

**Miles River Middle School**  
**Student and Parent Handbook**

**2017-2018**



787 Bay Road  
Hamilton, MA 01982  
978-468-0362

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**Principal: Craig Hovey  
Assistant Principal: Elizabeth Lovell  
School Counselor: Jessica Merritt  
Adjustment Counselor: Elizabeth Hortie  
Nurse: Maribeth Ting**

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Adjustment Counselor: 978-468-0366  
Nurse: 978-468-0390  
Safe Arrival Line: 978-468-0350  
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*At Miles River Middle School, we do not discriminate against any student, regardless of race, color, sex, religion, national origin, sexual orientation, gender identity, disability, or homelessness status. All students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district. Furthermore, all district programs, activities, or employment practices do not discriminate regardless of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, or homelessness status.*

## Table of Contents

SCHOOL AND DISTRICT ADMINISTRATIVE CONTACTS.....	5
HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT MISSION, VISION, AND CORE BELIEFS.....	7
STUDENT SERVICES.....	9
COUNSELING SERVICES.....	9
HEALTH OFFICE.....	10
SPECIAL EDUCATION AND SECTION 504 REFERRALS.....	11
STUDENT ACADEMICS.....	11
ACADEMIC PERFORMANCE.....	11
ASPEN.....	11
HOMEWORK.....	12
REPORT CARDS/HONOR ROLL.....	12
STUDENT PROGRESS.....	12
SCHOOL ATTENDANCE.....	12
SCHOOL HOURS.....	12
ABSENCE REPORTING PROCEDURE.....	13
EXTENDED ABSENCE FOR ILLNESS.....	13
HOSPITALIZATION.....	13
NON-SCHOOL TRIPS.....	14
RELIGIOUS OBSERVANCES.....	14
EXCESSIVE UNEXCUSED ABSENCES.....	14
MAKE-UP PROCEDURES.....	14
POLICY ON EXTENDED ABSENCES FROM SCHOOL BECAUSE OF ILLNESS, DISEASE, OR SPECIAL TREATMENT.....	14
SCHOOL ATTENDANCE AND PARTICIPATION IN EXTRACURRICULAR ACTIVITIES	
TARDINESS TO SCHOOL.....	15
TARDINESS TO CLASS.....	15
DISMISSALS.....	15
TRUANCY.....	15
SCHOOL POLICIES/PROCEDURES.....	16
ASPEN.....	16
BLACKBOARD CONNECT MESSAGES.....	16
BOOK BAGS/BACKPACKS.....	16
CELL PHONE ACCEPTABLE USE GUIDELINES.....	17
FIELD TRIPS.....	18
INTRAMURAL PROGRAMS.....	18
LATE BUS.....	18
LIBRARY-TECHNOLOGY CENTER.....	18
LOCKERS.....	19
MEDICATIONS.....	19
NEWS AND ANNOUNCEMENTS.....	19
OFFICE TELEPHONE USE DURING SCHOOL DAY.....	19
PARTIES AND CELEBRATIONS/INVITATIONS.....	19

POSTERS AND DISPLAYS.....	20
SCHOOL CAMPUS.....	20
SCHOOL PROPERTY.....	20
STAYING AFTER SCHOOL.....	20
STUDENT RECORDS.....	20
STUDENT VISITS.....	21
TRANSPORTATION.....	21
VISITORS AND GUESTS.....	21
<b>STUDENT CONDUCT AND DISCIPLINARY REGULATIONS.....</b>	<b>22</b>
ACADEMIC INTEGRITY POLICY.....	22
CHEATING.....	22
FALSIFYING STUDENT RECORD.....	
22	
PLAGIARISM.....	22
ACCEPTABLE USE POLICY.....	23
BULLYING.....	24
BUS RULES.....	24
CAFETERIA GUIDELINES.....	25
CORRIDOR RULES AND PASSES.....	25
DANCE RULES.....	25
DRESS CODE.....	26
PROHIBITED MATERIALS AND BEHAVIORS.....	26
SEXUAL HARASSMENT.....	28
BEHAVIORAL CONSEQUENCES.....	29
DETENTIONS.....	29
BEHAVIORAL CONTRACTS.....	30
FIELD TRIP EXCLUSION.....	30
SOCIAL PROBATION.....	30
SUSPENSION PROCEDURES.....	30
SUSPENSION OF STUDENTS WITH DISABILITIES.....	31
EXPULSION PROCEDURES.....	31
INTERNAL OR EXTERNAL SUSPENSIONS.....	32
<b>APPENDICES.....</b>	<b>32</b>
APPENDIX A: MASSACHUSETTS GENERAL LAWS CHAPTER 269 CRIMES AGAINST PUBLIC PEACE.....	33
APPENDIX B: HARASSMENT PREVENTION AND RESPONSE.....	36
APPENDIX C: TECHNOLOGY ACCEPTABLE USE POLICY.....	40
APPENDIX D: DISCIPLINE POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES.....	45
APPENDIX E: HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT ANTI-BULLYING PREVENTION AND INTERVENTION PLAN.....	49
APPENDIX F: NONDISCRIMINATION POLICY.....	61

## SCHOOL AND DISTRICT ADMINISTRATIVE CONTACTS

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# HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT MISSION, VISION, CORE BELIEFS AND TRANSFER GOALS

**Mission:** is a statement of purpose and defines the fundamental charge of the system. It is more general in nature and may, in fact, apply to other similar institutions. For example, all public schools have the same fundamental responsibilities. Therefore, they may share similar missions.

## *HWRSD Mission Statement*

The Mission of the HWRSD is to educate our children to become young adults who are of good character and demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st Century.

**Vision statement:** describes the desired state of the system in the next five years. It is more specific in nature. It is an expression of possibility, yet based enough in reality to be achievable. Its purpose is to inspire those involved and interested individuals to help it become a reality. It provides the basis from which the school system determines the priorities and establishes targets for performance in the next five years; that is, yearly district and School Improvement Plan (SIP) goals result directly from the vision.

## *Vision Statement for the HWRSD for 2013-2018*

Through the development of an integrated, data-responsive system of curriculum, instruction, assessment and professional development, the Hamilton-Wenham Regional School District will be a world-class learning organization that graduates students who are well-prepared to meet the post-secondary challenges of the 21st Century economy and engaged members of our global society.

## **Motto of the HWRSD:**

**Knowledge • Respect • Responsibility • Excellence**

**Core Beliefs:** are the values that professionals in an organization draw from. Unlike the vision, which may change every few years, core beliefs are the philosophies that guide our day-to-day work.

## *HWRSD Statement of Core Beliefs*

1. We believe in high standards for all students.
2. We believe successful members of our global economy and engaged citizens of the 21st Century are effective communicators, collaborative, critical thinkers, and problem-solvers.
3. We believe engaged citizens of the 21st Century demonstrate respect for themselves, other people and their cultures, and our environment.
4. We believe in our shared responsibility to develop the whole child, including academic abilities and physical and emotional well-being.
5. We believe students can demonstrate success in a variety of ways.
6. We believe all students learn resilience and confidence through learning in an environment that

provides a balance of support and challenge.

7. We believe learning is a lifelong pursuit that neither begins nor ends with one's formal education.
8. We believe education is the key to continuing the democratic ideals of our Nation.

### ***HWRSD District Transfer Goals***

Faculty members from all grades and academic disciplines developed PreK-12 Transfer Goals, Overarching Understandings and Overarching Essential Questions for each academic discipline for nine major content areas. "Transfer Goals" are statements of what students should know and be able to do in order to use, or transfer, the knowledge, skills and abilities they have acquired through education and apply them to authentic tasks. "Overarching Understandings" identify the "important, transferable ideas and processes that students should come to understand." (2) "Essential Questions" engage learners in making meaning and deepening their understandings. (3) None of us attended school with the goal of only being successful students. Rather, we attended school in order to be successful in life. Transfer goals, Overarching Understandings and Essential Questions are therefore statements of what we independently need to do with the learning we have mastered in school.

In addition to developing Transfer Goals for each individual academic area, we have also written the following "Overarching" Transfer Goals to apply to all students in the HWRSD:

All Graduates of the HWRSD Will Be Able to Independently Use Their Learning to:

#### *Demonstrate Character*

Build positive personal relationships and make responsible choices that are physically, socially, emotionally, and intellectually sound.

#### *Exhibit Resilience*

Persevere in facing the challenges and taking the risks integral to owning one's learning process.

#### *Communicate and Collaborate*

Utilize effective and varied methods of communication and collaboration for different purposes and audiences.

#### *Problem Solve and Think Critically*

Demonstrate critical and creative thinking in order to make informed decisions, draw conclusions, and solve problems.

#### *Lead Locally and Globally*

Consider and evaluate multiple historical and cultural perspectives to lead empathetically, respectfully, and responsibly in the local and global community.



# STUDENT SERVICES

## SCHOOL COUNSELING SERVICES

### **Mission Statement**

The mission of the Miles River Middle School Counseling Program is to partner with parents, community, faculty and staff to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students thus preparing them with the knowledge and skills to be productive members of society.

### **How is a student referred to the counselor's office?**

Students may be referred to the counselor by parents, teachers, administrators, or peers, or they may self-refer.

### **What does the school counselor do?**

- Helps students resolve academic, social and/or emotional problems which present obstacles to student learning
- Monitors student progress
- Promotes and supports student self-knowledge and empathy
- Supports students with specific needs
- Facilitates educational and career planning
- Offers crisis intervention and prevention
- Provides individual/small group support for student or family concerns
- Attends meetings with parents and teachers as requested
- Communicates with collateral contacts (therapists, doctors, ER) as necessary
- Serves as point person for "at-risk" behavior (suicidal ideation, self-injury, 51As)
- Attends Special Education Team Meetings as requested
- Participates as a Team member of School Safety Team
- Provides referrals to community agencies to assist students facing personal or family concerns outside the scope of the school counseling program

### **What does the school counselor provide for parents?**

- Facilitates a home/school partnership in fostering school success
- Provides support for parents regarding their child's educational development
- Shares information with parents to help clarify and/or solve student and/or school-related problems

### **What can you as a parent do to help your child succeed in school?**

- Provide an appropriate study environment at home
- Establish fair and reasonable expectations
- Maintain active and open communication with your child
- Maintain communication with teachers, counselors, and other school personnel
- Participate in school activities
- Help your child establish realistic career and educational goals
- Provide specific and positive feedback and guidance
- Reinforce that mistakes or failures can be turned into positive experiences

### **Clarification on issues of ‘Confidentiality’**

State law mandates that counselors must report information to administration and parents when the following issues are presented by students:

1. Harm to self or others
2. Abuse or neglect
3. Court or legal proceedings

### **Vocational Education Programs**

All students are provided information about the full range high school vocational/technical programs with equal access. All district programs, activities, or employment practices do not discriminate regardless of race, color, sex, religion, age, national origin, sexual orientation, gender identity, disability, or homelessness status.

The school counselor will process applications and transcripts, organize interviews of applicants at Miles River Middle School, and help applicants prepare for interviews. The school counselor will maintain a record of applications and will write recommendations as requested.

