación sexual, discapacidad o falta de vivienda, tienen acceso equitativo al programa de educación general y a toda la gama de programas de educación ocupacional y profesional ofrecidos por Escuelas Públicas de South Hadley

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South Hadley School Committee Members 2026-2027

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Danielle Cooke, Member - dcooke@shschools.com

Jack Witkowski, Member - jwitkowski@shschools.com

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District Office Members

Ms. Jennifer Voyik, Superintendent of Schools
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Ms. Leah Lockwood, Assistant Director of Student Services
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Ms. Courtney Mackey, District Mental Health Coordinator
cmmackey@shschools.com

General Information

Mosier Mission Statement

At Mosier Elementary School we believe in creating a thriving, robust learning environment that values each student's academic, social, and emotional well being.

Emergency Information - It is essential that the school have information necessary to contact the home in case of emergency. A link will be provided at the beginning of the year to connect each caregiver with an electronic form. Please make sure to fill in all information within this link.

Please inform the school of any changes to the above information as they occur. We need this information to provide quick and effective care of your child.

Family Information - It is helpful to you and your child for the school to know about your family situation and changes as they take place. When we are informed, we can provide appropriate support to your child and also act consistent with the legal status of your family. This information which is voluntary and confidential helps with accurate record keeping and the school's response to your family.

Child Custody - It is necessary for the school to know if a parent or a child's other relatives do not have the same legal rights as accorded the custodial parent (such as taking a child out of school.) This information, and copies of court papers, would help us avoid any difficult situations. Also, please clarify any situations in which a child has two last names. We need to know the legal name and whether to hyphenate the two last names. This information helps with accurate record keeping and the safety of your child.

Although caregivers may request an **advocate** or other professional/s to attend any meeting regarding their child, any non-custodial caregiver may not be allowed to attend meetings of any kind if administration deems necessary. Please reach out to building administration with any questions about who may attend meetings.

Visitors

All visitors are asked to sign in at the office. We ask that caregivers call ahead so that a teacher knows about a visitation and to make sure that the class is not being tested or on a field trip. We ask you to please be mindful that conferences with classroom teachers should be scheduled at a mutually convenient time. You can call the school office to make this request of the teacher. Teachers cannot be attentive to discussion with you about your child when they have responsibilities to students during the school day, including the morning greeting and dismissal times.

Observing Professional Practice

Parents/caregivers, or other community members who wish to observe classroom instruction must give the school a 48 hour notice and communicate the purpose of the observation to the Principal. Photography, and video/audio recording is prohibited without permission from the principal. Copies of notes taken during the observation by caregivers will be submitted to the Principal. The school reserves the right to sanction any classroom observations.

Attendance

Absence and Tardiness - By law, students must attend school daily unless excused by caregivers for medical or family reasons. It is disruptive to the educational process for a child to arrive late. Excessive absences and tardiness may result in notification from the school to attend a meeting to discuss the issue. Please confine medical or other appointments to times which will not keep your child out of school or arriving late. All students who arrive after 8:22am, must be escorted and signed in at the office by an adult. We request that all parents/caregivers report the child's absence before 9:00 am to the Mosier School Office at 413-538-5077.

Vacations - The scheduled school vacations are listed on the school calendar which is posted on the South Hadley Public Schools website. We strongly encourage you to schedule your vacations during these times and we strongly discourage you from removing your child for family vacations at other times as it interrupts the instruction and continuity of the basic educational program. However, should a vacation occur during school days, we cannot supply homework in advance. It is not possible for teachers to assign work for a week or more because so much instructional time will be missed. Upon your child's return to school after an extended absence, your child may be expected to make up missed work.

Religious Holidays - Religious holidays are excused. Please reach out to the office to let us know your intent to remove your child from school for the purpose of honoring a religious holiday.

School Cancellation or Emergency Closing - Due to inclement weather conditions there may be times when school will be canceled or an emergency closing will need to occur. If weather conditions prior to the start of the school day make closing advisable, buses servicing the schools will be canceled and announcements will be made as early as possible.

- Closing information will be broadcast on all local TV and radio stations, and shared on district social media platforms and through network phone calls to caregivers. When schools are closed for the day, all classes and school activities are canceled.
- We rarely have early closures, because except under the most extreme conditions, we generally believe that children are safer in school than at home where working parents may not be available to supervise them.

TOWN-WIDE EARLY/DELAYED DISMISSAL

If worsening weather conditions during the day make it necessary to close schools, announcements to this effect will be made over communication channels and platforms - stating the dismissal time. A reasonable time should be allowed between the announcement and the actual dismissal. The possibility exists that a serious weather condition (i.e., tornado, flash storm, etc.) might warrant a delayed dismissal. The same procedure for Town-Wide Early Dismissal will be followed. It is critical that you communicate your early closure plan for your child to the office through the information link provided at the beginning of the school year.

Individual School Closing

If it becomes advisable to close an individual school during the day due to loss of heat, electricity, etc., school may be closed. In this case, the children will be transported from Mosier School to the Middle School or to the High School. Caregivers may pick up their child at the alternate school or they will be transported home at the regular dismissal time.

Caregivers/Parents should be aware that we make every effort to maintain timely bus service every day. But, when road conditions are poor or the weather is extremely cold, bus schedules can be disrupted or slowed.

We also appreciate caregivers' help in protecting children's safety at bus stops by dressing them warmly, keeping children away from icy streets and off slippery snow banks near the road, etc…

As always, the caregiver is the final judge regarding whether weather conditions make it unsafe for their children to attend school, ride the bus, drive or walk on any given day.

