

# Maurice A. Donahue School - Student & Family Handbook 2021-2022

Dear Students and Families,

Welcome to the 2021-2022 school year. This year, Maurice A. Donahue School is focusing on COMMUNITY where we will ALL BE RESPECTFUL, RESPONSIBLE, & READY for GREATNESS. Please read how our 3Rs theme ties into all things Donahue.

## **Our Mission:**

*Through **Standards-Driven**, **Well-Planned** instruction, and **Skill-Building** for meaningful **Relationships**, Donahue School educates every PK-8 student for **Greatness** and access to the college and career of their choice.*

## **Our Vision:**

To create and maintain an adult culture, student culture, academic program, and instructional supports at Donahue School so that all of our students are able to:

- read and do math at grade level
- speak and write with academic language
- cooperate productively with a team
- have empathy for those around them
- be responsible for their success and our community's success
- demonstrate self-management
- persist and persevere through any challenge.

## **Our Values:**

We believe in...

Placing student growth and success first

Being accountable for our actions and our results

Engaging in continuous and impactful learning as a school community

Nurturing meaningful and achievement-oriented relationships

The administration and staff at Maurice A. Donahue School firmly believe that students are most successful when parents, families, and teachers are able to work together. This collaborative effort increases the opportunity for success in school. We believe in the importance of the parent's role in education and encourage you to participate in your child's learning experience at home and at school. Please feel welcome to visit Donahue School and help make your child's educational experience a memorable one!

We are committed to helping your child become the best they can be. To do so, we will:

- Teach with high expectations for academic progress
- Monitor your child's progress and inform families of any concerns
- Teach and model acceptable behavioral expectations
- Recognize positive behaviors
- Hold students accountable for their learning and for their behaviors

In doing so, we are certain we will see an increase in student learning and a decrease in classroom disruptions. We are confident that your child will have an engaging experience at Maurice A. Donahue School. Please contact us at 413-534-2069/70.

Marc Swygert, Principal

Thomas Drohan, Assistant Principal

## Holyoke Public School's Theory of Action

If each school develops a system of support where students access grade level standards and tasks, experience powerful teaching, are monitored for learning and are provided multiple pathways to success, then all students will graduate with an additional credential that provides for college and career options.

### 2021-2022 Donahue School Three Rs

This year at Maurice A. Donahue Elementary School the entire school community is embracing the three Rs: Be Respectful, Be Responsible, and Be Ready. Our goal is that all members of the community, including teachers, staff, students, and their families embrace the three Rs and strive to make them a part of their everyday lives. This will help to ensure a positive, productive, and successful school year. Throughout the year, staff and students who exemplify these traits will be recognized for their work in these areas.

Be Respectful	Be Responsible	Be Ready
<ul style="list-style-type: none"> <li>● Of yourself</li> <li>● Of your teachers</li> <li>● Of your classmates</li> <li>● Of your school</li> </ul>	<ul style="list-style-type: none"> <li>● For your words</li> <li>● For your actions</li> <li>● For your work</li> <li>● For your property</li> </ul>	<ul style="list-style-type: none"> <li>● To learn</li> <li>● To listen</li> <li>● To cooperate</li> <li>● To work</li> <li>● To help others</li> </ul>
<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Take care of yourself, your space, and your work</li> <li>2. Be polite in your words and actions</li> <li>3. Do what your teachers ask you to do.</li> <li>4. Follow the rules of the school and your class.</li> <li>5. Treat others as you yourself would wish to be treated.</li> <li>6. Keep your space neat and clean.</li> </ol>	<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Say "Please" and "Thank You"</li> <li>2. If you cannot say something nice, don't say anything at all.</li> <li>3. Behave appropriately</li> <li>4. Use an inside voice, don't yell.</li> <li>5. Keep your hands, feet, and body parts to yourself.</li> <li>6. Do your best in all your work. Put your best effort into all that you do.</li> </ol>	<p>Examples:</p> <ol style="list-style-type: none"> <li>1. Come to school everyday ready to learn.</li> <li>2. Listen carefully and respectfully. Teachers and others have lots of important things to share with you.</li> <li>3. Work together with your classmates and teachers. Learning is a lot of fun when you do it together.</li> <li>4. Be ready to do lots of hard work. The best way to learn is to do.</li> <li>5. Help out someone who is having a hard time. You would want someone to help you if you were struggling. Be there for others to lend a helping hand.</li> </ol>

**Be Ready** - showing up on time and being ready to learn and work is half the battle!

### **School Hours**

Maurice A. Donahue School Hours of Operation will be:

**Grade K through 8 Students - 8:35am to 3:40pm**

Students will be marked tardy at 8:45am

Dismissal will begin at 3:40pm

Preschool Students-

Session 1 - 8:35am-11:30am

Session 2 - 12:45 pm - 3:40pm

All students will follow the HPS Calendar for School Year 2021-2022

**Be Ready** - having a morning routine in place and making sure you have everything you need before the start of your first class will make you ready to have a successful day!

### **Arrival**

#### **Arrival & Breakfast In The Classroom Procedure**

#### **Breakfast Helper Assignments**

Kindergarten - Teacher assigned

Grade 1 - Teacher assigned

Grade 2 - Teacher assigned

Grade 3 - Teacher assigned

Grade 4 - Teacher assigned

Grade 5 - Teacher assigned

Grade 8 - Teacher assigned

#### **Hallway Greeter Locations:**

Main Entrance - Teachers assigned

Door #9 - Teacher assigned

Grades 1 - Teacher assigned

Grades 2-3 - Teacher assigned

Kindergarten Hallway - Teacher assigned

Door #7 / 5th /8th Bathrooms / Hallway Area - Teacher assigned

Middle School Commons- Teacher assigned



	<p>All 8th students eat in their homerooms. (Middle School Commons area with tables is unavailable due to COVID-19)</p> <p>(grade 8th.)</p>	<p>Teachers will monitor the 8th grade students in the hallway as they go to their lockers <b>before</b> proceeding to breakfast in the classroom.</p>
	<p>Middle School students arrive in homerooms.</p>	<p>All 8th teachers greet each student warmly by name, wave to each student (No contact - COVID 19) and check off each student's name on the breakfast list. Teacher says, "Good morning <u>student's name</u>, it's great to see you today."</p> <p>Teachers always use respectful, calm voices when addressing students. It's important to start the day off in the most positive manner possible.</p>
8:35	<p>Students are seated and eating their breakfasts.</p> <p>In grades K-3, students are seated at their assigned desks.</p> <p>In grades 4-5 &amp; 8, students are seated at a desk for breakfast (No Standing)</p>	<p>Homeroom helpers are monitoring breakfast and reminding students to remain in their seats.</p> <p>Once students have been greeted, homeroom teachers circulate through the room monitoring breakfast behavior and assisting students.</p>
8:40	<p>Students attend to morning announcements silently.</p> <p>Students may salute the flag.</p> <p>Students participate in a daily greeting with nearby staff.</p>	<p>Teachers use the quiet signal to silence the room for morning announcements. The music should serve as a cue for silence.</p> <p>Teachers may model Pledge of Allegiance and greeting.</p>
8:44	<p>Students clean their areas in preparation for the lesson.</p>	<p>Teachers give a one minute signal for clean-up and set a timer. Teachers enter daily attendance using the breakfast checklist. Teachers need to scan</p>

		<p>the room one last time to ensure late arriving students are acknowledged, welcomed, and recorded. At this point, class attendance is entered in School Brains.</p> <p>Homeroom helper packages up the breakfast materials for collection and stores the extras for snack time.</p>
8:45	<p>Students follow teacher directions to transition into the first activity of the day.</p> <p>(grades K-2)</p>	<p>Ms. Wright and Ms. Duffy will escort 1st graders who have EL/SpEd services to their space as the homeroom teachers transition into their first activity of the day.</p>
8:45	<p>Students transition to their first academic class of the day.</p> <p>(grades 3-5 &amp; 8th)</p>	<p>The teacher lines students up for transition.</p> <p>The teacher has students travel internally from classroom to classroom if possible.</p>
		<p><b>Teachers must take class attendance throughout the day for each class to promote accuracy.</b></p>

Homeroom teachers will greet their students as they enter their homeroom classes. Once in their homeroom, students are expected to sit in their assigned seats and prepare for the day by gathering their materials, homework, etc.