### **Parent/Student Resources**

- Anti-Bullying Resources for Students and Parents
  - Policy and Intervention Plan
  - <http://www.stopbullying.gov/>
- Information for Students
  - Dealing with Peer Pressure
  - How to Improve Study Skills in Middle School
  - Career Exploration
- Information for Parents
  - Counselor’s Blog
  - The Parents Guide to Middle School
  - The Elementary to Middle School Transition: 5 Helpful Hints for Parents
  - 10 Tips for Middle School Parents
  - Middle School Children
  - Helping Your Middle Schooler with Homework
  - Tips for Divorcing Parents
  - Drug and Alcohol Information
  - Articles on Anxiety

### **HEALTH OFFICE**

The school nurse is available during the day for students need medical attention or medication or want to discuss physical or mental health matters. Students should let the classroom teacher know when they need to see the nurse, and the teacher will provide a hallway pass for them to do so.

*Important Information from the Health Office:*

- Medical reports or documentation (e.g. physical exams, doctors’ notes, notes regarding participation in physical education, immunizations) should be given to the health office. Screenings are provided for all students for vision, hearing, scoliosis, height, and weight every year.

- Emergency cards authorizing treatment in case of injury, dispensing of medications, or other situations requiring medical attention must be signed and on file in the health office yearly in order to provide these services.
- Medication: Students who need to take medication during the school day are required to leave their medication in the Health Office. Medication should not be kept in lockers, gym bags, or backpacks. In accordance with State regulations, all medications, prescriptions and over-the-counter drugs must be accompanied by a doctor's order and parent permission to be administered during school hours. Forms for this purpose are available from the Health Office. Asthma medications and Epipens are exceptions. Parents of students who need to self-administer asthma inhalers or Epipens in school must notify the Health Office. Narcotic medication will not be administered in school.
- Sports physicals must be on file and current (within 1 year) for participation in school team/intramural sports or practices.
- Contact the Health Office with questions regarding illnesses, medications, or physical or mental health concerns at (978) 468-0390.

## **SPECIAL EDUCATION AND SECTION 504 REFERRALS**

**Special Education:** If a student's academic difficulties indicate that he/she may have a learning disability and require specialized instruction, a parent, counselor, or teacher may contact the special education department with this concern. A school referral is typically made after the student's teachers have implemented District Curriculum Accommodation Plan (DCAP) strategies and pre-referral strategies as recommended by the school Instructional Support Team. Parent rights brochures are available from the Secondary Special Education Coordinator.

**Section 504:** If a parent, counselor, or teacher believes that a student may have a disability and require classroom accommodations beyond the DCAP, that person should contact the assistant principal to discuss procedures.

## **STUDENT ACADEMICS**

### **ACADEMIC PERFORMANCE**

We value and respect the partnership between families and school for its role in serving the educational, social, and emotional needs of all of our students. As part of the middle school student's development, we also encourage our students to self-advocate with teachers and parents about school performance. If additional questions arise from parents/guardians about the academic performance of their son/daughter, parents/guardians may contact the student's team teachers, individual teachers, and/or school counselor.

### **Aspen**

Aspen is the official student information portal for the district. All families and students will be given access to Aspen. Attendance, discipline, and grades (progress reports and report cards) will be distributed through Aspen. Paper copies of these reports will not be mailed home or sent home with students. It is imperative that all families and students establish an Aspen account and access it regularly to stay current. Issues with Aspen may be reported to [aspenhelp@hwschools.net](mailto:aspenhelp@hwschools.net).

## **HOMEWORK**

Homework is intended to reinforce classroom learning. Students can expect 1-2 hours of homework a night depending on the grade level. Special projects and reports may require additional time during the week and on weekends. Students are encouraged to seek additional help from their teachers during the school day and/or after school. Teachers are generally available on Mondays, Tuesdays, and Thursdays from 2:20-2:50 p.m.

Agenda books are provided to help students with organization. Teachers may also utilize an online system to notify students of homework, tests, projects, or other class events. These may include, but are not limited to: Google Classroom, Aspen, Edmodo or websites.

## **REPORT CARDS/HONOR ROLL**

Grades and report cards are available to be checked from home through Aspen. Report Cards are issued four times a year and may be printed at home. A Blackboard Connect message will alert parents to expect them. Letter grades will be given in both Core and IA classes. Final grades for full-year courses are the averages of the four quarterly grades. For quarterly classes, the quarter grade is the final grade.

### **Honor Roll**

High Honors consists of all courses having a grade of A- or above  
Honors requires a student to have a minimum grade of B- in ALL subjects

#### *Letter Grade Equivalents*

A+ = 98-100	A = 93-97	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62

## **STUDENT PROGRESS**

Student progress may be monitored in Aspen. It is important to activate Aspen accounts at the start of the year and check it regularly. Teachers are asked to update Aspen at least every two weeks and it may not reflect up to the minute grading. Parents and students should contact teachers directly with grading questions.

## **SCHOOL ATTENDANCE**

Regular and punctual school attendance provides an essential foundation for educational progress and assists students in developing habits necessary for success in career and professional life. Students who are absent miss critical classroom instruction, participation in discussions with teachers and peers, and opportunities for clarification of assignments. Extended absences impair academic progress and affect student success. The goal of the Attendance Policy is to ensure that each student keeps his/her absences to a minimum so that he/she can take full advantage of the educational program and actively participate in the school community.

Students are expected to attend each class every day that school is in session. The Hamilton-Wenham Regional School District will excuse absences for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays. A child may also be excused for other exceptional reasons with approval of the principal or designee.

### **SCHOOL HOURS**

Students are expected to arrive on time and remain until dismissal during each school day.

Mondays, Tuesdays, Thursdays and Fridays: 7:45 a.m. – 2:20 p.m.

Wednesdays: 7:45 a.m. – 1:30 p.m.

Students may enter the building (unless assigned inside for inclement weather) at 7:35 a.m. The first class begins at 7:45 a.m; students are expected to be in their seats and prepared to begin class. Students who arrive at school after 7:45 a.m. should go directly to the main office for a late pass to class and will be marked tardy for the day.

### **ABSENCE REPORTING PROCEDURE**

If a student is going to be absent from the entire school day, parents and guardians should call the **Safe Arrival Line (978) 468-0350** before 8:00 a.m. each day the student will not be in attendance. Parents and guardians should also call this line if a student will be tardy for reasons such as a doctor's visit. This line is available 24 hours a day. If we do not receive a call regarding the student's absence, we will call the emergency contact numbers provided to confirm the student's absence.

When a student returns to school from any absence, he/she must bring a note from a parent or guardian to the front office before the start of the school day. Students who arrive late should also have a note from either their parent or the medical professional's office. The note should include the student's name, date of absence, reason for the absence, and parent signature.

### **EXTENDED ABSENCE FOR ILLNESS**

Parents/guardians need to provide a doctor's note documenting the reason for their child's absence of five (5) or more school days due to illness.

### **HOSPITALIZATION**

Students returning from hospitalization may need to attend a re-entry meeting with the assistant principal, counselor, and school nurse prior to returning to school. The goal of this meeting will be to develop a plan for supporting the student's academic and social-emotional transition. Parents will be asked to provide a Discharge Summary from the hospital with recommendations for re-entry.

### **NON-SCHOOL TRIPS**

The school year provides several vacation periods, and we expect families will plan trips, educational or recreational, during these designated times. Any school days missed due to family trips will be counted toward the maximum number of absences allowed per quarter. In extraordinary circumstances allowances may be made by the principal or designee. Absences due to non-school trips are considered unexcused and will count towards school absence totals.

1. The school will allow a student one school day more than the number of school days missed to make up work, but no more than six (6) school days. For lengthy absences, arrangements may be made with the teacher. A student who does not make up missed work may receive zeros on all incomplete assignments, classwork and assessments. It is the student's responsibility to obtain assignments and make up work within established time limits.
2. Teachers are not required to provide advanced work before non-school trips, reteaching, or extra help for missed work.
3. If a family elects to take a vacation while school is in session, parents should be aware that these absences will count towards school absences.

### **RELIGIOUS OBSERVANCES**

Students must provide a letter from their parent/guardian informing the principal of the student's absence prior to a religious observance. Students will be granted the normal amount of make-up time for work as provided for absences due to illness.

### **EXCESSIVE UNEXCUSED ABSENCES**

The principal or designee shall meet with any student, and if needed that student's parent/guardian, who has missed five (5) or more unexcused school days in a quarter. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the principal or designee, the student, and the student's parent/guardian. The parties may seek input from counselors, other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

### **MAKE-UP PROCEDURES**

A student is allowed one more school day than the total number of days absent to make up work (e.g. two (2) days absent equals three (3) days make-up, three (3) days absent equals four (4) days make-up). A student who fails to make up work within the allotted number of days of his/her return may receive reduced or no credit for work turned in after the allotted time at the discretion of the teacher.

A student who misses a test or quiz due to a tardy is required to make-up the assessment that day or at a time determined by the classroom teacher. Failure to do so may result in reduced credit on the assessment.

### **POLICY ON EXTENDED ABSENCES FROM SCHOOL BECAUSE OF ILLNESS, DISEASE, OR SPECIAL TREATMENT**

The Miles River Middle School policy on extended absences from school due to illness, disease, or special treatment reflects MGL Chapter 71, Section 2 and Code of Massachusetts Regulations 28.00 Special Education CMR 28.03 (3) (c) entitled "Educational Services in Home or Hospital." All requests for home/hospital tutoring must go through the Director of Student Services and be accompanied by a statement from the student's physician specifying the clinical diagnosis and documenting the student's inability to attend school. When a student requires a home or hospital tutoring program, he/she will receive credit for academic work only if the tutor is approved by the Hamilton-Wenham Regional School District. The content must be parallel to Hamilton-Wenham Regional School District content and approved by the school administration. When the tutor certifies that the student has completed the assigned work, credit will be granted. The counselor will act as a liaison with the tutor for all regular education course work.

## **SCHOOL ATTENDANCE AND PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

Any student who has an unexcused absences for any portion of the school day will not be permitted to participate in any athletic or extracurricular activities scheduled for that day. If a student is absent on a Friday, he/she will not be permitted to participate in a scheduled weekend activity. A student who is dismissed from school will not be able to participate in a school activity or athletic event unless approved in advance by the administration.

### **TARDINESS TO SCHOOL**

1. A student is considered to be tardy if he/she is not in class at 7:45 a.m. Tardiness due to a medical or court appointment will not be counted if the student provides a note from the court or medical office.
2. A student who arrives late to school and misses one or more classes will be held to policies for school attendance and class attendance procedures section. In addition, the absence will be counted towards attendance totals. Parents/guardians can access student attendance records through Aspen.
3. Parents/guardians will be notified when students approach or reach five tardies in a semester.
4. Administrative detention will be assigned to students who exceed five tardies in a semester. Students who accumulate more than five tardies will receive detention for the sixth and each subsequent tardy.
5. Parents/guardians are encouraged to contact the counselor or assistant principal if there are extenuating circumstances interfering with the student's ability to arrive on time.

### **TARDINESS TO CLASS**

Tardiness to class will be handled by the classroom teacher according to the following guidelines:

1. Students who are frequently tardy will receive consequences directly from the classroom teacher. Any student who fails to serve his/her consequences for tardiness will receive administrative detention.
2. Students who arrive more than fifteen minutes late to class without staff permission will be referred to the assistant principal.