Lock Down and Shelter in Place Drills

Please know that the school administration will alert caregivers when a lock-down or shelter is necessary, as soon as possible after the event. Lock-Down drills require students and staff to stay in a quiet classroom spot and first responders will be called on scene to aid in safe release and provide instruction to all. Shelter in Place allows for privacy when necessary, alerting all of our school community to stay in the spaces they are in until all of the school is reopened. Please do not approach the school during these drills or any emergency until instructions are given through communication platforms by school/town emergency personnel.

BEGINNING AND END OF SCHOOL DAY

The first bell for students rings at 8:17 a.m.

The Instructional School Day begins at 8:17 a.m.

School is dismissed at 2:55 p.m.

> **Please note…Children cannot arrive on the school grounds before 8:07 AM as adult supervision does not begin until that time.**

EARLY DISMISSAL

If you need to take your child out of school before the regular dismissal time, you should send a note to the teacher with this information. Should an emergency situation arise, you may call the school informing the office of the reason and time. 413-538-5077 When you arrive, we will call the child to come down to the office. No

child will be dismissed directly from the classroom. All students must be dismissed from the office. There is a sign-out book in the office lobby. Children will not be allowed to leave school alone for early dismissal.

PARKING

Caregivers are requested to park in designated places in the school parking lot. Please do not park in front of the school as these are bus lanes and for emergency vehicles only.

Academics

Special Services

Title 1: Students who are having difficulty in reading may be eligible for remedial help in that subject. This federally funded program provides additional instruction to children who may benefit. Students are screened by teachers and assessment data is used to determine eligibility. Parents are informed if their child has been recommended for this program.

School Adjustment Counselor: A School Adjustment Counselor helps students who are having difficulties adjusting to school or having emotional or social problems which are evidenced at school. If you wish to bring your child's needs to the attention of the counselor, please call the school at 413-538-5077.

Specialized Education: Services mandated by Chapter 766 and IDEA-504 provide supplemental help to students who have been identified as having needs in any academic subject. They are subject to state and federal eligibility regulations. The special education program serves children with moderate to severe needs. Teachers or parents can recommend students to the Principal for evaluation for supplemental help. Referred students are given academic and/or psychological assessments as part of the eligibility determination process. For further information about special education services, please contact the school at 413-538-5077.

Homework:

Homework is designed to be a reinforcement, or application of the classroom. It can promote individual initiative, personal responsibility and self-direction.
If homework is assigned, it may include everything from choice reading, writing

practice and both short and long term assignments. Homework is mainly to reinforce concepts that have been taught during the school day. Long-range assignments may be assigned periodically.

PTO: The school has an active PTO which meets periodically in the school library. All parents are urged to participate in its meetings and programs. For more information, contact the PTO president at mosierschoolpto@gmail.com or call the school.

The Mosier School Council: A team that is made up of parents, teachers and community representatives who consult with the Principal to develop the bi-annual School Improvement Plan. School Council meetings are open to the public.

Reporting System to Parents: Student Performance Reports are provided to all parents. A standards based report card will be sent home at the midpoint and final day of the year. If a teacher feels it necessary or useful, interim reports can be sent to inform parents of academic progress.

MCAS: Third and Fourth grade students take grade specific mandated state assessments in the Spring. Individual scores are reported to parents. Group results are reported to the South Hadley School Committee.

Caregiver/Teacher Conferences: Conference periods are scheduled in the fall and in the spring. All caregivers/parents will be given an opportunity to meet with their child's teacher. Appointment notices are sent home prior to the conference dates. However, caregivers are encouraged to make appointments with teachers at any time that they have some concerns which they would like to discuss. Caregivers/ parents should call the school to request a meeting with the teacher and/or send a note with your child. We ask you to please be mindful that conferences with the classroom teachers are to be scheduled at a mutually convenient time. Teachers cannot be attentive to discussion with you about your child when they have responsibilities to students during the school day, including the morning arrival and dismissal times.

STUDENT RECORDS

All custodial parents have the right to see the entire school records of their children unless otherwise restricted by a documented legal situation of the family. Please

allow two days for such a request. Copies of information contained in children's records can be provided upon request.

Student records contain summaries of testing, copies of report cards and certain samples of student's work. If a child has an education plan, a copy is also kept in the cumulative folder. (Please refer to the appendix: Summary of Regulations pertaining to Student Records).

Under G.L. c.71, sect. 37L and 603 CMR sect. 23.07(4)(g) school districts are required to transfer student records to a school to which a student has transferred. parental signature or approval for this transaction is not required.

TRANSFERS TO OTHER SCHOOLS:
The principal or the child's teacher should be notified if possible at least two weeks prior to a child's transfer to another school. Caregivers may, upon written request, hand carry sealed records. Otherwise, records will be sent upon request from the new school.

VOLUNTEERS/CHAPERONE OPPORTUNITIES:
Volunteers are always needed and welcome to help in the classroom for special projects, and to serve on committees. If you are interested and would like to assist, please call the school, make your interest known to your child's teacher, or become a part of the PTO. Volunteers must have a processed CORI application before supervising children at school or school processed events.

RULES AND REGULATIONS FOR Bus Transportation:

Please review these rules with your children.

The school day begins when students enter the school bus, ending when they leave it. During this entire time, students are under the legal jurisdiction of the South Hadley School Department. **The bus driver has the same authority on the bus that a teacher has in a classroom.**

Remember, it is a privilege not a right to ride the school bus. If students' conduct and behavior are not in keeping with the school-wide expectations of being Safe,

Respectful, and Responsible, and if a student's behavior endangers the health and safety of fellow riders, this privilege will be taken away temporarily or permanently. (State laws do not require transportation if the student's conduct jeopardizes the health and safety of other passengers.)

The following rules and regulations are to serve as guidelines:

1. While waiting at the designated bus stop, students should refrain from destructive or disturbing behavior. They should stay off the traveled portions of the street or highway.