Since attendance will be done electronically, it is important that students sit in their assigned seats so accurate attendance can be taken. **Teachers are to take attendance, not students.** No students should re-enter the hallway after going to their homeroom. Students are not to travel from room to room.

Breakfast will be served in the classrooms from 8:35am.-8:45am

**Be Ready** - knowing classroom dismissal expectations, as well as where you need to go, will help all students be ready to leave for the day in a quick and peaceful manner.

### **Lunch & Recess Procedure**

**Be Ready** - Parents are important members of the community and when they know the parent pick-up procedures, they are ready to help make dismissal as smooth as possible.

### **Donahue School Lunch & Recess Procedure 2021-2022**

What Students Do	What Teachers Do
<p><b><u>First Lunch/Recess 11:00 - 11:45</u></b>  <b><u>Grades 2nd &amp; 3rd</u></b></p> <p>11:00 - 11:23 - Grade 2 students eat in the cafeteria, 11:00 - 11:23 - Grade 3 students go outside to recess.  11:23 - 11:45 - Grade 2 students go outside to recess, 11:23 - 11:45 - Grade 3 students eat in the cafeteria</p> <p><b>Students must wear a mask when entering the kitchen to get their lunch. Once seated in the cafeteria, students can remove their masks. Once finished with their lunches, students must put their masks on until they go outside for recess.</b></p> <p><b>Students must wear a mask during indoor recess.</b></p> <p><b>Students will throw away their trash after lunch and bring up their trays to the counter.</b></p> <p>Students at recess will enter the cafeteria via the blue double doors</p> <p>If there is a weather related event which results in students staying in (rain, cold</p>	<p>Teachers escort their students to the cafeteria or the playground. <b>Teacher supervises students inside the cafeteria. Teacher supervises students on the playground.</b></p> <p>Teachers report to the playground or cafeteria at 11:42 to organize and line up their students.</p> <p>If there is a weather related event (rain, cold temperature - below 25 degrees) which results in students staying in, Teacher supervises students in the cafeteria, Teacher supervises students in the library.</p>

<p>temperature - below 25 degrees) the following protocol must be followed:</p> <p>Grade 2 students report to the library from 11:23 - 11:45, Grade 3 students report to the library 11:00 - 11:23</p> <p>Students at recess are not permitted to go beyond the sidewalk which runs parallel to the basketball court. The sidewalk perimeter will extend to the fence bordering Tokeneke Road. Students are allowed to use the field area between the basketball court and the Tokeneke fence area. Students are not permitted to go on the soccer fields.</p>	
<p><b><u>Second Lunch/Recess 11:45 - 12:30</u></b> <b><u>Grades K -1st</u></b></p> <p>11:45 - 12:08 - Grade K eats in the cafeteria, 11:45 - 12:08 - Grade 1 goes outside to the inner courtyard for recess.</p> <p>12:08 - 12:30 - Grade K goes outside to the inner courtyard for recess, 12:08 - 12:30 - Grade 1 eats in the cafeteria.</p> <p><b>Students must wear a mask when entering the kitchen to get their lunch. Once seated in the cafeteria, students can remove their masks. Once finished with their lunches, students must put their masks on until they go outside for recess.</b></p> <p><b>Students must wear a mask during indoor recess.</b></p> <p><b>Students will throw away their trash after lunch and bring up their trays to the counter.</b></p>	<p><b>Teacher supervises students inside the cafeteria. Teacher supervises Grade 1 students on the playground.</b></p> <p>Teachers escort their students to the cafeteria or courtyard. <b>PreK paraprofessionals supervise students in the cafeteria. PreK paraprofessionals supervise students in the courtyard.</b></p> <p>Teachers report to the cafeteria or courtyard at 12:27 to organize and line up their students.</p> <p>If there is a weather related event (rain, cold temperature - below 25 degrees) which results in students staying in, PreK paraprofessionals will supervise Grade 1 students in Grade 1 homerooms, K paraprofessionals will supervise K students in Grade K homerooms.</p>



<p>If there is a weather related event which results in students staying in (rain, cold temperature - below 25 degrees) the following protocol must be followed:</p> <p>Grade K students report to their classroom with their instructional paraprofessional 12:08 - 12:30, Grades 1 students report to the library 11:45 - 12:08</p> <p>Students at recess are not permitted to go beyond the sidewalk which runs parallel to the basketball court. The sidewalk perimeter will extend to the fence bordering Tokeneke Road. Students are allowed to use the field area between the basketball court and the Tokeneke fence area. Students are not permitted to go on the soccer fields.</p>	
<p><b><u>Third Lunch/Recess 12:45 - 1:30</u></b> <b><u>Grades 4th/5th &amp; 8th</u></b></p> <p>12:45 - 1:08, Grades 4 &amp; 5 go to recess, 12:45 - 1:08, Grade 8 eats in the cafeteria</p> <p>1:08 - 1:30, Grades 4 &amp; 5 eat in the cafeteria, 1:08 - 1:30, Grade 8 goes to recess</p> <p><b>Students must wear a mask when entering the kitchen to get their lunch. Once seated in the cafeteria, students can remove their masks. Once finished with their lunches, students must put their masks on until they go outside for recess.</b></p> <p><b>Students must wear a mask during indoor recess.</b></p> <p><b>Students will throw away their trash after lunch and bring up their trays to</b></p>	<p>Teachers escort their students to the cafeteria or the playground. <b>Teacher supervises students inside the cafeteria. Teacher supervises students on the playground.</b></p> <p>Teachers report to the cafeteria or playground at 1:27 to organize and line up their students.</p> <p>If there is a weather related event (rain,cold temperature - below 25 degrees) which results in students staying in, Teacher supervises students in the cafeteria, Teacher supervises students in the gym</p>

**the counter.**

Students at recess will enter the cafeteria via the blue double doors.

If there is a weather related event which results in students staying in (rain, cold temperature - below 25 degrees) the following protocol must be followed:

Grade 4 & 5 students report to the gym from 12:45-1:08, Grades 8 students report to the gym from 1:08-1:30

Students at recess are not permitted to go beyond the sidewalk which runs parallel to the basketball court. The sidewalk perimeter will extend to the fence bordering Tokeneke Road. Students are allowed to use the field area between the basketball court and the Tokeneke fence area. Students are not permitted to go on the soccer fields.