### **DISMISSALS**

Any dismissal which occurs prior to 11:00 a.m. will be considered as absence for that day. A student planning to be dismissed should bring a dismissal request note from his/her parent/guardian stating the reason for the early departure to the front office before the start of school on the day of the dismissal. If a parent/guardian calls the school to dismiss a student, the individual should come into the school building to sign out the student. Each student leaving early must bring his/her school issued dismissal slip to the front office at the time of his or her departure.

Students who become ill during the day must first be seen and then dismissed by the nurse. Students may not dismiss themselves by phone, text or other methods.

Students are also required to check-in with the front office upon returning to school. Parents are not required to sign in returning students.

### **TRUANCY**

Truancy is absence from school for the entire day or any part of it for reasons other than illness and without prior permission from the school and parents/guardians. If a parent does not call to excuse a student's absence, the School Nurse will call parents to determine whether or not the student has parental permission to miss school.

Truancy may occur when:

1. A student arrives late or not at all without parental permission.
2. The student leaves the building at any time during the school day without explicit staff permission. The student is considered truant regardless of the length of time spent out of the building. He/she is also considered truant whether or not he/she returns later in the day.

### **Disciplinary Consequences for Truancy**

A student who is truant and misses classes will receive appropriate administrative consequences. If the student is under the age of sixteen, a Child Requiring Assistance petition may be filed with the Essex County Juvenile Court.

- Any student who arrives late to school without parental notice and misses more than thirty minutes of first period will be considered truant and receive appropriate consequences.
- Any interscholastic athlete who is truant will receive the following consequences:
  - a. On the first offense, the student will be suspended from the team, pending a meeting with the Athletic Director and coach.
  - b. Within three (3) school days, the student will present his/her case before the Athletic Director and coach. They will, after hearing the student's case, determine an appropriate punishment, with final authority resting on the Athletic Director.
  - c. Upon the second truancy offense, the student will be dismissed from the team for the remainder of the season.

## **SCHOOL POLICIES/PROCEDURES**

### **ASPEN**

Aspen is the official student information portal for the district. All families and students will be given access to Aspen. Attendance and grades will be distributed through Aspen. Middle School grades are issued quarterly and families will be notified by email when are available on Aspen. It is important that all families and students establish an Aspen account and access it regularly to stay current. **Issues with Aspen may be addressed to [aspenhelp@hwschools.net](mailto:aspenhelp@hwschools.net).**

### **BLACKBOARD CONNECT MESSAGES**

At times, students and parents will receive pre-recorded voice messages or emails at home via the Blackboard Connect system. The system uses contact information from the Aspen database to deliver messages regarding emergencies or school cancellations as well as reminders about important events. Parents/guardians should make sure the school is updated with any changes in contact information.

### **BOOK BAGS/BACKPACKS**

Students may choose to carry book bags or backpacks to and from school and such bags may be stored in student assigned lockers during the school day. These bags may not be used when traveling between classes during the school



day. However, students may use small gym clothes bags to and from Physical Education classes, pencil cases and pocketbooks. There may be instances when a student needs to carry a bag for pre-approved circumstances. Families are encouraged to work with the assistant principal and/or school nurse if such an exception is needed.

## **CELL PHONE ACCEPTABLE USE GUIDELINES**

At all times, unless in use as permitted by a classroom teacher, cell phones should be off and out of sight. Phones may be kept in a student's locker or on his/her person.

### **During the School Day:**

- **Cell phone use is never allowed in restrooms or locker rooms**
- Cell phone use is never allowed in the following locations or during the following times:
  - Multi-Purpose Room
  - Hallways
  - Library Technology Center
  - Recess
  - Auditorium
  - Lunch
- Cell phones may not be used during TEAM
- Classroom Use
  - Teachers will set classroom guidelines for instructional use and closely monitor student use.
  - Exceptions will be made for students with IEP or 504 accommodations

### **Before School:**

- Cell phone use is permitted in the MPR or on the basketball courts, but must be completely (including ear buds) put away before entering the building or hallways at 7:35 a.m.

### **After School:**

- Cell phone use on school grounds is permitted after 2:30 (Wed. 1:40)
- Exception: Students in after school activities may only use cell phones with the permission of the instructor/teacher

### **Field Trips:**

- Teams will decide on the appropriate use of cell phones for individual field trips. Museum or location restrictions may determine appropriate use.

### **Consequences for students who use their phone inappropriately or when/where phones are not allowed:**

**First offense:** Staff should take the phone from the student and s/he can pick up at the end of the day in the office.

**Second offense:** Staff should take the phone from the student and s/he can pick up at the end of the day in the office. A phone call will be made home to advise the parent.

**Third or more offenses:** Phone will be taken from the student, the parent will be contacted and she/he may also be required to come in and pick up their student's phone. Repeated misuse will result in longer-term consequences such as leaving the phone at home or in the main office for a period of time.

### **FIELD TRIPS**

Miles River Middle School offers opportunities for learning outside the school building. The school staff collaborates to provide field trips that range from in-school interdisciplinary focus activities to multi-day programs beyond the school walls. Field Trips are required school days and all school rules apply. The school expects all students, as representatives of our community, to behave safely and appropriately.

Financial assistance to cover the cost of field trips is available for families with limited circumstances. Requests should be made to the principal.

### **INTRAMURAL PROGRAMS**

All MRMS students are invited to participate in extracurricular activities. The district ensures that participation requirements for intramurals, sports, or clubs are not limited on the basis of race, sex, color, national origin, religion, sexual orientation, disability, or homelessness status.

### **LATE BUS**

The school may provide after-school transportation. Generally, the late bus will leave from the school around 3:30 p.m. on the days it is assigned (typically Mondays, Tuesdays, and Thursdays). Students should sign up on days they take the late bus. This may be done at lunch or in the office (before boarding the bus). All bus rules apply to the late bus.

### **LIBRARY-TECHNOLOGY CENTER**

The Middle School Library-Technology Center is open to all students before, during, and after school for the purpose of completing assignments, student collaboration and research. Students who wish to use the library between 7:20 and 7:35 a.m. must check in first with the office.

Students who lose Library-Technology Center materials are responsible for replacing the missing book or materials. Replacement fees should be made in the form of checks payable to Hamilton-Wenham Regional School District. Consequences may be issued to students who do not replace missing materials or provide replacement costs.

## **LOCKERS**

Lockers will be assigned at the beginning of the school year. Students may not change lockers without permission. School issued locks are available from the office if desired. Students are only permitted to use school-issued locks which are available in the main office.

All student materials should be kept in the student's assigned locker. Items left in the hallway may be removed and placed in the school Lost/Found. Student lockers are public property and are therefore subject to search by school administration. Certain items may not be stored in lockers or on persons (i.e. weapons, illegal drugs, alcoholic beverages, stolen property, items prohibited by school policy, etc.).

The school cannot assume responsibility for books, lunches, money, or other personal belongings kept in student lockers. Students should not leave valuables in their locker and are encouraged to keep their combination codes confidential. Vandalism to lockers or theft of articles from lockers should be reported immediately. Fees will be charged for damage to lockers or locks, and replacement fees will be assessed for missing locks (\$5).

## **MEDICATIONS**

All medications brought to school are to be left with the nurse, or in her absence, the main office secretary, before the school day begins. Students are not permitted to carry medication of any kind without specific written permission from the school nurse.

## **NEWS AND ANNOUNCEMENTS**

Each school day begins with an announcement to open the day, recite the Pledge of Allegiance and call for a moment of reflection. Announcements regarding activities, school events and individual student messages are made at the end of the school day prior to dismissal.

If a student wishes to make an announcement at lunch, permission should be granted by a teacher on lunch duty or the assistant principal. Special announcements for the whole school should be screened by an activity advisor, the principal or assistant principal.

## **OFFICE TELEPHONE USE DURING THE SCHOOL DAY**

Students may utilize the phone in the main office to request missing items and coordinate after school plans and transportation before the beginning of school, during lunch, and after school only.

Messages left by parents/guardians for students will be made available during lunch or end of the day announcements. Students will not be interrupted/called down to the office to receive a message except in the case of an emergency. Students are not permitted to make personal cell phone calls/texts during the school day without explicit permission (See Cell Phone Use Guidelines).

## **PARTIES AND CELEBRATIONS/INVITATIONS**

Student birthday parties and the distribution of invitations for outside birthday parties are not permitted in school. Please note that lockers should not be decorated.

## **POSTERS AND DISPLAYS**

All flyers, posters and displays must be approved by the principal or assistant principal prior to being posted. Unapproved posters or inappropriately located postings may be removed.

## **SCHOOL CAMPUS**

Students are only permitted to be in designated areas of the school building and its recess/physical education outside spaces during the school day and in the presence of a staff member. This may include shared spaces with the high school including the Library-Technology Center, track and the auditorium. Under no circumstances should a middle school student enter the high school at any time during the school day for any reason other than classroom or school-sponsored activity. Exceptions may be made with the approval of the principal or assistant principal.

## **SCHOOL PROPERTY**

The Miles River Middle School community takes pride in its appearance, cleanliness, and student work displays. All members of the school community should respect the school and the property of others. Textbooks and classroom novels issued to students should be covered and cared for while in a student's possession. As well all students will have frequent access to technology including computers and other devices. Similar care in handling applies to these materials.

Students are not allowed to touch or remove anything from a teacher's desk or other personal belongings without explicit permission.

## **STAYING AFTER SCHOOL**

After school activities include club meetings, intramural sports, enrichment and after school help. Any students in the building or on the campus should be engaged in one of these activities and under the supervision of a staff member. The Library-Media Center is typically open for students after school on Mondays, Tuesdays, and Thursdays for use of the resources. Students must arrange for their own transportation or use the late bus as available.

## **STUDENT RECORDS**

There are two parts to a student's record: the transcript and the temporary record.

- The transcript is the permanent record of the student, listing name, date of birth, address, course titles, and grades. The transcript is kept for 60 years after the student leaves the high school. The cumulative file contains all other material and is given to students upon graduation.
- The temporary record consists of all the information in the student record which is not contained in the transcript. The temporary record of a student shall be destroyed not more than seven years from the date of graduation, transfer, or withdrawal from the school district.

Any parent may request to see the contents of the student folder. The Family Educational Rights and Privacy Act of 1974 (Massachusetts Department of Education Student Records Regulations, 603 CMR 23.07) provides that a parent must be allowed to see his/her child's folder as soon as practicable and within ten days of the initial request.

Further information on access to records, access procedures for non-custodial parents and the laws governing record keeping in Massachusetts is available in main office.

## **STUDENT VISITS**

Students who intend to enroll at Miles River Middle School may contact the school counselor to arrange for a visit to learn more about the school community. The school will be as accommodating as possible for the scheduling of the visit. Efforts will be made to avoid conflicts with school-wide testing or special events.

## **TRANSPORTATION**

Students arrive and leave school to go home from the Middle School in four general ways. They walk to school, ride their bicycles, take the school bus, or get a ride from their parents/carpool.

- Students walking to school are reminded to respect the property of residents and refrain from disrespectful behaviors.
- Students riding bikes or skateboards to school should be careful to always follow bike safety rules. All students 12 years of age and under are required by Massachusetts law to wear helmets. To continue this safety practice, we strongly encourage *all* of our students to wear bike helmets. Upon arrival at the top of the school driveway, students should walk their bikes down the sidewalk to the bike racks located on the side of the building. Students skateboarding should stop and carry the skateboard down the sidewalk. We recommend that bike locks be used as the school assumes no responsibility for loss or damage. Skateboards should be kept on the rack outside the main office.
- For safety reasons, traffic along the driveway directly in front of the middle school entrance is closed to cars between the hours of 7:15 a.m. and 8:00 a.m., and between 2:00 p.m. and 2:50 p.m. Student drop off and pick up by car should occur in the upper driveway of the school or the parking lot.