2. Students should enter the bus in an orderly fashion and go directly to a seat, remaining there until the destination has been reached. Departure from the bus should also be in an orderly fashion.

3. Courtesy toward fellow passengers and the bus drivers must be shown and adhered to at all times.

4. There shall be no littering on or defacing of the bus.

5. There shall be no obnoxious noise making, profanity, horse play, throwing things, or any other activity which will distract the driver's attention from the road.

6. Students shall keep their hands, arms, and heads inside the bus at all times.

7. In accordance with state laws, there shall be no smoking on school buses. The lighting of matches or other inflammable devices is also prohibited.

8. Students shall not change seats or buses unless given permission to do so by the driver/Principal/Assistant Principal.

9. The emergency exits are to be used in emergency situations only, under direction of the driver. Safety equipment on any bus is not to be handled except under the driver's direction.

10. In the event of an accident, students should remain calm, following the instructions of the driver immediately and without question. If the driver is incapacitated, the older students aboard should assume charge, proceeding immediately to evacuate the bus in an orderly fashion, making certain that no student is overlooked.

    Students will be expected to use mobile devices appropriately, consistent with the district's Acceptable Use Policy.

Any questions regarding bus regulations or services should be directed to the main office at 413-538-5077.

TRANSPORTATION:

All students living two miles or more beyond the school are eligible for bus transportation. If your child ordinarily takes the bus and will not be doing so on a particular day, you must send a note informing the teacher that the child has your permission for a specific change. Otherwise, the student will be sent home on the bus. Changes in the bus route will be made for child care purposes only. This ruling is for everyone's safety. School of Choice students are not eligible for bus transportation.

Bus Procedures:
Bus routes and stops are sent with the opening school year letter in August or can be obtained from the school office. Good safety and conduct must be practiced by all children riding the buses. Infractions of the rules are reported to the Principal/ Assistant Principal with the following potential consequences:

First Offense:	Notice of warning sent home.
Second Offense:	Notice of warning sent home, caregiver informed by school, plus possible 1 day suspension of bus privilege.
Third Offense:	Notice of warning issued, caregiver conference held, possible 3 day suspension of bus privilege.
Fourth Offense:	Notice of warning issued, caregiver conference held,

	possible 5 day suspension of bus privilege.
Fifth Offense:	Notice of warning issued, caregiver conference held, additional suspension or permanent expulsion of bus privilege depending on the nature of the offenses.

Depending on the nature of the infraction, the Principal/Assistant Principal may use administrative discretion to determine the appropriate consequence.

State laws do not require transportation if the child's conduct jeopardizes the health and safety of others. In case of expulsion from the bus, the caregiver is responsible for the child's transportation to and from school. Failure to do so could result in legal proceedings in accordance with the attendance statutes of the General Laws of the Commonwealth of Massachusetts.

Transportation Other Than School Bus

Bicycles: Caregivers who permit students to ride bicycles to school are strongly urged to review bike safety with their children. **Helmets are mandatory by law for all cyclists under the age of 12**. Children are asked not to ride bikes to school after the first snowstorm and not until April 1st as the roads are often wet and slippery. Bikes must be parked in the racks provided and should be locked. **The school is not responsible for lost or damaged bikes.**

Students are expected to walk their bikes on and off the school premises as a precaution against cars and trucks entering and leaving the school grounds, and to avoid hitting students during dismissal and arrival. Riding double, and in an otherwise reckless manner, is prohibited, and will be cause to take away the privilege of riding.

Caregiver Transport: Caregivers who bring their children to school or pick them up at school at the end of the day are asked to park only in designated parking places. (Please do not double park in front of or behind properly parked cars). A child must have parental permission to go home in the car of another student's family. Students must be dismissed to the caregiver from the office. Drop-off and pick-up lanes are clearly marked and should be utilized at drop off and pick up times. Please follow the flow of traffic and do not park anywhere but the marked lanes during morning drop-off or afternoon dismissal. Please stay in your car during drop-

off and pick-up times, a staff member will assist your child.

Walkers: Review safety rules with your children. Walk on the sidewalk, cross where there is a crossing guard or within the crossing lines.

Community Safety and School Rules:

A school must have a safe, respectful and orderly environment and all students are expected to help maintain that kind of atmosphere. At the beginning of the year, rules are reviewed with students and in many classes students help establish rules for their own classrooms. Consequences for disruptive and aggressive behavior include loss of recess, loss of privileges, and possibly being sent to the office for restorative practice. If a student's behavior persists to cause disruption within the Mosier community, the teacher or principal will contact the parents and request a conference. We ask you to please refer to Code of Discipline when necessary.

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS

Cell phones are only allowed to be utilized if special permission is granted by the administration. Otherwise, cell phones should be turned off and kept in backpacks. The same rule applies to phone watches.

IN THE HALLS

Walk quietly on the right.
Hats may be worn only when entering or leaving the building or going to lunch.
Students must have permission from an adult to leave their classroom.

IN THE CAFETORIUM

Use proper manners.
Walk when you are in the cafeteria.
Students must have permission from an adult to leave the cafeteria.
Students should remember to bring belongings to the cafeteria.
Students should not return to their classrooms once they are in the cafeteria.

ON THE PLAYGROUND

Use all playground equipment safely and as designed.
Sit on swings facing school (no twisting or standing).

If all swings are in use, allow someone else to swing after 30 swings.
Go down the slide sitting and feet first.
Form a one-way line when using horizontal bars.
Do not climb on top of any bars, support poles of swings, or slide.

Catch, kickball, soccer, touch football with Nerf-type footballs only, and the use of equipment such as lacrosse sticks (with soft lacrosse balls) are restricted to designated areas.