**Donahue School Dismissal Procedure 2021-2022**

What Students Do	What Teachers Do
<p>At 3:30 pm, students in Pre-K-4 wait for the teacher's signal to get out of their seats to gather belongings and to line up. Bus students receive their boarding passes.</p>	<p>At 3:30 pm, Pre-K-4 teachers give the signal for students to get out of their seats to gather their belongings and to line up. Teachers distribute bus boarding passes to bus students. <b>Teachers need to wait for the office to make dismissal announcements on the intercom before proceeding to dismiss.</b></p>
<p>At 3:30 pm, students in Pre-K-3 line up outside their classroom, wait for their teacher, and quietly walk on the right side of the hallway to the following areas:</p> <p>PreK &amp; K walkers and parent pick-up students report to the gym and exit the external doors leading outside.</p> <p>1st grade walkers and parent pick-up students exit Door #1 (Main Entrance)</p> <p>2nd grade walkers and parent pick-up students exit their classroom doors leading outside to the front of the building.</p> <p>3rd grade walkers and parent pick-up students exit their classroom doors leading outside to the front of the building.</p> <p>4th grade walkers and parent pick-up students exit the building through Door #7 and proceed towards the bus area using the sidewalk leading to the double cafeteria doors and ultimately to the front of the building.</p> <p><b>*All bus students must wear a mask while on the bus.</b></p> <p><b>*All van students must wear a mask while on the van.</b></p> <p><b>Kindergarten bus students from rooms 14,15 &amp; 16 exit Door #6 with Kindergarten</b></p>	<p><b>At 3:30, ABL teachers and paraprofessionals escort their students to the cafeteria for dismissal.</b></p> <p>At 3:30 pm, Pre-K-3 teachers escort walkers/parent pick-up students to their destinations: Gym (Pre-K &amp; K walkers/parent pick-ups), Door #1 (1st walkers/parent pick-up students), Classroom doors leading to the front of the building (2-3 walkers/parent pick-ups)</p> <p>Grade Level Bus Escorts: Collect students and walk them outside Door #6 to meet staff outside on bus duty.</p> <p>Teacher assigned to Kindergarten Teacher assigned to Hallway (Rooms 19-24) Teachers Monitor 4th grade students walking to Door #7 Teacher monitors Grade 1 (Rooms 1-2) Teacher monitors Grade 2 (Rooms 9-10) Grade 3 (Rooms 6-8)</p>

<p><b>Instructional paras.</b></p> <p><b>1st grade bus/van students from rooms 1-3 exit Door #6 with teacher</b></p> <p><b>2nd grade bus/van students from rooms 8-9 exit Door #6 with teacher</b></p> <p><b>3rd grade bus/van students from rooms 6-7 exit Door #6 with teacher</b></p> <p><b>4th grade bus/van students exit Door #7 on their own independently and proceed to their bus/van using the sidewalk. New Art supervises grade 4 students transitioning to Door #7 from the 4th/5th hallway area.</b></p>	
<p>At 3:35 pm, students in 4th, 5th &amp; 8th wait for the teacher's signal to get out of their seats, to go to their lockers and to line up. Students walk quietly on the right side of the hallway with their teachers. Walkers/parent pick-up students/bus/van students in 4th, 5th &amp; 8th exit Door #7 leading outside to the back of the building. Students take a left after exiting Door #7. Bus/van students walk directly to buses/vans, walkers walk across the field to the Tokeneke fence, parent pick-up students follow the sidewalk by the basketball court leading to the front of the building.</p>	<p>At 3:35 pm, 4th, 5th &amp; 8th teachers give the signal for their students to get out of their seats, to go to their lockers, and to line up on the right side of the hallway. Teachers escort bus/van/walkers/parent pick-up students to their destination: Door #7</p>
<p>At 3:35, all students should be boarding a bus, boarding a van, walking home, or getting picked up by family members, either by car or walking home with a parent.</p> <p><b>*ALL STUDENTS TAKING THE BUS MUST WEAR A MASK WHILE ON THE BUS.</b></p>	<p>At 3:35, the following designated staff members will supervise students at the following locations: <b>All homeroom teachers in 4th, 5th &amp; 8th will escort their students outside Door #7 and escort them to the basketball court area to make sure they all get to their destinations safely.</b></p> <p><b>Outside Bus/Van/Parent Pick-Up Coverage</b></p> <p>Teacher supervises basketball court to prevent students from playing basketball until busses and vans have departed, collect student boarding passes at the individual buses, <b>Teacher supervises</b> Vans (van</p>

	rosters in hand daily), <b>Teachers supervise</b> Parent Pick-up (front of building for supervision), <b>Teachers</b> - Guide 8th grade students to Door #7/Prevent 8th students from exiting Door #9 <b>Teachers</b> supervise all mini-buses.
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### **Parent Pick-up**

- Upon entering the pick-up area, please drive to the very front of the building by the main entrance to the school. All parents will form a car line next to the curb closest to the school. In order to ensure a safe and orderly pick-up, we ask parents to immediately exit the parking lot as soon as your child is secure in your car. That way, cars can continue to move up toward the main entrance door to the school. Cars will not be allowed to park along the curb next to the front lawn area.

**Be Ready** - coming to school everyday is the only way to be ready to take on the challenges of the classroom and develop good work habits.

### **Attendance Policy**

- When a student accumulates three (3) unexcused absences, the designated attendance officer will contact the parent/guardian via letter, email, text and/or phone call.
- When a student accumulates five (5) unexcused absences, the designated attendance officer will conduct a home visit.
- When a student accumulates nine (9) unexcused absences, the parent/guardian will be contacted via phone and in writing by the designee and the District Attendance Officer will be notified. A conference will be set up between the parent/guardian, the Assistant Principal, guidance counselor, and the District Attendance Officer.

**Be Responsible** - If you are absent for any reason, be responsible and make sure the school and your teachers are aware so that they can ensure you get everything you need.

### **Student Absence from School**

All student absences are considered excused for the following reasons:

1. Illness of student with a Doctor's note
2. Serious illness in the family which necessitates absence of student
3. Death in the family
4. Special and Recognized religious holidays

**Be Responsible** - If you must leave early, be responsible and follow the protocol below and also let your teachers know so they can help you with any work you may miss.

### **Leaving School Prior to Dismissal**

Once a student arrives on school property, it is critical that they remain in school for the entire day. However, we realize there are situations necessitating an early dismissal every now and then. Students with early dismissals must be signed out by a parent or legal guardian who must present a photo ID card when picking a student up from school. Please limit the need to pick up your child early from school by scheduling appointments after school hours. Students who leave school early miss out on important academic instruction, socialization opportunities and school events.

Students may be dismissed during the school day for medical reasons, for documented medical appointments, and in the event of emergencies. If your child will need to leave school before the end of the day, he/she should bring a note to the classroom teacher. All dismissals during the day will take place at the school's main office. Please know that in order to avoid being marked as absent, students need to be present in school at least half of the day. We encourage parent(s)/guardians to work with medical and other professionals to avoid appointments during the school day.

Success in school requires students actively participating and highly engaged in learning. Regular class attendance, and arriving on time ready to learn allows students to benefit from classroom and school activities. These shared academic experiences are integral to the learning process and cannot be re-created or replicated.