## **VISITORS AND GUESTS**

All visitors, speakers and guests to the school are required to check in at the front office, sign into the visitor's log and wear a visitor's pass. School visitors must be approved by the principal or designee. Persons in the school without authorization will be asked to leave immediately and may be subject to arrest and removal by the police.

## STUDENT CONDUCT AND DISCIPLINARY REGULATIONS

### DECISION-MAKING, BEHAVIOR, AND CONSEQUENCES:

As members of the Miles River Middle School Community, all students are expected to conduct themselves in a kind, honest and courteous manner, respecting the dignity and rights of all members of the school community. The following reflects the expectations to which our students will be held:

### ACADEMIC INTEGRITY POLICY

Students enter the academic community in order to learn. The learning process requires time, effort, and patience for understanding and assimilating material, applying concepts through practice, and generating original thinking. Students who engage in cheating, plagiarism, or falsifying academic records lose the opportunity to demonstrate what they have learned, sacrifice personal integrity, and undermine the trust between students and faculty that forms the foundation of a supportive educational community.

The following behaviors are examples of academic dishonesty:

**Cheating:** Cheating is defined as obtaining an unfair advantage in completing academic work, cheating may take a variety of forms, including, but not limited to, the following:

- The use of unauthorized books, electronic devices, notebooks, websites, or other resources
- Unauthorized collaboration on or copying or changing another student's homework, papers, projects, or ideas (see plagiarism).
- Giving another student your work to be copied or passed in as their own (see plagiarism).
- Obtaining access to a test, quiz, or exam before the scheduled administration.
- Relying on another student for completion of homework, papers, or projects.
- Talking or gesturing to another student during a test, quiz, or exam. Any communication during an assessment will be interpreted as cheating, regardless of the subject matter being discussed.
- Utilization of electronic devices to access information during exams.
- Copying another student's answers during a test, quiz, or exam.
- Accessing or attempting to gain access to computer files belonging to another student or faculty member.

**Falsifying Student Records:** At times, students may be required to deliver report cards, progress notices, comment sheets, or other school documents to parents, alterations to these documents by students are a breach of academic honesty.

**Plagiarism:** Plagiarism is a serious form of cheating. Using another person's words, ideas or thoughts without giving credit to the author is considered plagiarism; whether you express those ideas in your own words or directly quote the source. Examples of plagiarism include the following:

- Direct copying of text from a book, article, internet resource, or another student's work.
- Claiming ideas from a book, article, or electronic resource as your own or including these ideas in your work without proper citation.

- Use of a unique term or concept from a book, article, electronic resource, or another student's work without proper citation.
- Use of false data or citations.
- Submission of a paper or project for more than one class without approval of both teachers.

The teacher will first address any incident of academic dishonesty directly with the student. The teacher will then report the incident to the assistant principal. Consequences:

**First Violation of the Academic Integrity Policy:**

1. The student will receive a zero grade on the assignment.
2. The student will meet with the teacher.
3. The teacher will notify the parents.

**Second Violation of the Academic Integrity Policy:**

1. The student will receive a zero grade on the assignment.
2. The student will meet with the teacher, assistant principal and parent.
3. The student is subject to an after school office detention.
4. If the student holds a leadership position in school activities his/her infraction will be referred to the faculty advisor for further disciplinary action.

**Third and Subsequent Violations of the Academic Integrity Policy:**

1. The student will receive a zero grade on the assignment.
2. The student will meet with the teacher, assistant principal and parent.
3. The student must meet with a school counselor to discuss the reasons behind the repetitive nature of these infractions and to develop a plan to prevent this from occurring again.
4. The student is subject to two after school office detentions.
5. The stipulations for leadership positions in the second violation of the academic integrity policy are still in effect.

A student's entire academic career at Miles River Middle School is considered when determining the number of violations of the academic integrity policy.

**ACCEPTABLE USE POLICY**

Student use of technology will conform to the District's general standards and rules for behavior as outlined in the District Technology Acceptable Use Policy. Consequences access to this resource may be revoked, with due process, for violation of the Acceptable Use Policy.

Complete copies of our Acceptable Use Policies are available in the main office and in the Appendix of this handbook. Students will also receive individual copies of these policies during the first week of each school year.

## **BULLYING**

Bullying is not tolerated at Miles River Middle School. Students who believe that they or someone else has been targeted, should speak to a trusted adult such as the principal, assistant principal, counselor, or a teacher immediately so that the proper actions can be taken.

Bullying can be distinguished from other kinds of aggression between students in a number of ways, but most obviously by the following: (1) negative behaviors that are intentionally targeted at a specific individual); (2) repeated negative and targeted behavior (3) power imbalance between the students.

Our school and district utilizes the Olweus Bullying Prevention Program. See the appendix of this handbook for the Hamilton-Wenham Regional School District Bullying Policy.

## **BUS RULES**

To ensure the safety of all of our students who travel to and from school by bus, students and families should review the following safety rules. The bus-stop and bus travel is considered an extension of the school grounds and all students are expected to cooperate with the bus drivers.

1. Students will be respectful and courteous at all times.
2. Students will follow the directions of the bus driver at all times.
3. Students are responsible to arrive at the bus stop on time (5 minutes prior to scheduled pickup).
4. Students shall remain seated until the bus has come to a full stop.
5. If a student must cross the street in order to enter a bus stop, that student must make eye contact with the driver before crossing the road so that the driver can acknowledge that the conditions are safe to cross. Crossing the street must be done in front of the bus.
6. Students are required to give their correct name and address when requested by the driver.
7. Students shall be seated immediately upon entering the bus in the place assigned by the driver, if such assignments have been made.
8. Students must remain seated during the trip.
9. Students are to keep the bus neat and clean, and to clean up after themselves.
10. No windows or doors will be opened or closed except by permission of the driver.
11. Students shall not put their hands or their heads out of the windows.
12. No throwing of objects.
13. No eating or drinking on the bus.
14. No animals are allowed on the bus.
15. No nicotine products/materials are allowed on the bus or at the bus stop.
16. No lighting of matches, vaping, or smoking on the bus.
17. Students who are responsible for damage done to a bus will be required to pay for repairs.

The school bus drivers will deal with minor first offenses with a verbal warning and perhaps a change in seat assignment. Subsequent offenses will be referred in writing to the appropriate building administrator. The building administrator will meet with the student and apply appropriate consequences based on the seriousness of the infraction and in consideration of previous infractions and relevant circumstances.



Please note that transportation is a service, not a requirement, of the HWRSD. If students violate expected behaviors suspension or exclusion from transportation services could result. Please note that any incident that occurs on the bus could also result in additional consequences.

### **CAFETERIA GUIDELINES**

1. Grade 6 and 7 students should sit at assigned tables. Students have the opportunity to self-select a table to which they will be “assigned” at the start of the school year. Any student concerns about seating may be brought to the school counselor or assistant principal. As much as possible arrangements will be made to address the student concern. Grade 8 students have open seating in the cafeteria.
2. Students are expected to wait their turn in line. No cutting in line allowed.
3. Restrooms that may be used during the lunch period are located in the gym hallway.
4. Students may not return to the classroom hallways/lockers without permission.
5. Students are expected to clean up their table and surrounding floor area. A broom, dust pan and brush, and damp cloths are available at the kitchen end of the cafeteria for clean-up purposes.
6. Students will be dismissed for recess after the table and surrounding areas have been cleaned.
7. The Library Technology Center is available for a limited number of students during each recess period. Students are expected to use this time period for academics and quiet study.
8. Recess equipment is available for students during recess. Equipment is not to be used before and after school hours.
9. Students who wish to see a teacher should have a pass giving them permission to leave the cafeteria.
10. Students should always be prepared to go outside for recess.

### **CORRIDOR RULES AND PASSES**

Students are expected to pass safely and purposefully through the hallways, and to arrive at class on time.

1. Students are expected to walk carefully and safely when traveling in the hallways, and keep hands and feet to themselves.
2. Students should speak respectfully to others and maintain an appropriate volume level of speech.
3. Students should ensure all possessions are stored in their lockers and avoid slamming locker doors.
4. Students must have a pass from the classroom teacher to go to the bathroom, nurse’s office, Library Technology Center, or main office.
5. Students will stay to the right side of hallway/staircases while transitioning to maintain a safe and orderly flow.

### **DANCE RULES**

1. All students must purchase a ticket in school during the school day. No tickets will be sold at the door.
2. Any student absent from school on the day of the dance will not be permitted to attend.
3. Students not enrolled at Miles River Middle School are not permitted to attend.
4. Any student who is on social probation for behavior may not be allowed to attend.
5. Students will not be permitted to leave the building until the end of the dance, except when parents arrive to pick them up or with the express permission from the principal, assistant principal, Student Council Advisor, or another adult in charge.
6. Students should arrange ahead of time for prompt transportation home.
7. Dances are school events, and rules for proper behavior apply. Consequences may be applied.
8. Appropriate school attire is required.

9. Possession, transportation, sale, attempted sale, or consumption of alcohol, nicotine products, and/or controlled substances is prohibited.

## **DRESS CODE**

The following guidelines may be useful in helping students and parents to determine appropriate school attire. These guidelines identify clothing which may be determined improper, inappropriate, or disruptive to the educational process. Students who wear any of the following may be found in violation of this dress code.

- Clothing which displays descriptive language and/or images related to alcohol, drugs, nicotine, violence, nudity, or sexual innuendo. Clothing which might express prejudicial views.
- Outdoor clothing, including heavy coats and hoods, may not be worn during the usual course of the school day, except when entering or exiting of the building.
- Clothing that reveals underwear or body parts in an indecent manner. Clothing that restricts a full range of movement or requires adjustment to cover undergarments or body parts.
- Clothing that exposes bare (or mostly bare) shoulders or parts of the torso.
- Excessively torn or ripped garments.
- Beachwear, sleepwear, and sheer materials which reveal undergarments.
- Any accessories, devices, or objects which may cause or inflict bodily harm or cause personal offense. Examples: jewelry which could be used as a weapon such as chains, spike jewelry, neck chains, wallet chains, and safety pins.
- Hats, sweatshirt hoods, sunglasses and visors may not be worn in school.
- Footwear will be worn at all times in school. Sneakers with wheels are not allowed on school grounds.

Before coming to school, we hope that each student will consider his or her attire and dress appropriately and neatly. This dress code is also in effect for all school sponsored events. If in doubt about whether the outfit chosen is appropriate, students should have a change of clothes available. If no change of clothes is available, we may ask the student to call home for a change of clothes.

This list is not exhaustive. The principal or the assistant principal has the final determination for appropriate student attire at the Middle School.

Students in violation of the dress code will receive the following progressive consequences: Please note that if a student grossly violates the dress code, immediate and appropriate action can be taken.

1st Offense: Verbal Warning. Student must call home for a change of clothes if he or she does not have something appropriate to change into at school.

2nd Offense: Parent Notification. Parents will be informed that their child is in violation of the dress code for a second time.