Designated areas:
The blacktop area is for kickball and basketball only.
The grassy areas are for touch football, catch, soccer or other similar activities.
On any day that fields are muddy or wet, none of these activities will be allowed due to safety and health concerns

All electronic games, toys, and recording devices are not allowed in school.

Students are not permitted to trade cards, toys, and other collectibles in school or on school property.

When the bell rings for students to enter the building, all play should stop and students should go to their entrance doors immediately.

Students must dress appropriately for school. During winter, students must wear boots and snow pants in order to play on the snow/field. Students are not allowed to push other students off snow piles.

Students cannot hang on trees or bend tree branches.

If a student is sent to the nurse for injury or illness or to the office for behavior, the student's classroom teacher will be notified of the outcome.

The school staff will remove a student from the playground who is not being safe.

PURPOSE AND SCOPE OF THE DISCIPLINE CODE

PURPOSE

The South Hadley School District expects all students to conduct themselves in a socially responsible manner in order to encourage an environment, which is educationally sound for all students. Disciplinary measures are used to maintain a safe and stable school environment and to teach students proper respect for the educational setting. Administrators, teachers, and staff are to be role models for students in setting high standards of behavior and thereby promote high standards of behavior for students. It is the responsibility of caregivers in their teaching, and by their example, to assist their children in consistent attendance, in the development of good work habits, in fostering appropriate behavior and in encouraging a positive attitude towards school. Caregivers are additionally responsible for being knowledgeable as to their student's performance in school. It is the responsibility of the faculty and administration to provide caregivers with timely information regarding the failure of their student to maintain consistent attendance, good work habits, appropriate behavior and attitude towards school.

SCOPE

This code of discipline will apply to the school and its grounds and to normal egress to and from school. It shall also apply to all events sponsored by the school district including technology platforms and is applicable to field trips, extracurricular activities, sports, social events, et cetera.

AUTHORIZED OFFICIALS

The building principal or the principal's designee (i.e., certified staff, assistant principal) shall be responsible for hearing all cases, which may result in a more serious penalty than detention. Depending on the seriousness of the offense, the principal or the principal's designee will determine the level of appropriate action to be taken potentially, including suspensions and expulsions.

ADMINISTRATIVE DISCRETION

Administrative flexibility is required in any disciplinary action to account for individual cases, unusual problems not anticipated nor written in school regulations, and the maintenance of effective control of behavior in a public school. The administration reserves the right to adjust the Code of Discipline when the severities of the offense or mitigating circumstances dictate. Action taken under the prerogative must also

meet the test of reasonableness and protection of the rights of students.

*Student discipline is one area, which has a direct effect on the ability of the school to fulfill its purpose. Discipline is an area, which requires the attention and efforts of everyone – caregivers, students, teachers, administrators, and members of the School Committee. We urge all caregivers and students to make an effort to understand and comply with the rules of the school concerning student conduct and to cooperate with the school in carrying out disciplinary action taken by the school.

Code of Discipline

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

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

GENERAL REQUIREMENTS PRIOR TO SUSPENSION UNDER M.G.L. CHAPTER 71, §37H¾

A student may not be suspended under M.G.L. Chapter 71, §37H¾, unless one or more of the following apply:

A. The school has first implemented measures designed to re-engage the student in the learning process prior to the imposition of suspension, and alternative remedies have been employed in direct response to the specific incident or incidents at issue, with the use and results of such remedies documented. Alternative remedies may include, but are not limited to, mediation, conflict resolution, restorative justice practices, and collaborative problem solving, and may be implemented within the context of school- or district-wide re-engagement models, including but not limited to positive behavioral interventions and supports (PBIS) and trauma-sensitive learning models; or

B. The school has documented specific, individualized reasons demonstrating that such alternative remedies and re-engagement strategies would be inappropriate, ineffective, or counterproductive under the circumstances; or

C. The student's continued presence in school poses a specific, articulable, and documentable risk of serious bodily injury or other serious harm to another

person while on school grounds or while participating in school-related activities.

SHORT-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

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

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

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/ guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal. The District shall be responsible for facilitating, arranging, and verifying the student's timely enrollment and continued participation in appropriate educational services as required under M.G.L. c. 71, § 37H¾, and such responsibility shall not be delegated to the student or the student's parent or guardian.

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

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

LONG-TERM SUSPENSIONS: HEARING AND PRINCIPAL DETERMINATION

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. If the student's or parent's notice of appeal is not submitted to the superintendent within that time, the superintendent may deny the appeal, or allow the appeal at the superintendent's discretion.

If an appeal hearing is granted, the superintendent will send written notice to the student and parent of the date, time, and location of the hearing.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Additionally, the superintendent will arrange for an audio recording of the hearing, a copy of which shall be provided to the student and the parent upon request. The superintendent will inform all parties before the hearing that an audio copy will be made of the hearing.

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

Additionally, the student shall have the following additional rights:

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

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

i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
ii. Set out key facts and conclusions reached by the principal;
iii. Identify the length and effective date of the suspension, as well as a date of return to school;
iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provided more detailed information.
    a. The District shall be responsible for facilitating, arranging, and verifying the student's timely enrollment and continued participation in appropriate educational services as required under M.G.L. c. 71, § 37H¾, and such responsibility shall not be delegated to the student or the student's parent or guardian.

v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/ guardian request in writing an additional seven (7) calendar days.

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

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

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

APPEAL OF LONG-TERM SUSPENSION

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

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

EMERGENCY REMOVAL

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. A Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency, removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension or short-term suspension, as applicable, within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

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

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

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

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

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges

and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

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

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

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

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

POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT OF STAFF

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in

school would have a substantial detrimental effect on the general welfare of the school.