Massachusetts law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. Parents can help their children by not allowing them to miss school except when absolutely necessary. Going to school every day and on time builds character and prepares students for success in their careers and in life.

We understand there are times when illness or emergencies cause students to be

absent. However, students should strive not to be absent more than five (5) days in the school year to maintain satisfactory attendance. This applies for both excused and unexcused absences. Holyoke Public Schools considers from six (6) to fourteen (14) total absences as warning signs that absenteeism may affect a student's academic performance. Students with more than fourteen (14) absences in the school year are close to being considered chronically absent, and consequently their academic performance may be seriously affected. In the case of high school students, absenteeism can lead to loss of credit.

A student will be considered absent for the day if they miss more than half of the school day, regardless of when they arrive or leave school. A student will be considered tardy if they are not in their first-period classroom ready to begin the school day at bell time.

## **EXCUSED ABSENCES**

Students will be excused temporarily from school attendance for the following reasons after presenting satisfactory official documentation:

Documented illness or quarantine;

1. Bereavement (a maximum of five (5) days for services taking place out of state);
2. Observance of major religious holidays.

A student may also be excused for a limited number of days for other extraordinary reasons with approval of the Principal and after presenting official documentation, such as:

1. School sponsored activities or functions;
2. Out of school suspension;
3. Documented court appearances;
4. DYS confinement;
5. Displacement by natural disasters.
6. Challenges with transportation services offered by the district

Only school principals, assistant principals or deans are able to excuse absences. The following reasons cannot be used to excuse frequent or chronic absences or tardiness from school:

1. Illness or injury not documented by a doctor or other medical professional
2. Truancy
3. Family vacations
4. Non-emergency family situations

Parents or guardians may still be contacted by school staff if and when a student accumulates a high number of excused absences.

## **MEDICALLY-EXCUSED ABSENCES**

A note from a health care provider needs to be presented as an excuse for not being in school due to illness, treatment or procedure:

1. Providers in our area should indicate when the student is able to return to school, as appropriate (similar to what adults do for returning to work)
2. If the provider is within the Pioneer Valley, then the provider's note will only excuse tardiness (if the note indicates the student can return to school the same day) or an early dismissal in the case of appointments late in the day
3. If the provider is located in Worcester, Boston and beyond, then the note will excuse an absence. There are cases of students who are absent when their siblings have an appointment outside the Pioneer Valley. It is recommended that these absences are excused as well for the sake of emotional stability of all of the children in the family.
4. Provider's notes need to be presented within 3 days of the appointment for the excuses to be recorded in the student information system School Brains. Parents are advised to keep copies of these notes for their records.
5. Blanket notes from providers that parents can use to excuse absences at any time will not be accepted.

If the child is sick but the illness does not warrant taking him/her to a health care provider, then the parent/guardian should send a note for the school nurse upon the child's return to school explaining the reasons for the absence. The nurse will then share with front office staff the names of students that should be excused for medical reasons on the form created for this purpose.

In the case of head lice, up to 2 days can be excused if the condition is verified by the school nurse or a health care provider. After a third episode within a 3-month period, the student should be referred to the nurse so that a more aggressive course of action can be prescribed.

In cases of chronic asthma, after 3 absences that the parent indicates are due to asthma, the student should be referred to the school nurse who should follow up with the family regarding compliance with the student's asthma action plan.

## **UNEXCUSED ABSENCES**

Parents/guardians are encouraged to contact school staff and work collaboratively with them to address the reasons that the student is missing school. For students that reach five (5) or more unexcused absences in the school year, a meeting will be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian and the student



to develop an action plan to improve the student's attendance.

Parent(s)/legal guardian(s) need to respond within a five-day (5) period. If the student is under sixteen (16) years of age, it should be expressly understood that failure of the parent(s)/legal guardian(s) to respond will result in the case being referred to the Attendance Officer who will make a follow-up visit to the home. Regardless of age, each student is expected to make every effort to attend school each day school is in session.

It is the policy of the Holyoke Public Schools to file a 51A Report with the Department of Children and Families on the parent(s)/legal guardian(s) of any child over six (6) years of age (or a student of any age with special needs) who accumulates six (6) unexcused absences to warrant an educational neglect complaint against the parent or guardian. A referral to the local Family Resource Center at Enlace de Familias will also be attempted with the family's consent.

If the parent(s)/legal guardian(s) are unresponsive and unexcused absences continue to accumulate, school officials may file a CRA (Child Requiring Assistance) petition with the Juvenile Court due to truancy which could result in a hearing before a Juvenile Court Judge. When a CRA Petition is to be filed, the school will submit information requested by the court and documentation of its contacts with the parent(s)/legal guardian(s) to the Attendance Officer. The school will continue to closely monitor the student's attendance.

Massachusetts General Laws defines a habitual truant and a repeated school offender as a child that "persistently and willfully fails to attend school, is truant, or persistently violates the lawful and reasonable regulations of his or her school." The focus of the courts and school department with these offenders, regardless of age, is on early intervention. Under M.G.L. c.76, §2, parents/guardians are required to cause a child to attend school, and, if he/she fails to do so for more than seven day sessions or fourteen half-day sessions within any period of six months, the parent/guardian shall on a complaint by the supervisor of attendance, be punished by a fine. Additionally, schools may seek a CRA application for any child between the ages of 6 and up to 18 who is habitually truant because she/he has eight or more unexcused absences in a school quarter, or because the child has repeatedly failed to obey school rules. When internal school intervention efforts fail to resolve a chronic absence or tardiness, habitual truancy or repeated violations of school rules, the school department may initiate a CRA action with the court. Under the law, the Juvenile Court has access to all school information relative to these cases.

**Be Ready** - Being in the classroom to receive the benefits of instruction is extremely

important so let's be ready each day by being in class on time and ready to go!

## **FREQUENT TARDINESS**

Being frequently tardy for school interrupts the educational process for your child as well as for other students in the classroom. We encourage parents and tutors to work collaboratively with school leaders to address the causes of frequent tardiness.

Parent(s)/Guardians should expect the following actions as consequences for tardies:

- After the 6<sup>th</sup> tardy- Phone call home
- After 8th tardy - Letter sent home
- After 10th tardy – Request for conference with the parent(s)/guardians
- Subsequent tardies- May result in the child being referred to the Attendance Officer

\*Schools may determine other consequences for students with frequent tardies, such as detention.

**Be Ready** - The best way to learn is by being present. By being in class during scheduled hours you show you are ready and take your education seriously.

## **FAMILY VACATIONS**

The Holyoke Public Schools strongly discourage family vacations when school is in session and such absences will not be excused. Please plan ahead appropriately and consult the district calendar in order to take vacation days only during weeks that school is not in session. In addition to not adhering to Massachusetts' laws regarding school attendance, vacations taken during school time interrupt the student's educational process which can't be reclaimed by make-up work. Teachers are not required to provide work in advance of a family vacation.

## **REVIEW OR APPEALS**

A student, parent or guardian may appeal what is accounted for as an excused or unexcused absence by contacting a school administrator. The student, or parent(s)/legal guardian(s), may appeal the decision on the school-level review to the Superintendent. The appeal must be submitted in writing within ten (10) days of the receipt of the review decision.

## **SUSPENSIONS**

Days out of school due to external suspensions are absences that do not count toward a lack of academic credit (see Code of Conduct). Students who are absent due to external suspensions will be expected to make up missed assignments, homework and tests.