3rd and Subsequent Offenses: Disciplinary Action. Repeated violations of the dress code may result in detentions and/or social events restrictions.

## **PROHIBITED MATERIALS AND BEHAVIORS**

All rules and regulations stipulated in this handbook also apply to all extracurricular activities, field trips, and school-based transportation. This list is not exhaustive. The following is a list of prohibited materials and behaviors:

1. **Interference with the Educational Process:** Conduct, behavior and attire which materially and substantially disrupt the educational process, including the use or display of obscene, suggestive, profane language or gestures advocating disruptive, violent, or illegal activity.
2. **Insubordination:** The willful failure to respond or carry out a reasonable directive by authorized school personnel.
3. **Discriminatory Acts:** Any act, verbal or written, directed toward a person that promotes negative stereotyping, degrades, or flagrantly demeans any individual. School officials will immediately consider and use regular administrative actions to diffuse a civil rights situation wherever possible, and legal remedies may be pursued to protect civil rights.
4. **Vandalism/Criminal Damage:** The act of intentional destruction of property belonging to others. This shall also include tampering with or causing the discharge of any sprinkler system or other apparatus installed in a school building for the prevention of fire or for the safety of the school population or school property.
5. **Assault:** Any willful attempt or threat to inflict injury that would give the victim reason to fear or expect immediate bodily harm.
6. **Fighting:** Any instance where two or more members of the student population engage in a combative physical situation (pushing/slapping/holding/punching/kicking, etc.) in anger, aggression, or frustration is prohibited. Students who engage in such acts are equally responsible for the fight. “Horseplay” and “play fighting” are not allowed. To avoid escalation, Miles River uses a “no hands on” policy on school grounds.
7. **Weapons:** Knives, blades, guns, tasers, clubs, etc. are prohibited at all times. Please note that a physical object (pen/pencil) will be considered a weapon if used as such.
8. **Bullying:** The act of one or more individuals intimidating one or more persons through verbal, physical, mental, or written interactions over a period of time. Typically there are differences in the social capital between those involved. Please refer to the district’s bullying policy for additional clarification in the appendices of this document.
9. **Tobacco and alcohol possession:** Possession by minors of cigarettes, smoking materials, smokeless tobacco, electronic cigarettes, vaporizers, alcohol, drugs, paraphernalia, or other items is prohibited. *Students under the influence or in possession of these items* or who arrange to exchange, share, sell, or purchase these items shall be subject to suspension, police involvement, and possible expulsion, according Massachusetts State Law.
10. **Trick pens/laser pointers/buzzers/electronic buzzing items:** These ‘gag’ items are not allowed on school grounds at any time.
11. **Inciting Others to Violence or Disobedience:** By words, acts, or deeds, giving encouragement to demonstrations or protests which disrupt the normal educational process of the school.
12. **Hazing:** Any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Please refer to the district’s Anti-hazing policy in the appendices
13. **Stealing:** Taking another member of the community’s personal possessions into one’s own care without their approval is considered stealing and is prohibited. Students should not touch or remove anything from a teacher’s desk without direct permission.
14. **Consumption of coffee and/or caffeinated energy drinks, tea, hot chocolate,** etc. are not permitted by students at any time. Students will be asked to dispose of these items. Water is the only beverage allowed in classrooms and during snack times. **Glass bottles are not allowed in school.**
15. **Buying or selling any items** during school without approval of the administration is prohibited.
16. **Gambling** of any type is prohibited.
17. **Matches, lighters, smoke and stink bombs, bang snaps, fireworks/firecrackers, paintballs, water pistols, and other inappropriate** items are not allowed in the school building or on the school grounds.
18. **Throwing of snow** is not allowed on school property.

19. **Abusive or offensive language** (including but not limited to swearing) is not allowed on school property (including the school bus).
20. **Truancy:** Truancy is an absence from school for the entire day or any part of it for reasons other than illness and without prior permission from the school and from parents. Truancy includes skipping or cutting class/classes; missing class without adult permission.
21. **Vandalism:** Defacing/destruction of school property or personal property are prohibited at all times.
22. **Unsafe Behaviors** which put others at physical risk.

## **SEXUAL HARASSMENT**

Consistent with the philosophy and objectives of the Hamilton-Wenham Regional School District, we strive to foster the growth of learning within a safe and caring climate. We believe it is important to nurture a sense of cooperation, mutual respect, and individual responsibility. We expect all members of the school community to treat each other with courtesy and respect. It is the purpose of the following policy to prohibit comments or conduct of a sexual nature where such behavior creates an intimidating, humiliating, or hostile learning environment.

Sexual harassment is a form of sex discrimination. Under the Massachusetts law on fair educational practices (Chapter 151 C of the Mass. General Laws), the term sexual harassment is defined as:

Any sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly, a term or condition of the provision of the benefits, privileges, or placement services or as a basis for the evaluation of academic achievement or
2. Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

Sexual harassment is defined for student-to-student interactions as unwelcome sexual advances; requests for favors; and other verbal, visual, or physical conduct of a sexual nature. Sexual harassment is defined for adult/student interactions as any sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature.

1. **Verbal behaviors** such as unwanted: sexual or lewd comments, suggestions, jokes, innuendos, offensive name calling, offensive sounds such as whistling or making kissing sounds or talking about or calling attention to another's gender or sexuality in a negative or embarrassing way spreading sexual rumors, writing sexual graffiti.
2. **Nonverbal behaviors** such as unwanted: suggestive look or leering, staring, facial expressions and gestures, blocking a person's path, following a person, laughing at a person who is being harassed or displaying nude or sexual pictures, cartoons or calendars.
3. **Physical behavior** such as unwanted: pats, squeezes, touching a person's clothing, hair or body, pinching, brushing against another's body, and forced physical contact of any kind.

Sexual harassment is also defined as: conduct of a sexual nature which affects an individual's employment, academic status, or progress; conduct of a sexual nature which has a negative impact on an individual's work or academic performance; conduct of a sexual nature which creates a work or educational environment that is intimidating, hostile, or

offensive or which affects benefits, services, honors, programs, or activities available to an individual in the educational setting.

To address these issues, the Miles River Middle School has a set of Guidelines for Sexual Harassment Procedures which includes “Examples of Conduct That Can Constitute Unlawful Sexual Harassment and Sexual Harassment Complaint Procedures.”

The Guidelines guarantee confidential support for the harassed individual, and detailed descriptions are available from the principal, assistant principal, or any staff member.

## **BEHAVIORAL CONSEQUENCES**

The principal, assistant principal or designee reserves the right to ultimately decide the disciplinary action when an infraction occurs.

## **DETENTIONS**

Any staff member in the building has the authority to address misconduct at any time. A teacher detention or an office detention may be assigned as a consequence for unacceptable student behavior. There are three types of detentions that may be given when a student is referred to the office for violating a rule: Teacher Detentions, Lunch Detentions, and After-School Office Detentions. Students will be required to serve the detention within 24 hours of the behavior infraction, or on the date assigned by either the teacher or the administration. A student who is absent from school on the day of the assigned detention is required to attend detention on the next scheduled detention day.

### ***TEACHER DETENTIONS***

This type of detention is assigned when a student breaks a class rule, disrupts class, or does not complete classwork or homework. Teacher detentions are served in the assigning teacher’s classroom during a student’s scheduled lunch/recess period or after school. If a teacher detention is skipped, the student will be required to make it up with the assigning teacher and will receive an additional day of detention in the office as well.

### ***LUNCH DETENTIONS***

This type of detention is assigned when a student breaks a school or class rule, and has been referred to the office. Lunch detentions are served in the main office during a student’s scheduled lunch/recess period. If a student needs to buy a lunch from the cafeteria, he/she may purchase lunch before reporting to the office. A teacher may also assign a lunch detention in his or her own classroom.

### ***AFTER-SCHOOL OFFICE DETENTIONS***

This type of detention is assigned when a student breaks a school or class rule and has been referred to the office. Detentions are held on Mondays, Tuesdays, and Thursdays and begin promptly at 2:25 p.m. and last until 3:15 p.m.

- Students will be required to serve the detention on the date assigned by the teacher or the administration.
- Students are expected work on school related assignments during detentions.
- After-school office detentions take priority over any other extra-curricular activity.

## **BEHAVIORAL CONTRACTS**

Behavioral Contracts are developed by the teaching team/counselor and student after a pattern of inappropriate student behavior becomes evident.

## **FIELD TRIP EXCLUSION**

Students who do not consistently follow school rules and expectations may be excluded from field trips. Students and families will be informed if field trip exclusion is to be recommended. The teachers will decide if a probationary period will be given prior to the field trip. This probationary period will be an opportunity for the students to significantly amend unacceptable behaviors. Collectively, the teachers will assess possible field trip exclusion, and recommendations will be made to the administration. Final determination on field trip exclusion will be provided one day prior to the trip. Students who are excluded from a field trip will be provided with an assignment that covers the content of the field trip. Field trip exclusion will be determined separately for each trip.

### **CONSIDERATION FOR FIELD TRIP EXCLUSION**

- A pattern of unsafe behavior such as fighting, bullying, truancy or substance use
- A pattern of behavior that demonstrates poor judgment/decision-making
- Misbehavior on previous field trips
- Missing excessive school work for unexcused absences
- Destructive behavior towards personal or school property

## **SOCIAL PROBATION**

Social Probation may be used as an alternative or additional consequence as determined by the administration. Examples may include non-admittance to social events, non-academic school events (challenge day), or after-school events such as sports, dances, school clubs, and field trips. The length of the social probation is determined by the severity of the offense and may run any period of time up to the remainder of the school year. Any student who has been placed on suspension is subject to being placed on social probation by the administration.

## **SUSPENSION PROCEDURES**

The principal and assistant principal of the school are empowered to suspend any student under their jurisdiction for disruptive behavior or other cause subject to the following conditions:

1. Except as provided in paragraph 4 below, no student shall be suspended from school unless the principal or Assistant principal shall first have given the student verbal notice of the reasons for the proposed suspension, an explanation of the evidence, and an opportunity for the student to present his or her version of the facts.
2. If, after the student has been given notice and an opportunity to be heard, the principal or assistant principal decides that the suspension is justified, the student shall be informed of the duration of the suspension.
3. No student who has been suspended shall be permitted to leave the school building prior to the end of a school day unless his or her parent or guardian has first been notified of the suspension.
4. If, in the judgment of the principal or assistant principal, a student's presence poses a continuing danger to persons or property or a continuing threat of unduly disrupting the academic process, the student may be immediately suspended and removed from the school, provided that as soon as practical, and in any event not later than the second school day following the suspension, that student

shall be given notice of the reasons for the suspension and an opportunity to be heard as provided in paragraph 1 above.