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

FELONY COMPLAINT OR ISSUANCE OF FELONY DELINQUENCY COMPLAINT

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

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

FELONY CONVICTION OR ADJUDICATION/ADMISSION IN COURT OF GUILT FOR A FELONY OR FELONY DELINQUENCY

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

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

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

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress. The District shall be responsible for facilitating, arranging, and verifying the student's timely enrollment and continued participation in appropriate educational services as required under M.G.L. c. 71, § 37H¾, and such responsibility shall not be delegated to the student or the student's parent or guardian.

STUDENT SUSPENSION AND EXPULSION DATA COLLECTION AND REPORTING

The District shall collect and annually report data to the Department regarding in-school suspensions, short-term and long-term suspensions, expulsions, emergency removals under 603 CMR 53.07, access to education services under 603 CMR 53.13, and such other information as may be required by the Department. Such data shall be reported in a manner and form directed by the Department.

The principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. In reviewing the data, the principal shall assess the extent of in-school suspensions, short- and long-term suspensions, expulsions, and emergency removals under 603 CMR 53.07, and the impact of such disciplinary action on selected student populations. The principal shall further determine whether it is necessary or appropriate to modify disciplinary practices due to over-reliance on expulsion, or in-school or out-of-school suspension, or emergency removals, or the impact of such suspensions, removals, and expulsions on selected student populations compared with other students.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The District is committed to ensuring that students with disabilities or suspected disabilities receive appropriate educational support and due process during disciplinary proceedings. Students with disabilities are subject to the same disciplinary procedures as non-disabled students for suspensions of ten (10) school days or fewer in a school year. Additional protections apply when a suspension exceeds ten (10) consecutive school days, or when a pattern of suspensions results in a cumulative total of more than ten (10) school days in a school year.

During any disciplinary action involving a student with a disability or suspected disability, the student will continue to receive all educational services and supports required by federal and state law, ensuring uninterrupted access to both the general curriculum and specialized programs.

MANIFESTATION DETERMINATION REVIEW

Before any disciplinary action that constitutes a change in placement for a student with a disability or suspected disability occurs, the district will convene a Manifestation Determination Review (MDR) meeting. A change in placement is triggered when a student with disabilities or suspected disabilities faces a suspension lasting more than ten (10) consecutive school days or when repeated suspensions add up to more than ten (10) school days. The MDR is required to take place within ten (10) days of the decision to suspend, ensuring a timely review.

A student is considered to have a suspected disability if, prior to the incident that led to disciplinary action, a parent or guardian expressed concern in writing that the child might require special education, requested an evaluation for special education eligibility, or if a teacher or school personnel reported a specific pattern of behavior to the special education director or supervisory staff. Conversely, a student will not be classified as having a suspected disability if the parent has refused an evaluation or special education services or if an evaluation determined the student ineligible. Should a parent request an evaluation while disciplinary action is in process, the district will conduct an expedited evaluation consistent with federal and state requirements, and the student will remain in the disciplinary placement until the evaluation is complete unless determined otherwise.

During the MDR meeting, district personnel, the student's parents or guardians, and relevant members of the IEP Team review the student's IEP, teacher observations, and any pertinent medical or psychological evaluations. The review is designed to determine whether the student's conduct was caused by or had a direct and substantial relationship to the student's disability or if it resulted from the district's failure to implement the IEP. If the behavior is determined to be a manifestation of the student's disability, the IEP Team will conduct a Functional Behavioral Assessment (FBA) and either implement or modify a Behavioral Intervention Plan (BIP) to address the behavior.

In cases where the behavior is found to be the result of the district's failure to implement the IEP, the team will also identify and initiate corrective steps to remedy that failure. Typically, if the behavior is deemed a manifestation of the disability, the student will return to their original placement unless both the parent and district agree on a change. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled peers while continuing to receive educational services in an appropriate setting.

INTERIM ALTERNATIVE EDUCATIONAL SETTING

For incidents involving the carrying or possession of a weapon, the use or distribution of illegal drugs or controlled substances, or the infliction of serious bodily injury at school or during school functions, the district may place a student in an Interim Alternative Educational Setting (IAES) for up to forty-five (45) school days. This setting is designed to allow the student to remain engaged with the general curriculum

while continuing to receive all services identified in their IEP, including those aimed at addressing the problematic behavior. This provision ensures that even during disciplinary action, the student's educational progress and access to necessary interventions are maintained.

AUTHORITY OF A HEARING OFFICER

If the District determines that returning a student with a disability or suspected disability to their current placement poses a substantial likelihood of injury to themselves or others, it may request a hearing before an independent hearing officer. The hearing officer has the authority to review the case and, if deemed necessary, to place the student in an IAES for up to forty-five (45) days—even in situations where the behavior was found to be a manifestation of the student's disability.

PARENTAL NOTIFICATIONS AND PROCEDURAL SAFEGUARDS

The district is obligated to notify parents or guardians in writing no later than the start of any disciplinary action. This notification shall clearly communicate the decision regarding the disciplinary measure and include detailed procedural safeguards, such as the right to appeal the decision. These measures ensure that parents are fully informed and have the opportunity to actively participate in the process.

PURPOSE AND SCOPE OF THE CODE OF CONDUCT

PURPOSE: The South Hadley School Department expects all students to conduct themselves in a socially responsible manner in order to encourage an environment, which is educationally sound for all students. Disciplinary measures are used to maintain a safe and stable school environment and to teach students proper respect for the educational setting. Administrators, teachers, and staff are to be role models for students in setting high standards of behavior and thereby promote high standards of behavior for students. It is the responsibility of parents in their teaching, and by their example, to assist their son or daughter in consistent attendance, in the development of good work habits, in fostering appropriate behavior and in encouraging a positive attitude towards school. Parents are additionally responsible for being knowledgeable as to their son or daughter's

performance in school. It is the responsibility of the faculty and administration to provide parents with timely information regarding the failure of their son or daughter to maintain consistent attendance, good work habits, appropriate behavior and attitude towards school.