**Be Respectful** - Here at Donahue we are a community. By being respectful of everyone in that community and behaving well, we as a community will be able to reach our goals and have a safe and productive year.

### **Behavior, Goal Setting and Discipline**

**Goal Setting:** Goal setting is an ongoing process. By setting goals with high expectations, students are able to see what they have done and what they are capable of. Seeing results of goal achievement gives the confidence and assurance that they need to believe that they can achieve higher goals. Students need to be accountable for their learning and realize there are consequences, positive or negative, for the choices they make.

#### **The following are student goals at Donahue School:**

We will be prepared, on time and ready to learn.

We will be active and engaged learners.

We will respect ourselves and others' personal boundaries and property.

We will use appropriate and respectful language.

We will interact positively and responsibly with others.

We will self-regulate and reflect on our actions and emotions.

We will take ownership and learn from our actions.

Each teacher will communicate and discuss what each of these expectations sound like and look like in their classrooms. Teachers will model, teach, practice and assess each of these goals (academic and behavioral expectations).

**Be Respectful** - by following the rules of the school and the class you ensure a safe learning environment and reduce the need for disciplinary measures.

EVERYBODY

## **Safe and Orderly Environment**

Maurice A. Donahue School is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen. Students and families have a right to attend a safe and orderly school. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy which is understood by all stakeholders.

**Be Respectful** - Being respectful of yourself, the staff, and other students will help everyone in the community to be ready to learn.

### **Discipline:**

The purpose for clear and consistent building-wide discipline is to provide a positive academic experience which is safe, orderly, and conducive to teaching and learning of all staff and students, to reduce disruptions to the educational process and to prepare all students for participation as contributing citizens of society.

The management of students' behavior is a constant and significant part of a teacher's time. Reducing instances of behavioral issues allows the teacher to focus more attention on instruction and less time dealing with behavioral disruptions to the educational process. Having a building-wide disciplinary system increases students' and parents' awareness of behavioral expectations and consequences from the first day of each school year thereby reducing subjectivity in the disciplinary process.

The following sections comprising Donahue School's Code of Conduct will describe the student behaviors that the school considers inappropriate or unacceptable. The following provisions will also detail the procedures for determining the consequences students may face for violations of the Code of Conduct.

**Be Respectful** - by being respectful of the school expectations you show that what is happening in the building is important to you.

**Donahue School Expectations:**

1. All students must walk at all times within the building.
2. Students may only leave a classroom with a teacher's permission. All students must have a pass.
3. Non-school related items should be left at home. Such objects as toys, trading cards, etc. are inherently distracting and disruptive to the educational process and will be confiscated and returned to the student at the end of the day.
4. Cell phones should be kept at home. If a student brings a cell phone to school, it will be collected, labeled, and locked in the AP's office until dismissal. Parents will be called for support if a student refuses to comply with this policy. **WE ARE NOT COLLECTING PHONES DURING COVID-19.**
5. Hats, hoods, bandanas, sweatbands, or coats can not be worn during school. Students must remove these items when entering the school building and place them in their lockers or book bags for the remainder of the day.
6. All backpacks must be put in lockers (5&7-8) or in classroom closets (K-4).
7. Candy and gum should be left at home.

**Donahue School Behavior Matrix**  
**2021-2022**

**New Policy 2021-2022**

We are asking for parental support in keeping student cell phones at home. If a student brings a cell phone to school, the phone must be given to the Assistant Principal. The phone will be labeled, locked up in the AP's office, and returned to the student at dismissal. **WE ARE NOT COLLECTING PHONES DURING COVID-19.**

**Minor Student Behavior Patterns Managed by the Teacher in the Classroom:**

Inappropriate language  
 Tardy to Class  
 Horse play  
 Disruption  
 Unprepared

1. Minor behavior patterns will be monitored by individual classroom teachers.
2. Classroom teachers will complete a **Minor Discipline Referral Sheet** when a student displays the behaviors listed above under the section, **"Minor Behavior Patterns Managed by the Teacher in the Classroom."**
3. Students are allowed **3 minor disciplinary infractions** in one specific classroom before receiving a **Major Disciplinary Referral Sheet**.
4. Once a student receives a 4th minor disciplinary infraction, the specific classroom teacher staples the completed, yellow, minor disciplinary referral sheet to the completed, purple, major disciplinary referral sheet.
5. Each individual teacher must complete all the information required on the yellow, minor discipline referral sheet: Student's complete name,

referring teacher's name, date, time, the specific behavior, the specific location, and previous teacher interventions.

6. Minor disciplinary infractions incurred in one classroom by a student are not carried over to another classroom. Each teacher tracks his or her own specific student behavior data.

### **Sample Classroom Behavior Strategies**

1. State behavioral expectations clearly and briefly.
2. Pay attention to your tone of voice, the speed of your delivery, and your volume.
3. Follow up with the student once the student is regulated and back on track. Less is more. Don't interact with the student if the student still appears agitated. Give the student space and time.
4. Develop student incentive contracts in which they are able to earn prizes, free time, Donahue Dolphin tickets, lunch with the teacher, lunch with the Assistant Principal, etc. Grade level teams will develop contracts together.
5. Provide students with behavior alternatives such as becoming a classroom helper or leader in which students take on classroom responsibilities and duties.
6. Provide students with movement breaks that are scheduled between tasks. Don't use trips to the water fountain and bathroom as movement break opportunities.
7. Develop a "private signal" system with your students which will enable them to silently communicate with you when they are struggling.
8. Reward students that are exhibiting appropriate behavior.
9. Establish a calming corner or time out section in your classroom and explain to all your students what it is intended for and your expectations during its use. Make it a positive alternative for students. Be sure to present it in that fashion. Teachers should observe well established calming corners or time out sections in their colleagues'

classrooms. Gather information from conversations with colleagues and through observations.

### **Major Student Behavior Patterns Resulting in Removal from the Classroom:**

1. Three Minor Behavior infractions tracked by the classroom teacher and completely filled out on the yellow, minor discipline referral sheet. The yellow sheet must be stapled to the purple, major discipline referral sheet.
2. Profanity aimed at an adult in anger
3. Harassment/Bullying
4. Physical Aggression - pushing, punching, slapping, kicking, biting in anger, not horseplay between 2 students
5. Fighting
6. Verbal threat
7. Skipping class
8. Behavior plan violation
9. Technology violation

### **Reminders when completing major discipline referral**

1. Student should be removed from class or area immediately (Call student support room and say, "I need a student removed")
2. Purple discipline referral form should never beat the student to the student support room or Assistant Principal's office. If the student leaves the room without permission or refuses to take the purple referral sheet, it should be handed to student support room personnel or administration by the classroom teacher. Other students should not deliver discipline referral sheets to student support room personnel or administration.
3. Do not leave a purple discipline referral sheet in the Assistant Principal's mailbox, hand it directly to an administrator.
4. Repeat minor (yellow) should be attached to a purple.



5. Purple sheets **NEVER** go to guidance
6. Clock goes back to zero after the repeat yellow minor form is attached to the purple major form, teachers start a new yellow minor form for that particular student.
7. 45-day grace period with repeat minors (no more than 45 days between incidents)

The Assistant Principal will communicate the administrative intervention to the sending teacher within one school day, and in most cases the same day. The teacher will receive an email from Mr. Drohan.