5. If a student is suspended from school for one to four days, he or she can appeal this decision to the principal. At the appeal meeting, the student will be given the reasons for the suspension and have the opportunity to be heard by the principal. The principal reserves the right to increase the duration of, uphold, reduce, or nullify the suspension. The decision of the principal in the appeal of a suspension lasting from one to four days is final.
6. If a student is suspended from school for five or more days, he or she he or she can appeal this decision to the principal. If the student is not satisfied with the decision of the principal, he or she can appeal to the superintendent. The decision of the Superintendent is final.
7. A student who has been suspended for more than five days in any quarter may be referred for consideration by the Instructional Support Team or an evaluation under Chapter 766 of Massachusetts Law regarding special education services.
8. Any student who has been suspended or excluded from school is not allowed to be on school property unless he/she has requested and obtained prior permission from the principal's Office. These students are also not allowed to participate in any class or school related functions held off school property (i.e., proms, car wash, pancake breakfast, etc.).
9. Any infraction of a school rule at a dance, which results in a suspension, will also result in the forfeiture of dance and prom privileges for one calendar year.
8. Each student is expected to complete the majority of missed work on the day(s) of suspension. It is the student's responsibility to obtain information from teachers regarding missed assignments. Teachers are not responsible for providing the student with instruction on any work missed during a suspension. When a student returns from suspension, he/she will have not more than the same number of days as the length of the suspension to complete missed work (i.e., five days suspension equals five days to make-up work.) The number of days will be counted beginning on the student re-entry date. Any student who fails to meet this deadline will receive a grade of zero for each missed assignment.

### **SUSPENSION OF STUDENTS WITH DISABILITIES**

When it is known that the suspension of a special needs student will accumulate to 10 days in a school year, a Team Meeting will be held to determine the appropriateness of the student's placement or program. If necessary an alternative plan will be developed with participation from parents, Special Education personnel, and school officials.

If a suspension will result in exclusion of more than 10 days in a school year, immediate written notification of the suspension and request for approval of an alternative plan must be made to the Special Education Department with a copy to the student's parents.

Except in the case of expulsion, discipline records will be stored separately from the student's transcript record. If a student is expelled from school, an entry will be made on his/her permanent record.

### **EXPULSION PROCEDURES**

Miles River Middle School will follow MGL Chapter 71; Section 37H regarding student expulsion. Any student who is charged with possession of weapons/controlled substances or assault on a faculty or staff

member shall be notified in writing of an opportunity for a hearing. The student may have representation at this hearing, along with the opportunity to present evidence and witnesses before the principal.

Any student who has been expelled from a school district as outlined in these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion to notify the Superintendent of the appeal. The student has the right to counsel at a hearing before the Superintendent. The appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

When a student is expelled under the provisions of this section, no school district in the Commonwealth shall be required to admit him or provide educational services to the student. If the student does apply for admission to another school or school district, the Superintendent of this district shall notify the Superintendent of the new school district of the reasons for the expulsion.

The principal may suspend a student upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student if the principal believes that the student's continued presence in school would have a detrimental effect on the general welfare of the school. The student will be provided written notification of the charges and the reasons for the suspension prior to the implementation of the suspension. The student may appeal the suspension to the Superintendent within five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the request for appeal. At the hearing the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The Superintendent shall issue a decision within five calendar days of the hearing. The Superintendent's decision shall be final and binding. (MGL Chapter 71, Section 37H ½)

Upon the conviction of a felony or upon an adjudication in court or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if the principal believes that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student prior to the effective date of the expulsion will be provided written notification of the charges and reasons for the expulsion. The student shall receive written notification of his right to appeal the expulsion to the Superintendent within five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the request for appeal. At the hearing the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The Superintendent shall issue a decision within five calendar days of the hearing. The Superintendent's decision on the expulsion shall be final and binding. (MGL Chapter 71, Section 37H ½)

Except for the provision of Chapter 71, Section 37H and 37H1/2, in which case the principal may make a decision regarding expulsion, only the School Committee may exclude a student for other infractions (MGL Chapter 76, Section 17). The School Committee must provide a hearing for a student and his or her parents before the student is excluded for the alleged misconduct. At such a hearing, the student is entitled to the following procedural rights:

Written notice of the charges (in the student's primary language);



- The right to be represented by a lawyer or advocate (at the student's expense);
- Adequate time to prepare for the hearing;
- Access to documented evidence before the hearing;
- The right to request that witnesses attend the hearing, and to question witnesses;
- A reasonably prompt, written decision including specific grounds for the decision.

### **INTERNAL OR EXTERNAL SUSPENSION**

Based on the severity of the infraction, students may be internally suspended from school or externally suspended from school.

The following is a representative list of offenses that may lead to suspension from school. Suspension offenses are not limited only to the behaviors listed below. The length of the suspension, from 1-10 days, will depend on the severity of the offense and previous discipline record. In addition, the student may be responsible for monetary restitution, depending on the infraction.

- Assault (on student or staff)
- Cheating/Plagiarism
- Cutting Class
- Disruption of the Educational Process
- Disrespectful Behavior
- Profanity
- Fighting
- Harassment
- Hazing
- Insubordination
- Out of Bounds/Off-program
- Possession of Drugs, Alcohol, and Weapons or use of objects in a manner that poses a safety risk to others
- Behaviors which pose a threat to the safety of others in the school community
- Serious or Repeated Classroom Discipline Problems
- Theft
- Threatening a Student or Staff Member
- Weapons violation
- Vandalism
- Violation of Acceptable Use Policy

### **APPENDICES**

**A: Crimes against Public Peace**

**B: Harassment Prevention and Response**

**C: Technology Acceptable Use Policy**

**D: Discipline Policy and Procedures for Students with Disabilities**

**E: Hamilton-Wenham Regional School District Anti-Bullying Prevention and Intervention Plan**

**F: NonDiscrimination Policy**

**APPENDIX A: MASSACHUSETTS GENERAL LAWS CHAPTER 269 CRIMES  
AGAINST PUBLIC PEACE**

**HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT  
WENHAM, MA**

**H8030 PROHIBITION OF HAZING**

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location.

No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the principal including the time, date, location, names of identifiable participants and the types of behavior exhibited.

Students and employees of the Schools are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school.

Any student who participates in the hazing of another student or other person may will be subject to disciplinary action by the school.

Any student determined by the principal to be the organizer of a hazing activity may be recommended for further disciplinary action, but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

LEGAL REF.: M.G.L. 269:17, 18, 19

HAZING IS DEFINED BY MASSACHUSETTS STATE LAW AS FOLLOWS:  
CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

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

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

#### CH. 269, S.18. DUTY TO REPORT HAZING

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

#### CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing.

The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

SOURCE: Dover-Sherborn Regional Committee

Policy Review: 1st Reading: October 16, 2014

2nd Reading: October 30, 2014

Policy Adopted: October 30, 2014

Vote: 7-0-0

Chairperson, HWRSD School Committee: William Wilson

(Original Signature on file in the Superintendent's Office)

## **APPENDIX B: HARASSMENT PREVENTION AND RESPONSE**

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT WENHAM, MA

A1005 Harassment Prevention & Response Policy

Preamble: The Hamilton-Wenham Regional School District School Committee is committed to the prevention of harassment based upon sex, race, color, national origin, religion, age, disability, gender identity or sexual orientation. This policy has been developed to ensure that the educational opportunities of all students, and the employment conditions of all employees, are not threatened or limited by such harassment, and to ensure that individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation or degradation.

This policy defines: unlawful and prohibited conduct; reporting and investigation procedures; and disciplinary sanctions.

It shall be a violation of this policy for any employee or student of the Hamilton-Wenham Regional School District to harass another employee, adult member of the school community, student, applicant for employment or other person with business to conduct with the Hamilton-Wenham Regional School District, through conduct and communications as defined below. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications of a harassing nature as defined below.

II. Unlawful and Prohibited Conduct Defined: Unlawful and prohibited conduct includes, but is not limited to, actions which are related to a person's sex/gender, race, color, national origin, religion, age, disability, gender identity or sexual orientation when such actions are unwelcome and unsolicited by the recipient.

Harassment based on a person's race, color, national origin, religion, age, disability or sexual orientation consists of conduct that:

1. has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or education environment;
2. has the purpose of substantially or unreasonably interfering with a person's work or academic performance;

3. or otherwise adversely affects a person's academic standing or employment opportunities.

III. Sexual/Gender Harassment: Unlawful and prohibited conduct, consisting of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct, or communication of a sexual nature when:

1. submission to, or rejection of, such conduct or communication is made explicitly or implicitly a term or condition of employment, or education or academic achievement;
2. or, submission to, or rejection of, such behavior is used as a basis for employment or academic decisions;
3. or, such behavior unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, humiliating, or offensive work or educational environment.

Examples of prohibited behaviors regarding sex, gender, gender identity, race, color, national origin, religion, age, disability, or sexual orientation shall include, but not be limited to, the following examples:

-Verbal conduct: name calling, teasing, jokes or other derogatory or dehumanizing remarks, by an individual or group as in verbal bullying;

-Physical contact: unwelcome touching of a person or person's clothing or any other act of physical intimidation or bullying;

-Written conduct: notes, cartoons, calendars, graffiti, offensive or graphic posters, pictures, book covers, drawings, computer terminal messages or electronic mail (email) of an offensive nature, or designs on clothing meant to offend another on the basis of gender, race, color, national origin, age, disability, sex or sexual orientation or other identifying characteristics;

-Visual conduct: suggestive looks, leering, gesturing of a suggestive nature;

-Blackmail: as in behavior with the intention to control another individual's scholastic achievement or employment status;

The foregoing list was to provide some concrete examples, but is not meant to be all-inclusive.

IV. Responsibilities: All students, teachers, administrators, and other personnel of the Hamilton-Wenham Regional School District are responsible for creating and maintaining an environment that is free of harassment and other offensive behaviors and for conducting themselves in a manner consistent with the spirit and intent of this policy and in cooperating with any investigation of alleged harassment.

The subject of harassment should report alleged violations of this policy to the appropriate personnel in accordance with the guidelines and procedures that accompany this policy. What one person might consider as acceptable behavior may be viewed by another as harassment. It

is, therefore, suggested that a person make clear to the harasser that the behavior is offensive and must cease.

The Hamilton-Wenham Regional School District is responsible for the dissemination of this policy and training. The school district responsibilities will ensure that:

1. this policy shall be conspicuously posted throughout each school building in areas accessible to students and staff;
2. this policy shall appear in staff and student handbooks;
3. the school district will develop a method of discussing this policy with students and employees;
4. the district will appropriately train administrators and others who are assigned and responsible to implement the procedures of this policy;
5. This policy will be reviewed every two years for compliance with state and federal law.

#### V. Reporting Harassment:

A. Students: Students who believe that they are victims of harassment should report such occurrences to a teacher, counselor, or administrator who will in turn notify a complaint manager, or students may report directly to complaint managers. Notice of each school's complaint managers, whose role is defined below, will be posted in a prominent location in each school.

B. Employees: All Hamilton-Wenham Regional School District employees must respond to a student's complaints of harassment by notifying the building principal or appointed complaint managers. In a case where a student complains of harassment by a teacher or another school department employee, a building administrator and/or his/her designee must investigate the complaint. All student complaints of harassment, including sexual harassment, must always be taken seriously.

Employees who believe that they are victims of harassment should report such occurrences to the most appropriate of the following potential complaint managers: their immediate or system-wide supervisor, the school building principal, a district administrator, or the Superintendent of Schools, or his/her designee.

VI. Investigation and Corrective Action: The Hamilton-Wenham Regional School District will investigate all complaints of harassment. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions. Reports of sexual harassment and related information will be kept confidential to the extent consistent with the school's obligations under law.

Each building principal will appoint two or more complaint managers, at least one of each gender, where possible. The complaint manager shall be responsible for investigating complaints of harassment, communicating the investigatory findings to the Hearing Officer, and recommending discipline as a consequence of harassment.