SCOPE:

This discipline code will apply to the school and its grounds and to normal egress to and from school. It shall also apply to all events sponsored by the school department including and is applicable to field trips, extracurricular activities, sports, social events, et cetera.

AUTHORIZED OFFICIALS

The building principal or the principal's designee (i.e., certified staff) shall be responsible for hearing all cases, which may result in a more serious penalty than detention. Depending on the seriousness of the offense, the principal or the principal's designee will determine the level of appropriate action to be taken potentially, including suspensions and expulsions.

ADMINISTRATIVE DISCRETION

Administrative flexibility is required in any disciplinary action to account for individual cases, unusual problems not anticipated nor written in school regulations, and the maintenance of effective control of behavior in a public school. The administration reserves the right to adjust the Code of Discipline when the severities of the offense or mitigating circumstances dictate. Action taken under the prerogative must also meet the test of reasonableness and protection of the rights of students.

CONCLUSION

Student discipline is one area, which has a direct effect on the ability of the school to fulfill its purpose. Discipline is an area, which requires the attention and efforts of everyone – parents, students, teachers, administrators, and members of the School Committee. We urge all parents and students to make an effort to understand and comply with the rules of the school concerning student conduct and to cooperate with the school in carrying out disciplinary action taken by the school.

APPROVAL

All discipline codes of conduct have been approved by the South Hadley School Committee and are considered part of the policy of the South Hadley School District.

The South Hadley Public Schools may regulate student speech and assembly based upon legitimate educational needs, including, but not limited to the time, place, manner of student speech and assembly, and reasonable methods to ensure substantial disruption to the learning process does not occur. "No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school official shall be held responsible in any civil or criminal action for any expression made or published by the students." For the purpose of this section, the word "student" shall mean any person attending the South Hadley Public Schools. The term "school official" shall mean any member or employee of the South Hadley School Committee.

INTERPERSONAL RELATIONSHIPS

The ideals of ethical behavior and integrity should permeate all inter-relationships in the South Hadley Public Schools. Parents/guardians, family members, community members, students, administrators, teachers, support staff, and other school personnel share an expectation that civility and respect should govern all relationships between school and non-school personnel. It is the policy of the South Hadley Public Schools that all school staff and non-school personnel, including students, shall treat each other with proper respect and dignity and communicate in a civil and humane manner. Students who violate this policy are subject to the disciplinary procedures as outlined in the *Code of Conduct and Discipline Policy* of the South Hadley Public Schools. Staff members who violate this policy are subject to disciplinary procedures consistent with state law and contractual agreements. Non-school personnel who violate this policy may have their access to school buildings, events, or communication with school personnel limited, restricted, and/ or withdrawn.

DISCIPLINARY PROCEDURES IN THE CLASSROOM

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

a student's disruptive behavior. In their attempts to affect student behavior, teachers are encouraged to utilize all school resources including guidance counselors, social workers, nurses, student support teachers, the teacher support team, other teachers, and administrators. Teachers should utilize these resources before situations need the attention of the principal or assistant principal. Teachers are expected to contact parent(s)/legal guardian(s) and/or notify guidance counselors when appropriate to enhance communication between home and school. There are some areas of discipline, which should remain in the classroom and be handled by the classroom teacher. These include, but are not limited to:

- Abusive language (e.g., yelling, swearing, et cetera)
- Cheating
- Disruptive behavior in class or hallway
- Lying
- Plagiarism
- Refusal to follow directions
- Roughhousing
- Tardiness to class
- Unprepared for class
- Use of items that cause disruption (e.g., electronics, Cell phones, phone watches, food & drink, toys, etc...)

B. Students should not possess, openly wear, or display on their person nor operate any cell phone, laser pointer/gun, Walkman, IPod, radio, electronic games, et cetera in class or in the school buildings. The use of lasers, laser locks, laser pens, laser pointers, or devices which project intensive light upon surfaces is not allowed on school grounds or in school buildings.

C. A student should only be sent to the administration for repeated offenses or serious disruptions.

D. Detention- When a student has persisted in behavior contrary to this Discipline Policy, a teacher or administrator may assign the student a written warning, teacher lunch detention, teacher after-school detention or call the parents in for a conference. The student will be given twenty-four (24) hour notice before he/she must serve detention. This notice may only be waived by the mutual consent of both parties for students enrolled in grades 9 – 12; for students in grades K – 8, this notice may only be waived with parental consent. Teachers

will not leave students unsupervised on school grounds.

Classroom teachers are encouraged to discuss with students the violation(s) of the Discipline Policy leading to the detention and alternative ways of reacting in similar situations. Multiple violations will result in the teacher contacting parents to discuss the situation.

53.10: In-School Suspension under Section 37H3/4

1. The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.
2. The principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
3. The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.
4. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
5. The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided

by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

IMPLEMENTATION OF THE CODE OF CONDUCT:

1. Student discipline is one area which has a direct effect on the ability of the school to fulfill its purpose. Discipline is an area, which requires the attention and efforts of everyone – parents, pupils, teachers, administrators, and members of the School committee. We urge all parents and students to make an effort to understand and comply with the rules of the school concerning student conduct and to cooperate with the school in carrying out disciplinary action taken by the school.

2. The implementation of due process in disciplinary proceedings will be the responsibility of the faculty and school administration. Whoever presides over a hearing of a complaint against a student shall be obligated to follow the due process as set forth.