### **Administrative Interventions**

1. Conferred with teacher
2. Referred student to guidance
3. Telephone call to parent
4. Verbal warning to student
5. Written warning to student and parent
6. Lunch detention to be served in the SSR
7. After-school detention with administration
8. Community Service to the school
9. SSR (1/2/3/4 Blocks)
10. In-School Suspension
11. Out-of-School Suspension
12. Saturday School with administration

## **Student Support Room Protocol**

The Student Support Room (SSR) is strictly used for disciplinary reasons. Teachers must use the calming corners in their classrooms for students who need to regulate their behavior by taking a break.

### **School Bus Rules and Expectations:**

1. If a student is unable to get on a bus due to being physically, verbally, or otherwise aggressive, the student should be brought back into the school building and de-escalated until he/she is safe to board the bus to ride home.
2. If the student is unable to de-escalate with trained staff and Administration, then parents should be called to come to the school to assist with the situation.
3. All rules of conduct that apply on school property also apply on the bus.
4. Students should not create any disturbance on the bus that may distract the driver from his/her driving.
5. Students should not throw anything in or out of the bus at any time.
6. Aisles should be kept clear at all times
7. No part of the body should be extended from the window at any time.
8. The emergency door and emergency window should ONLY be used in emergencies.
9. The driver is delegated the same authority as the teacher to make and enforce rules for those whom she/he is responsible for.

### **Video Cameras**

All buses have been equipped with videotape for the primary purpose of preventing disciplinary problems and vandalism on the bus.

### **Initial concern**

1. The bus driver will talk with the student and ask for appropriate behaviors.
2. The bus driver may also choose to let administration know of the behavior to have administration contact the parents to notify them of the concern.
3. Bus driver will complete a bus incident form and send it to the central office.

### **First Referral**

- The school administrator will meet with the student and discuss the problem.
- A plan to correct the problem will be established.
- The school Administrator will send a copy of the referral home to the parents, identifying the plan of action and warning the students and parents of the consequences of future referrals.

- A copy of the referral and related information will be sent to the family and kept on file at school.

### **Second referral**

- The school administrator will meet with the student and discuss the bus incident/concern.
- A meeting may be scheduled between the school Administration, parent and student to revise the plan of action to ensure bus safety.
- The school administrator will send a copy of the referral home to the parents, identifying the plan of action and warning the students and parents of the consequences of future referrals.
- A copy of the referral and related information will be sent to the family and kept on file at the school.

### **Third referral**

- The school administrator will meet with the student and family to discuss the recurring policy problem that has been presented.
- In most cases, the school administrator can issue a school based detention for the bus infraction or depending on the severity of the situation a bus suspension.

## **School Systems**

### **Crisis Team:**

Donahue School has developed and implemented a set of procedures to maintain the safety and security of all students, staff, and visitors. In doing so, a crisis team with specific roles and responsibilities consisting of administration, counselors, teacher representatives, clerical and maintenance staff has been identified. Protocol is in place for the following situations: evacuation, reverse evacuation, lockdown, and shelter-in-place.

### **Culture and Climate Team:**

Donahue School has worked diligently to create and foster an environment with expectations of professionalism that are consistently modeled to provide a culture where all students and staff members are safe, supported, respected, challenged and socially accepted.

### **Instructional Leadership Team:**

The Donahue School Instructional Leadership Team is designed to advance the school's vision and ensure student success by supporting high-quality teaching and learning in every classroom and area of the building.

### **Student Support Team:**

The Donahue School SST is a school-based problem-solving team composed primarily of general educators, counselors, and support staff who work effectively with other teachers and staff members to analyze student problems and design interventions powerful enough to improve the quality of the general education program by addressing student needs; academically, socially, and/or emotionally. The team is not so much a “new” service, but rather it builds on existing services and efforts in order to upgrade the school’s ability to respond effectively to student needs. The functions and services the team provides varies with the needs of the individual schools and students.

### **Visitors**

Visitors come to school for many reasons. Parents are encouraged to visit and are always welcome. In order to maintain the security of the building however, all visitors must enter Door #1 (Main Entrance) and report directly to the office for a visitor’s pass and must wear this pass at all times while in the building. Visitors who do not have a pass will be asked to go back to the main office for a pass.

Note: Visitors may be asked to provide (photo) identification when gaining access to Donahue School.

**Be Respectful** - by dressing appropriately you are showing respect for yourself and others in the community. By following the dress code you are being respectful to the whole educational community and process.

## Donahue School Dress Code



# Maurice A. Donahue School

**RESPECTFUL, RESPONSIBLE, & READY**

**All students are expected to wear uniforms to school every day.  
Please make sure your child is prepared for the day!**

### The Uniform Policy Will:

- Enhance School spirit and unity
- Make our students easily identifiable
- Increase safety
- Reduce clothing competition
- Reduced Potential for Bullying
- Make school shopping easier and less expensive
- Streamlined Morning Preparation
- Dress for Professional Success



The school uniform consists of polo shirts in solid **royal blue** or **solid black**. These specific colors are sold by many stores. Pants, shorts, skirts or must be khaki or Black. Shoes are solid black, white, or brown. Students can also wear royal hooded sweatshirts or Donahue sweatshirts.



To make things easier for parents and to increase uniformity, polo shirts will be sold this summer from the school office for \$7 the Short sleeve and the long sleeve for \$8. Pants/bermuda shorts/skirts and shoes can be purchased at local stores or online. Students can wear royal hooded sweatshirts or Donahue sweatshirts.

The following clothing items are **not permitted**: Non-Royal blue tops, “joggers”, clothing with logos, pictures, or any words, intentionally torn pants, outerwear like windbreakers and fleeces, or yoga pants/tights worn as pants.



All clothing must be worn in an appropriate and tasteful manner, and as originally intended by the designer. For example, belts (if worn) must be worn around the waist; shirts or headbands will not be worn around the neck; shoes must be fastened/tied; etc. Clothes may not be worn inside out or backward.

Shoulder straps must be at least 1 ½ inches wide.

Abusive, suggestive or profane language; symbols of illegal substances; or any other words, symbols or slogans that disrupt the learning environment may not be worn on clothing or jewelry.

Students are required to wear shoes at all times for health and safety reasons.

**The school administration will make the final determination regarding the appropriateness of a student's appearance. A student who is inappropriately dressed will be required to change his/her clothing and parents will be contacted to come to school to correct the situation. Continued violations of the policy may be subject to disciplinary action.**

**Be Ready** - By being aware of important dates it shows that you are ready to complete tasks in the time provided and that you are ready to follow a schedule of learning.