In a case between a student and an adult, the building principal or another building administrator will act as the complaint manager. In a case involving two or more employees, a building administrator and/or his/her designee will assume the role of the complaint manager. In a case involving a building administrator, a principal, or a district administrator, the Superintendent of Schools, or his/her designee, will act as a complaint manager.

Complaint managers will attend training sessions and workshops as directed. Notice of each school's complaint managers will be posted in a prominent location in each school.

If the Hamilton-Wenham Regional School District determines that harassment has occurred, it will take appropriate action to end the harassment. Steps that may be taken include, among others, an apology, direction to stop the offensive behavior, counseling or training, warnings, suspensions, exclusion from school-related activities, transfer, remediation, expulsion from schools or termination from employment.

Disciplinary action will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal laws, and school district policies. Any staff member or student who is dissatisfied with the results or progress of the school's investigation may discuss his/her dissatisfaction directly with the building principal or the Superintendent of Schools, or his/her designee, at the District Administration Building, 5 School Street, Wenham, MA 01984, (978- 468-5310).

VII. Retaliation: The school administration will discipline or take appropriate action against any student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint or reports or participates in an investigation of a harassment complaint. Acts of retaliation may result in immediate disciplinary action up to and including expulsion or dismissal, even if underlying harassment is not proven. Retaliation is an independent prohibited and unlawful act.

VIII. Investigation of Child Abuse: Under certain circumstances, harassment of a student may constitute child abuse under Massachusetts Law, M.G.L. Ch. 119, Section 51 A. The Hamilton-Wenham Regional School District will comply with Massachusetts Law in reporting suspected cases of child abuse. The Hamilton-Wenham Regional School District will report suspected criminal activity to the local police.

IX. Right to Alternative Complaint Procedures: These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Massachusetts Department of Education, 350 Main Street, Maiden, MA 02148, (617-388-3300); Massachusetts Commission Against Discrimination, Boston Office, One Ashburton Place,

Boston, MA 02188, (617-727-3990); Equal Employment Opportunity Commission, 10 Congress Street, Boston, MA 02114, (617-565-3200); and the Office of Civil Rights of the U.S. Department of Education, J.F.K. Federal Building, Room 1875, Boston, MA 02203, (617-565-1340); initiating civil action or seeking redress under criminal statutes and/or federal law.

X. Policy Review and Revision This policy and its procedures will be reviewed every two years for compliance with state and federal law. Review and revision of these policies and procedures shall occur as needed, but at least every two years.

XI. Legal References: Title VII of the Civil Rights Act of 1964 Title IX of the Education Amendments of 1972 Massachusetts General Laws: C.151B (prohibiting employment discrimination based on gender); c.214 s. 1C (right to be free from sexual harassment); c. 76 s. 5 (prohibiting educational discrimination in public schools); c.265 s.43 (prohibiting stalking); c.269 s. 17 (prohibiting hazing); c. 119, s.51A (reporting of suspected child abuse

Originally Adopted: December 19, 2002

Policy Review: November 6, 2008

Approved: November 6, 2008

Vote: 6-0-0

Chairperson, HWRSD School Committee: Laurie Wilson (Original Signature on file in the Superintendent's Office

## **APPENDIX C: TECHNOLOGY ACCEPTABLE USE POLICY**

Hamilton-Wenham Regional School District  
Acceptable Internet Usage Policy (AUP)

### Introduction:

It is the policy of the Hamilton Wenham Regional School District (HWRSD) to maintain a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other characteristic protected by law. Employees and students shall observe this policy in the use of the Network and employ digital etiquette by using appropriate, non-abusive language. Employees and students will refrain from making defamatory remarks or racial slurs, bullying and using obscene or profane language.

### Purpose:

HWRSD is pleased to offer its students and staff access to the District-wide school network ("The Network"), which also serves as the District's gateway to the Internet. The Network is used to enhance productivity through increased communication within the District, and assist its employees in upgrading their skills through greater exchange of information with their peers. The Network also assists the District in communicating with parents, social service agencies, government agencies and businesses.



The Network is not a public forum and HWRSD reserves the right to place reasonable limits on materials posted or accessed through this network.

The Network may not be used for personal or commercial purposes, such as, but not limited to, offering, providing, or purchasing goods and/or services for personal use.

The principal purpose of the District's Network/equipment/access is for the education of students and professional use by its staff. It is the vision of the Hamilton Wenham Regional School District to provide equitable, effective, and efficient technology that expands instructional capacity and enables all students to engage in rigorous learning. To that end, we incorporate technologies utilizing the principles of universal design learning and assistive technology\* throughout our system in order to:

- Maximize access to curricula
- Provide authentic and relevant global resources
- Foster learning, collaboration, exploration, and discovery
- Develop critical, creative, and analytical thinking skills
- Collect, assess, and share knowledge
- Synthesize information and demonstrate conceptual understanding
- Streamline organizational tasks

\* The Americans with Disabilities Act (ADA) requires that state, local, educational and public websites be made accessible. In general - The term 'assistive technology' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

**Definitions:**

“HWRSD Network” is defined as the technology devices, digital resources and network infrastructure.

“Network infrastructure” is defined as the Internet, Google Apps for Education, email, hardware, software, printers, peripheral devices, individual computer devices and web enabled devices.

“Information technology” is defined as the use of hardware and software services to store, retrieve, transmit and manipulate data including; Internet access, blogging, podcasting, email, published and non-published documents, and various forms of multimedia technology.

“Educational use” is defined as a use that supports curriculum activities, career and professional development activities, communication, research, learning and other district related activities of an educational nature.

“Devices” refer to district owned/leased devices; staff owned devices, and student owned devices.

**Privilege:**

For all users, Internet access through HWRSD and the use of district owned or managed computers, services and networks is a privilege; therefore, inappropriate use will result in a cancellation of this privilege. Based on the acceptable use guidelines outlined in this document, the system administrator may revoke, deny or suspend privileges. All activities on the HWRSD network are NOT private. This means someone can read what you write and see the web pages you visit.

**Children's Online and Privacy Protection Act:**

Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

HWRSD works diligently to comply with COPPA requirements. HWRSD does not collect student personal information or transmit such information directly to online entities.

**Children's Internet Protection Act (Federal Communications Commission Guide Enclosed):**

The District will comply with the Children's Internet Protection Act (CIPA), enacted by Congress in 2000, which requires schools to block or filter Internet access to content that is: (a) obscene, (b) child pornography or, (c) harmful to minors (for computers that are accessed by minors). However, it is recognized that any filter alone is no guarantee that users will be prevented from accessing Internet resources that are profane, offensive, obscene, or otherwise objectionable. All users accessing the Internet, do so at their own risk. Students should report accidental or inappropriate sites to a teacher or administrator for blocking. An administrator, supervisor or other appointed person may temporarily disable the filtering technology or other content protection measure, during use by an adult, only to enable access for bona fide educational uses and other lawful purposes. Internet usage is logged and monitored for use consistent with the educational mission of HWRSD.

**Recording:**

In addition, HWRSD complies with the unauthorized recording laws. [Mass. Gen. Laws ch. 272, § 99](#) prohibits unauthorized recording. HWRSD requires that all parties must be notified prior to being recorded, preferably in written form. This includes other students and/or staff members.

**Email and the Public Records Law:**

Email messages concerning official school business are generally considered public record information that is subject to disclosure under the Massachusetts public records law. [G.L. c. 66 section 10; G.L. c. 4, s. 7 (26)]. Documents prepared in anticipation of litigation or to reply to a Freedom of Information Act (FOIA) should not be disclosed without prior approval from the Superintendent.

**Monitoring:**

There is NO expectation of privacy related to information stored and transmitted over the HWRSD network. HWRSD staff routinely performs maintenance and monitoring of the system. The information on the network in general files and email is not private and is subject to review by the network manager at the request of the HWRSD administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

**Data Confidentiality:**

Some district employees, as part of their jobs, have access to confidential information such as personal data about identifiable individuals. Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential. Employees are strictly prohibited from acquiring access to and/or disseminating such confidential information unless access to and/or is authorized and required by their job.

**Copyright:**

Employees and students should assume that most materials available on the Internet are protected by copyright. Unauthorized copying of copyrighted material is prohibited. Additionally, any material obtained from the Internet and included in one's own work must be properly cited regardless of the copyright status. The HWRSD will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the HWRSD. Copying, selling or distributing copyrighted or proprietary material without the written permission of the author or publisher, or engaging in plagiarism is illegal.

**Criminal Acts/Cyber Crimes:**

These include, but are not limited to, gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in gang activity, threatening others, transferring obscene material, cyber-stalking, cyber-bullying, vandalism, using another person's identity and/or identity fraud, or attempting to do any of the above. This also includes libel, defined as: publicly defaming people through publishing material on the Internet, email, etc.

**Terms and Conditions:**

By signing this Acceptable Usage Policy (AUP), staff, students and guardians acknowledge the following rules and conditions: As an HWRSD member, I understand that access to the school Network is a privilege, and not a right. I understand that my school networks and accounts are owned by HWRSD and are not private. HWRSD has the right to access my information at any time. I understand that the system administrator will deem what conduct is inappropriate use, if such conduct is not specified in this agreement. I will use technology in a manner that complies with federal, state or local law or regulation, including copyright laws and School Committee policy. I understand that I am to notify an adult immediately if I encounter material that violates appropriate use. Staff will notify the system administrator immediately upon encountering a violation of this agreement.

**I will respect and protect the privacy of others and myself.**

- It is prohibited to use anyone else's account or share passwords.
- I will not distribute information about self or others.
- I will not impersonate or pretend to be someone else while online. This includes sending out email, creating accounts or posting messages in someone else's name.

**I will respect and protect the property of others.**

- I will not infringe copyrights (no making illegal copies of commercial software, music, games or movies).

**I will respect the security of all electronic resources.**

- I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network.
- I will not make any changes to the computer settings nor change or delete any files or directories stored on school computers or device that are not part of my user profile, my allocated file storage or my personal device settings.

**I will be a responsible member of my school and my community when I am on the Internet.**

- I will use the Internet for educational purposes or the business of the school district.
- I will use the Internet responsibly.
- I will always be polite and use appropriate language.
- I will not search, retrieve, circulate or display hate-based or offensive information, information about weapons, or sexually explicit material.
- I will not use the Internet for, or in support of, illegal purposes or activities.
- I will not buy, sell, advertise, or otherwise conduct business, on the Internet.
- I will not use the Internet for political purposes, except for using the Network to communicate with elected officials.

**Due Process**

The HWRSD reserves the rights to deny, revoke or suspend, without prior notification, specific user privileges and/or take other disciplinary action for violation of this policy. Additionally, all handbook regulations apply to the use of the Network. In the event that there is a claim that an employee or student has violated any of the guidelines of this policy, he or she will be provided with written notice of the suspected violation and an opportunity to be heard. HWRSD will also cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the Network.

**HWRSD Limitations of Liability:**

HWRSD assumes no responsibility for any loss or corruption of data resulting from the use of the District's information technology resources. Employees and students must take full responsibility for their own actions.