3. The building principal or the principal's designee shall be responsible for hearing all cases, which may result in a more serious penalty than detention. Depending on the seriousness of the offense, the principal or the principal's designee will determine the level of appropriate action to be taken.

DEFINITION OF TERMS

EXCLUSION: Any period of one day or more in which a student is denied access to his/her usual school program. Exclusion shall be either a suspension or an expulsion as defined below:

a. Expulsion: A permanent exclusion in which a student is denied access to his/her usual school program.
b. Suspension: A period of temporary exclusion from school in which a student is denied access to his/her usual school program. Suspensions may be external or internal. Internal suspension will occur within the school building and will be supervised by an appropriate staff member.

SCHOOL PROGRAM: The period during which a student receives instructional and educationally related services. School programs shall also include extracurricular activities, social events, sporting events, and such other activities as are sponsored by the school department.

EMERGENCY SITUATION: A situation in which there is a potential for physical harm to or by the student; or a situation in which there is potential for substantial disruption to the education program of other students. The principal and/or assistant principal shall be the individual who determines whether or not an emergency situation exists. In the absence of the principal/assistant principal, the superintendent shall make the determination of an emergency.

CONTROLLED SUBSTANCE: Shall be any substance as defined in Massachusetts General Law Chapter 94C, including but not limited to marijuana, cocaine, heroin, or any substance illegally sold or procured and represented as a controlled substance.

DANGEROUS WEAPON: Shall include, but not be limited to a loaded or unloaded gun, knife, slingshots, metallic knuckles, clubs, blackjack, billy clubs, explosives, chemicals, instruments of arson, et cetera including weapons listed in Massachusetts General Law Chapter 269, Section 10. In addition, an object or body part, which could inflict harm, if used in a threatening or intimidating way, shall be considered to be a dangerous weapon. Such dangerous weapons may include, but are not limited to shod foot, spikes, studs, razors, chain, pen/pocket knife, et cetera. In addition, where individuals may have training in martial arts or similar skills, the use or threatened use of said skills may be considered a dangerous weapon.

INDIVIDUAL EDUCATION PLAN (IEP): An "IEP" is a written plan that identifies a student's handicapping condition and proposes methods and interventions to ensure the student's educational needs are met.

INDIVIDUAL EDUCATION PLAN TEAM (IEP TEAM): Those individuals (staff and contracted) who were designated during the most recent evaluation as responsible for conducting required assessments. The parent is a participant in team meetings, which propose changes in placement or programming.
"DANGEROUS STUDENT": To demonstrate before a hearing officer that a student is "dangerous" under the Federal Individuals with Disabilities Education Act (IDEA), the following required elements must be met: 1) the student's behavior presents substantial likelihood of injury to self or others; 2) the school has taken reasonable steps to minimize the likelihood of harm; 3) the current IEP is appropriate; and 4) any proposed interim educational setting allows the student to participate in general curriculum and continue to receive Individual Education Plan services and provides services to ensure behavior does not recur.

FUNCTIONAL BEHAVIORAL ASSESSMENT: An analysis of behaviors and their determinants.

BEHAVIORAL INTERVENTION PLAN: An explicit plan, usually in writing, that addresses the functional aspects of problem behaviors and provides steps for helping the student comply with the school conduct code.

MANIFESTATION DETERMINATION: Is a determination by an Individual Education Plan Team as to whether a student's handicapping condition contributed to a violation of the code of conduct that would result in exclusion. A manifestation determination is conducted by the IEP team and must consider 1) evaluation and diagnostic results, 2) observations, and 3) the IEP and placement. Prior to a finding of "no manifestation", the IEP team must determine that: 1) the IEP/placement were appropriate; 2) supplementary aids and services were provided; 3) behavioral interventions were provided; and 4) the student understood his/her behavior and could control the behavior.

STUDENT WITH A DISABILITY: If a student has an IEP or if the South Hadley School Department and its staff has knowledge that a student may be a "student with a disability", then that student may assert the protections of a "student with a disability" until such time that a determination of no disability is made.

KNOWLEDGE THAT A STUDENT IS A STUDENT WITH A DISABILITY: The South Hadley School Department is deemed to have "knowledge" if meeting any of these conditions: a) parents have expressed concern in writing to school personnel that child needs special education/related services; b) child's behavior or performance indicates need for services; c) child's parents requested an evaluation; d) child's teacher or other school personnel has expressed concern in writing about behavior/performance to special education director or other school personnel.

NOTICE OF PROCEDURAL SAFEGUARDS: A copy of this policy and the "Parents Rights" for Chapter 766 shall constitute notice.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE): The student must be able to continue participation in general curriculum and continue to receive services/ modifications included in the current IEP. Additionally, this should include services/modifications to address behavior.

ALTERNATIVE EDUCATION SETTING (AES): This is a setting either on or off school premises, which provides the student with a disability a free and appropriate public education.

SHORT-TERM SUSPENSIONS/IN-HOUSE SUSPENSION: The removal of a student from his/her classroom for up to ten (10) school days, including a referral to in-house suspension and external suspension.

INTERNAL SUSPENSION: Separation from regularly scheduled classes and restriction of movement within the school. Students are responsible for completion of all schoolwork and assignments and must abide by the Discipline Policy and the rules of the school.

Students who do not abide by the rules of the internal suspension program or who do not modify their behavior as a result of time in the internal suspension program will be referred to the administration for external suspension.

EXTERNAL SUSPENSION: Removal of a student from school for up to ten (10) days. Students remain responsible for the completion of all school assignments.

All programs, activities, and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability. For information regarding access related to Special Education, Title VI, Title IX and Section 504, please contact Elizabeth Cooke, Director of Student Services at 538-5072.

If you feel you may need translation of school information and/or special accommodations or assistance as a result of a handicapping condition, please call (413) 538-5072 (hearing impaired fax to (413) 532-6284 or through Mass Relay Service at 1-800-439-2370) and notify us of your special need.