**DATES FOR REPORT CARDS AND PROGRESS REPORTS**  
**(Academic Year 2021-2022)**

*The dates for grades PK-8 are as follows:*

<b>Quarter #</b>	<b>Dates</b>	<b>Grades Close</b>	<b>Report Cards Distribution</b>	<b># of Days</b>
<b>1</b>	August 23-October 27	<b>October 27</b>	<b>November 4</b>	<b>45</b>
<b>2</b>	October 28-January 18	<b>January 18</b>	<b>January 26</b>	<b>41</b>
<b>3</b>	January 19-March 29	<b>March 29</b>	<b>April 5</b>	<b>45</b>
<b>4</b>	March 30 - June 9	<b>June 9</b>	<b>Last day of school June 14*</b>	<b>45</b>

*Additional days may be required due to inclement weather.*

*The dates for grades 9-12 are as follows:*

<b>Quarter #</b>	<b>Dates</b>	<b>Grades Close</b>	<b>Report Cards Distribution</b>	<b># of Days</b>
<b>1</b>	August 23 - October 27	<b>October 27</b>	<b>November 4</b>	<b>45</b>
<b>2</b>	October 28 - January 20	<b>January 20</b>	<b>January 31</b>	<b>43</b>
<b>3</b>	January 21 - April 4	<b>April 4</b>	<b>April 11</b>	<b>47</b>
<b>4</b>	April 5 - June 9	<b>June 9</b>	<b>June 14*</b> <i>*available for pick up at school office</i>	<b>41</b>

*\*Grade and report card distribution will be adjusted by the high school for 12th grade students to align with graduation date.*

***Progress Report***

The dates for grades for progress reports for grades 6-8 will be as follows:

<b>Quarter</b>	<b>Closing date for Progress Report</b>	<b>Progress Report Distribution</b>	<b># of Days</b>
<b>1</b>	<b>September 24</b>	<b>October 1</b>	<b>23</b>
<b>2</b>	<b>December 1</b>	<b>December 10</b>	<b>21</b>
<b>3</b>	<b>February 28</b>	<b>March 4</b>	<b>23</b>
<b>4</b>	<b>May 9</b>	<b>May 13</b>	<b>22</b>

The dates for grades for progress reports for grades 9-12 will be as follows:

<b>Quarter</b>	<b>Closing date for Progress Report</b>	<b>Progress Report Distribution</b>	<b># of Days</b>
<b>1</b>	<b>September 24</b>	<b>October 1</b>	<b>23</b>
<b>2</b>	<b>December 3</b>	<b>December 10</b>	<b>21</b>
<b>3</b>	<b>March 3</b>	<b>March 11</b>	<b>24</b>
<b>4</b>	<b>May 12</b>	<b>May 20</b>	<b>21</b>

**Be Respectful** - Treating others in a respectful manner is the Donahue way and ensures the community is a safe learning environment.

### **Bullying**

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free from intimidation or abuse. Bullying in any form has no place in a school setting. Donahue School will not tolerate bullying. (Additional information regarding bullying can be found on the HPS website)

“Bullying” is the repeated use by one or more perpetrators of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the educational process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying. G.L.c.71, 370

“Cyberbullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications. Instant messages or facsimile communications. Cyberbullying shall also include: (a) the creation of a web page in which the creator assumes the identity of another person or; (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (a) to (e) inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e) inclusive, of the definition of bullying. G.L.c.71, 370



**Be Respectful** - By taking care of your surroundings and other people's property you demonstrate respect and show that you have pride in the Donahue community.

### **Vandalism**

No one is to injure, destroy, deface or trespass on school property. All students and staff are urged to treat school buildings with care and respect. The school department will take the parents/guardians to court. People with any information regarding vandalism to the building or its contents shall report it to the school's principal. Writing or spraying inappropriately on or around the school - graffiti, carving on a desk, mishandling a book, breaking a window, destroying equipment, or damaging materials are all infringements on the right of the school community to have a clean environment. Students who have vandalized and the parents/guardians will be held responsible.

**Be Responsible** - You demonstrate responsibility by being aware of and following school rules you know what is appropriate to have in school and what websites are school appropriate.

### **Searches**

The right of inspection of students' school lockers is inherent in the authority granted to school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Nevertheless, the exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools. Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

### **Search of School Lockers, Desks and Computers**

Students may be issued lockers, with or without private combinations, desks, computers, etc. at the opening of school or thereafter. Students should have no expectation of privacy in their school-issued lockers, desks, computers, etc. Lockers, desks and computers are for the use of students but remain the property of HPS. Students are advised that their lockers, desks, computers, etc. may be inspected without notice by school administrators to ensure cleanliness, safety, and adherence to federal, state, and local laws and regulations.

### **Search of Student, Clothing, Personal Possessions, Automobile**

The legality of a search of a student, his/her clothing, possessions, and/or automobile depends on the reasonableness, under all circumstances, of the search. The search by a school official is “justified at its inception” when there are reasonable grounds for suspecting that the search will turn up evidence that a student or students have violated either the law or the rules of the school. Such a search is permissible in its scope when the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student(s) and the nature of the infraction.

### **Student Extra-Curricular Activities**

HPS Administration reserves the right to deny admission to extracurricular activities to anyone who poses a potential threat to the safety and security of spectators and participants. Students who fall under the conditions listed below will be excluded from athletic, drama, music, dances, prom, field trips and other extracurricular activities that have spectators:

- Students serving a suspension;
- Former students who have been expelled;

Any student who falls within the above categories who feels that his/her behavior warrants consideration for admittance must submit a request to his/her Principal. HPS also reserve the right to exclude from any athletic, drama, music, dances, proms, field trips, and other extracurricular activities that have spectators, members of the community who:

- Have been involved in a serious incident in the community;
- Have a history of violence; and/or
- Have been disruptive and/or disrespectful to staff.

### **Student Records (Policy JRA)**

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 in 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.

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,  
P.L. 93-380, Amended  
P.L. 103-382, 1994

M.G.L. [66:10 71:34A](#), [B](#), [D](#), [E](#), [H](#)

Board of Education Student Record Regulations adopted 2/10/77, June 1995 as amended June 2002.

603 CMR: Dept. Of Education [23.00](#) through [23:12](#) also

Mass Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

### **Access**

All students and parents/guardians with physical custody have the right to see their own student records, and copies of any information in the records may be obtained upon request. Schools routinely forward student records to other schools in which a student seeks or intends to enroll. Authorized personnel of the school to which a student seeks or intends to transfer may have access to student records without the consent of the student or parent. Information in the student's record is not available to anyone outside the school system without written permission from the student and/or parent and/or guardian, except in the case of probation officers, court-orders, and transfer to another school district, when students and parents must be notified before records are released. Records may be sent outside the school to prospective employers, colleges or other technical schools only with a signed written transcript release.

### **Transfer Students**

Under Massachusetts Law, a student transferring into the school system must provide a complete student record. This record shall include, but not be limited to, any incidents involving suspensions or violations of criminal acts or any incident reports that indicate such student was charged with any suspended act.

## **Release of Information to the Military**

Under federal legislation, the No Child Left Behind Act provides all branches of the military the right to receive names, addresses and telephone numbers of all secondary school students. Parents must submit written notification to the school if they do not want their child's name provided to the military.

## **Directory Information**

Holyoke Public Schools releases the following Directory Information without the consent of parents or students over the age of 18: student's name, date and place of birth, address, phone number, electronic mail address, grade level, (e.g. undergraduate or graduate, full-time, or part-time), dates of attendance, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and major field of study. Directory Information is defined by the Family Educational Rights and Privacy Act (FERPA) as information that would not generally be considered harmful or an invasion of privacy if disclosed.

## **Rights of Non-Custodial Parents**

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions. A non-custodial parent is eligible to obtain access to the student record unless:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or
- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- There is an order of a probate and family court judge that prohibits the distribution of student records to the parent.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access. The school

must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

Upon receipt of a court order that prohibits the distribution of information, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

**Be Respectful** - Resolving conflicts in the Donahue community in non confrontational ways that always benefits the student.

### **Conflict Resolution Protocol**

Throughout the school year conflicts between teachers, students, and parents may occur every now and again. Our goal is to find a peaceful and positive resolution that ends equitably and promotes growth for all parties involved. All conflicts should be solved with courtesy and civility, while keeping Donahue's core values in mind. Resolving conflicts with civility allows the Donahue School administration and parents to model behaviors that we seek to teach our students. It is hoped that issues that cause conflict between students, teachers, and parents can be resolved at the earliest time and at the lowest level. The Conflict Resolution Policy provides the information and forms required to negotiate the conflict resolution process.

### **CONTACT INFORMATION:**

Principal: Marc Swygert      mswygert@hps.holyoke.ma.us  
413-534-2069/70

Assistant Principal: Thomas Drohan      tdrohan@hps.holyoke.ma.us  
413-534-2069/ext 1108

Dean of Curriculum and Instruction: Rod Hart      rhart@hps.holyoke.ma.us

### **CONFLICT RESOLUTION GUIDELINES**

This policy is designed to assist parents, teachers, and students in discussing problems and concerns in order to avoid the negative consequences of poor communication. Ultimately, the student will benefit most from his or her education if these guidelines can be followed:

1. Attempt to focus on resolving the issue.
2. Remain calm.
3. Listen without interrupting, to the other's point of view. Each party should be given a

chance to speak their opinions.

4. Remember that compromise is essential, and probably no party will get 100% of what he or she believes is best.
5. Support the decision you agree to, particularly with the student, following the conference.

Additional Guidelines:

1. If you have an issue, please address it at the appropriate level – if you have a classroom issue talk first with the teacher, if you have a school-wide issue talk first with the assistant principal.
2. While we seek to support and assist individual families, please recognize that all decisions must factor into the impact they will have on other students and staff. Conflicts regarding student discipline will only be heard by appeal up to the principal level. The principal is the final authority on student discipline. Further appeals will not be heard at the school supervisor or Superintendent level, except long-term suspensions per Holyoke Public Schools policy.
3. Please be civil. We ask our teachers and staff to treat you with respect and courtesy, so please return that same respect and courtesy. If we disagree, let's show our kids how to handle conflict well.
4. Please understand that privacy laws or other confidential requirements may prohibit the administration from telling you about discipline measures taken against other students. We recognize that the limitation on full and open communication can be very frustrating for both parents, teachers, and administrators.

## Donahue COVID News 2021-2022

(Updated 7/30/2021)

Recent updates by the Centers for Disease Control (CDC) to its Guidance for COVID-19 Prevention in K-12 Schools emphasize the importance of all students returning to full-time, in-person school this fall. The CDC guidance supports the use of vaccines as the primary mitigation measure in school settings, and also continues to recommend masking in K-12 schools. **Additionally, according to the CDC, “Because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures, but should not exclude students from in-person learning to keep a minimum distance requirement.”** 1. Massachusetts has among the highest vaccination rates of any state in the nation, 2. and evidence continues to reinforce that the COVID-19 vaccines are highly effective, especially against severe disease. 3 At the same time, even for those students not yet vaccinated, the apparent risk of COVID-19 to children remains small. These factors continue to reinforce that many previously instituted COVID-19 mitigation measures in school settings are no longer necessary. In a letter released earlier this month, U.S. Education Secretary Cardona reiterated the importance of COVID-19 vaccine adoption for eligible students. This reinforced the message sent by the Department of Public Health (DPH) and DESE Commissioners Bharel and Riley last school year indicating that vaccination is a critical strategy in mitigating the impact of COVID-19 on in-person learning. Fall 2021 recommendations This guidance document was developed jointly by DESE and DPH and outlines recommendations on masking, COVID-19 testing, and quarantine protocols. It also includes information on back-to-school vaccine clinics, local vaccine sites, and public awareness materials for families. **DESE and DPH also continue to encourage schools to maintain ventilation upgrades from this past year as feasible, continue hand hygiene practices, and extend policies for students and staff to stay home when sick.** As always, we will monitor the public health situation and may issue additional guidance as needed. Please note: The DESE COVID-19 Help Center remains open and available for consultation with districts and schools. Please do not hesitate to call with any questions at (781) 338-3500.

DESE and DPH will also issue Frequently Asked Questions (FAQs) related to this guidance.

## **Masking**

### **(Updated 8/11/2021)**

**Our return-to-school plan takes a layered approach to health and safety to increase the likelihood of all students and staff being physically present in school every day. Important components are:**

- **Masks for all while in school buildings and on buses (except while outdoors, eating, and on mask breaks),**
- **Encouraging all eligible people to receive the COVID-19 vaccine, including hosting clinics,**
- **COVID-19 testing offered in schools through routine COVID safety checks (previously referred to as pooled testing) and rapid testing for symptomatic individuals,**
- **Proper ventilation through open windows and HEPA air filtration machines,**
- **Physical distancing as much as possible in the classroom and lunchroom,**
- **Placing students in cohorts when possible to limit cross-group exposure,**
- **Staying home when sick and using a daily COVID-19 screening tool,**
- **Contact tracing when possible exposure to COVID-19 has occurred and quarantining as per DESE/district protocol,**
- **Teaching and ensuring students participate in healthy practices like handwashing and covering coughs/sneezes,**
- **Limiting visitors to school buildings and promoting virtual and outdoor opportunities for family engagement (e.g. IEP meetings, back to school events, etc),**
- **Enhanced cleaning procedures,**
- **Use of other personal protective equipment (PPE), and**
- **Teaching and ensuring students participate in healthy practices of handwashing, covering coughs/sneezes, etc.**



### **Protocol for Addressing Parent Concerns**

The conflict resolution policy is designed to clearly and concisely describe a process, which allows you to seek resolutions to unresolved issues. We sincerely hope to partner with you when resolving issues, but recognize that there may be times in which you disagree with a classroom or administrative decision, and we want to afford you a clearly defined and understandable appeals process. If at any time you have a concern over the attitude, professionalism, ethics, or your treatment by a staff member at Donahue then that must be addressed as a completely separate incident – apart from any initial issue.

1. If you have a concern or conflict, you should first contact the teacher directly. This can be done via email, over the phone, or face-to-face. If you are having difficulty contacting a teacher, you may call the school directly and they will assist you in contacting the desired person you wish to speak with. It is important that the classroom teacher understands your concern so they may fully address it and try to resolve the matter informally. Donahue School desires your input with respect to concerns and conflicts. It is our goal to respond to your concern in a timely manner; the classroom teacher will provide you with a response within five working days of being notified that there is a concern. This may occur over the phone, face-to-face, or via email.
2. If discussions during the classroom level do not resolve the concern or complaint to both parties' mutual satisfaction, Donahue School requests that you:
  - (a) Submit a request to speak with the school administration (principal or assistant principal). This can be done by contacting the office manager, guidance counselor, or reaching out to the principal directly.
  - (b) Describe the concern by providing as much information as possible including information from the classroom level meeting.
3. The administrator will review the concern/complaint. You will be contacted within one business day of receiving an appeal to the school administration. Both parties will meet at a mutually agreed upon time, to ensure the school administrator understands the situation fully. The meeting may include the classroom teacher.
4. If you still are not satisfied with the school's decision, you should submit a request to speak with Donahue's school supervisor.