CODE OF CONDUCT

Each and every member of our school community has a responsibility to conduct him/herself in a manner, which demonstrates respect for the rights and property of others. Above all else, every individual must be ensured a learning environment which is physically, emotionally, and socially safe. This includes all curricular, co-curricular, and special events, both on and off campus, to and from school.

SCHOOL PROGRAMS, SERVICES AND POLICIES

ART, MUSIC, LIBRARY, TECHNOLOGY, PHYSICAL EDUCATION, AND ENRICHMENT:

Mosier students participate in essential weekly programs such as physical education, art, music, library and technology. Optional enrichment programs including art club, technology club, chorus, band and math all-stars, may be offered after school.

CLASSROOM ORGANIZATION:

Each student is assigned a homeroom teacher.

CLASS PLACEMENT:

Placement decisions are based upon, but not limited to; school resources, teacher recommendations, educator licensure, student assessment data, interpersonal relationships between students, safety plans, special needs of students including Individualized Education Plans, 504 accommodation plans, and district curriculum accommodation plans. The final decision on class placement rests with the school principal. Caregivers should refrain from requesting specific teachers.

Attire

We do ask children to come to school wearing clean, comfortable clothing suitable for the weather conditions. Attire which is distracting to the normal operation of the school (as determined by the Principal/Assistant Principal) will be prohibited. Please avoid shoes which do not have good gripping action as our hall floors can get slippery when wet. On Physical Education days, students should wear bottoms and tops which allow for movement. Sneakers are required for safe physical education instruction.

In the winter, students should be sent with a warm jacket, hat, gloves, scarf and waterproof boots. Boots and snow pants are necessary in the winter if students are to play in the snow beyond the area of the blacktop. We expect to send students outside for recess if the temperature is at or above 20 degrees Fahrenheit. (excluding wind chill factor)

HEALTH/NUTRITION Information:

Health Requirements

All children entering South Hadley Schools are required to have a complete physical examination and to have been immunized against diphtheria, tetanus, whooping cough, measles, mumps and rubella. A tuberculin test is recommended and a lead test is required prior to entering kindergarten.

In accordance with state law, each fourth grade student must have an updated physical examination or a letter from a physician that the student was seen within one year, and is in good health.

An emergency form is sent home annually. It is imperative that the information requested be provided so that a designated person can be contacted by school personnel in the event a child is ill or injured.

The school nurse is on duty daily during school hours to administer first aid relative to illnesses and injuries. By law, the nurse cannot dispense any medication unless a written order from a doctor, nurse practitioner or a dentist is provided. This applies to over-the-counter as well as prescription medications. In addition, written permission for administration of the medication must be provided by a parent or guardian.

Vision screening is conducted annually for all students. Hearing screening is conducted once annually in grades two and three. Written notice is sent to parents of children who fail the testing with recommendation for follow-up.

Caregivers are requested to inform the school if a child has contracted a contagious disease. Children being treated for strep infections must be on medications for a full twenty-four hours before returning to school. After a child has an elevated temperature, which is defined as greater than 100.4 it is required that caregivers keep the student home until the child is fever-free without the use of medications for at least 24 hours. Storage of health records will be at the school, and will not be released to a third party without written consent from the custodial parent.

HEALTH SERVICES

In addition to first aid and daily emergencies, the school nurse arranges for the following health services:

- ★ Vision and hearing tests: The school nurse sends communications to parents when these services will take place.
- ★ Administration of medication: The school is not allowed to administer medication unless it is accompanied by written permission of the parent. Such medication is kept and administered from the school office or health room. It must be in its original container, with the dosage prescribed on it. All medication to be administered by the nurse must have the physician's prescription attached.
- ★ Emergency Response: It is imperative that parents fill out the emergency form sent home annually. This will enable the nurse to contact you or a person responsible for the child in case of illness or an injury.

HOME TEACHER/TUTOR

Teaching services are available for students who are homebound for a medical reason for a long or undetermined amount of time.

BREAKFAST and LUNCH

A hot lunch and a la carte items are available to students. Students will use a PIN number for lunch. It is recommended that parents pre-pay their child's account if snacks are needed. Children who bring their lunch may take a milk.
Breakfast, second-chance breakfast, and lunch are free of cost to all students.

***School insurance is made available to all children. This insurance is not compulsory. However, if your child is not covered for school accidents by your family insurance, it is wise to take advantage of this plan**

BULLYING/PREVENTION

*Please refer to the District Bullying Intervention Plan located on the school district website for any information needed in regards to Bullying, reporting bullying behaviors and protocols the district follows stringently regarding Bullying by any member of the school community.

The office of the Superintendent or designee shall oversee the development of a bullying prevention and intervention plan, in consultation with all district stakeholders, which may include parents and guardians, teachers school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, and students, consistent with the requirements of this policy, as well as state and federal laws. The principal or designee is responsible for the implementation and oversight of the plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, 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 taking 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 are encouraged and urged to report the matter to a member of the school staff. However, the target shall not be subject to discipline for failing to report bullying. Students who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report such incidents.

Parents or guardians, or members of the community, are encouraged to report any incidents of suspected bullying as soon as possible to the principal or designee. This includes bullying of a student by another student or by a staff member. If the principal is the alleged aggressor, the report shall be made to the Superintendent or designee. If the Superintendent is the alleged aggressor, the report shall be made to the School Committee or designee.

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

*Any student who is found to have knowingly made a false accusation/report of bullying may be subject to disciplinary action.

Confidentiality shall be maintained to protect all parties, which includes, but is not limited to, alleged aggressor(s), target(s), a person who reports bullying, or provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.