Policy Review: 1st Reading: October 16, 2014

2nd Reading: October 30, 2014

Policy Adopted: October 30, 2014

Vote: 7-0-0

Chairperson, HWRSD School Committee: William Wilson (Original Signature on file in the Superintendent's Office)

## **APPENDIX D: DISCIPLINE POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES**

### HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT DEPARTMENT OF SPECIAL EDUCATION

The Individualized Education Program (IEP) of each student with a disability who has been found eligible for special education and/or related services indicates whether that student is expected to follow the regular discipline code for his/her school and, if not, how the discipline code will be modified. In addition, M.G.L. c.71B §3 and the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services, or who the District knows or has reason to know might be eligible for such services. Students who have been found to have a disability that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act of 1973, must also be afforded these increased procedural protections prior to imposing a disciplinary sanction that will result in the student's removal from his/her educational program for more than ten (10) school days in a given school year.

To the extent that removal for violation of the school's disciplinary code/code of conduct would be applied to students without disabilities, District administrators may remove a student with a disability from his/her educational program for up to ten (10) school days in a given school year. However, when a student with a disability is removed or excluded from his/her current educational program for more than ten (10) consecutive school days in a given year or has been subjected to a pattern of short term removals totaling more than ten (10) school days, a change in placement will be deemed to have occurred, triggering the District's procedural obligations under federal law. It is the policy of the Hamilton-Wenham Regional School District to respond to repeated disciplinary episodes involving special needs students on a proactive basis and, whenever possible, to reconvene the Team well before the limit of ten (10) days out of school has been reached.

#### General Guidelines for Disciplining Students with Disabilities

- The procedural requirements for disciplining students with disabilities are in addition to those due process protections afforded to all students. These basic due process requirements include notifying the Student of the disciplinary violation and providing him/her with either a formal or informal hearing prior to imposing a disciplinary sanction.

- For purposes of this policy, the term “student with a disability” includes all students currently receiving services pursuant to an IEP, all students who the District knows or has reason to know might be eligible for special education services, and all students receiving individualized accommodations pursuant to a §504 Accommodation Plan.
- Any suspensions or removals of students with disabilities shall be documented in writing.
- A letter describing the disciplinary offense and the resulting consequences should be sent to the parent(s)/guardian(s) and/or student and a copy forwarded to the Special Education Coordinator prior to imposing any sanction, if practicable.
- The Special Education Coordinator and the assistant principal shall monitor the number of suspension days imposed (including in-house suspensions).
- If a disciplinary action is contemplated that will result in a student’s removal for more than ten (10) school days, the parents and student must be immediately notified in writing and provided with written notice of their rights
- Although not specifically required by law, District policy requires that a student’s Team reconvene once a student had been suspended for six (6) or more days in a single school year.
- As students with disabilities cannot generally be subjected to long-term removal (more than ten (10) school days) for conduct related to their disability, the student’s Team shall perform the Manifestation Determination before a hearing to consider the student’s long-term exclusion (more than ten (10) consecutive days) is conducted.

#### Manifestation Determinations

1. Within ten (10) days of first considering any disciplinary action that would result in a change of placement, building administrators, the parents, and relevant IEP or 504 Team members (“MD Team”) must convene to conduct a Manifestation Determination. The parents and/or student (if 18 or over) must be given prior written notice of this meeting.
2. At the Manifestation Determination meeting, the MD Team shall consider all relevant information about the student including, but not limited to, evaluation and diagnostic results, relevant information supplied by the parent and student, observational data; the student’s IEP or §504 Plan, and the student's current placement.
3. The MD Team may determine that the behavior giving rise to discipline was a manifestation of the student’s disability only if:
  - a. The conduct giving rise to disciplinary action was caused by or directly and substantially related to the student’s disability; or
  - b. The conduct giving rise to disciplinary action was directly caused by the school’s failure to implement the IEP or 504 Plan.
4. If the MD Team determines that the behavior was not a manifestation of the student’s disability, the student may be subjected to the disciplinary procedures and consequences applicable to all students. During any period of removal beyond ten (10) cumulative school days, however, the District shall provide the services determined necessary by the Team to provide the student with a free appropriate public education. \* (Note: This requirement is not applicable to students on §504 plans)
5. If the MD Team determines that the behavior giving rise to the disciplinary action

was a manifestation of the student's disability, the disciplinary consequence (such as suspension or other forms of exclusion) that would result in a change in placement may not be applied and an alternative course of action shall be proposed by the student's IEP or 504. Alternatives could include, for example, proposing the amendment or revision of the student's IEP, obtaining the parents' consent to a change in the student's placement, or modifying the student's behavior plan.

#### Functional Behavioral Assessments

1. Immediately following any meeting to determine whether conduct subject to disciplinary action is a manifestation of a student's disability, the student's IEP Team or 504 Team shall meet to review any existing behavior intervention plans or to consider whether to conduct a functional behavioral assessment for the purpose of developing a behavior intervention plan.
  - a. Where it is determined by an MD Team that the conduct giving rise to disciplinary action was a manifestation of the student's disability, and the student does not have a current behavior intervention plan, a plan by which a functional behavioral assessment shall be conducted.
  - b. Where it is determined by an MD Team that the conduct giving rise to disciplinary action was not a manifestation of the student's disability, and the student does not have a current behavior intervention plan, the Team shall determine whether it would be appropriate to conduct a functional behavioral assessment.

#### Interim Alternative Educational Setting (IAES)

1. Generally, a student with a disability may be placed in an IAES only upon the recommendation of the IEP/504 Team and with the consent of the parent (or student, if 18 years of age) or by order of a Judge or Hearing Officer. Under certain circumstances, however, a student may be unilaterally placed by the District in an IAES determined to be appropriate by the student's Team for up to forty-five (45) school days if the student's behavior involves any of the following offenses:
  - a. Possession of a weapon on school grounds or at school-sponsored events;
  - b. Possession or use of illegal drugs on school grounds or at school-sponsored events;
  - c. Solicitation of a controlled substance on school grounds or at school-sponsored events.
  - d. Causing serious bodily injury to another at school or at a school sponsored event
2. Although the District may unilaterally remove a student to an IAES for any of the above offenses, an MD Team must still conduct a Manifestation Determination within ten (10) school days of first considering the removal of the student from his/her current program for disciplinary reasons.
3. Where a student is believed to present a danger to himself or others in his current educational program, but has not engaged in the conduct identified in Paragraph 1 of this section, the District may only remove the student to an IAES with the consent of the parents or student (if over 18 years of age) or with authorization from a Bureau of Special Education Appeals Hearing Officer or from a court of competent jurisdiction. To obtain such an order, the District must demonstrate that maintaining the student's placement is substantially likely to result in injury to the student or others

4. The IAES shall be identified by the student's IEP/504 Team and must be selected so as to enable the student to participate in the general curriculum and to receive the special education and related services contained in the student's IEP in order to progress toward the goals set forth in the IEP. The IAES must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.
5. At the conclusion of the forty-five (45) school day period, the student shall be returned to his/her previous placement unless the parents (or student if 18 years of age) consents to an extension of the IAES or a Hearing Officer's order is obtained authorizing the student's continued removal.

#### Other Considerations Regarding Discipline

- The primary distinction between students on IEP's and those on §504 plans involves disciplinary action based on the use of drugs. Where a student on a §504 plan is a current user of illegal drugs, the student is not entitled to the procedural protections identified in this policy.
- The District will be considered to know or have reason to know that a student may be eligible for services where:
  - The parent has expressed concern in writing to supervisory personnel, administrative personnel, or the teacher that the student is in need of special education and related services; or
  - The student is currently undergoing an evaluation of eligibility; or
  - The student's teacher or other District personnel have expressed concern about the student's pattern of behavior directly to the Special Education Department or other supervisory personnel.
  - Exceptions:
- If the parent(s)/guardian(s) have refused consent to an initial evaluation or if the District has conducted an evaluation and found the student not eligible for special education services or accommodations on the basis of disability, the District is not required to provide the additional protections set forth in this policy.
- Special education regulations do not prohibit the District from reporting a crime to the appropriate law enforcement authorities
- It is the policy of the Hamilton-Wenham Regional School District that no student will be discriminated against based upon a handicapping condition. Therefore, disciplinary consequences which may limit an identified special needs student's participation in, or access to, the opportunities and activities of the District are only imposed after careful and deliberate consideration, consistent with applicable state and federal laws and regulations, and within stated guidelines, as outlined above.

Revised in accordance with the Individuals with Disabilities Education Improvement Act of 2004.



# **APPENDIX E: HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT ANTI-BULLYING PREVENTION AND INTERVENTION PLAN**

HWRSD Anti-Bullying and Prevention Plan  
Rev. January 8, 2015  
Hamilton-Wenham Regional School District  
Anti-Bullying Prevention and Intervention Plan

## **I. LEADERSHIP**

### **Statement of Purpose**

The Hamilton-Wenham Regional School District (the “District”) expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The District is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The District will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The District will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The District, will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety.

We will support this commitment in all aspects of our school community, including curricula, instructional programs, Staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan (the "Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the district is committed to working with students,

staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The principal or his/her designees are responsible for the implementation and oversight of the Plan at their respective buildings.

#### A. Public Involvement in Developing the Plan,

As required by M.G.L. c. 71, § 370, the Plan will be developed with various constituencies. This involvement will include:

- District/School administrators, faculty and Staff;
- school volunteers;
- interested community representatives, students, parents, and guardians; and
- the District School Committee.

Consultation will include, at a minimum, notice and a public comment period before the District School Committee adopts the Plan.

#### B. Assessing Needs and Resources

The Superintendent, along with the Superintendent's designees, with input from administrators, faculty, and families, will assess the adequacy of current programs, policies and procedures.

This task will include:

- review of current policies and procedures;
- review of available data on the prevalence and characteristics of bullying and behavioral incidents;
- assessment of available resources including curricula, training programs, and behavioral health Services; for designing ongoing professional development
- review of current and relevant articles and research on best methodology to prevent, intervene and address bullying and cyber-bullying;
- research and review of field tested and research-based anti-bullying curricula and instructional guides;
- development of a resource bank of relevant materials for both parents and students;
- Review of the Massachusetts comprehensive Health and Wellness Curriculum frameworks to provide a working curriculum context for anti-bullying curriculum; and
- at least once every four years beginning with 2015/16 school year, the district will administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools.
- the district will annually report bullying incident data to the DESE.
- assessments of initial and periodic needs, by surveying students, faculty, staff, parents, guardians on school climatic and school safety needs.

### C. Planning and Oversight

The building principal or his/her designees will be responsible for the following tasks under the Plan:

- receiving reports on bullying;
- collecting and analyzing school-wide data on bullying to assess the present level of need and to measure improved outcomes;
- creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- implementing the ongoing professional development that is required by the law;
- identifying supports that respond to the needs of targets and aggressors;
- choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- amending student and Staff handbooks and codes of conduct; and
- leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy. The Superintendent, in partnership with the Anti-bullying Subcommittee, will be responsible for reviewing and updating the Bullying Prevention Policy biennially or more frequently if needed.

## II. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the District or school to staff any non-school related activities, functions, or programs.

## III. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, Staff, students, parents, guardians,

law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or school staff members, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Hostile environment as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

#### IV. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, age or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§37H or 37H72, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## V. TRAINING AND PROFESSIONAL DEVELOPMENT

### A. Annual Staff Training on the Plan.

Annual training for all District Staff on the Plan will include Staff duties under the Plan, an overview of the steps that the principal or his/her designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year is required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

### B. Ongoing Professional Development.

The Superintendent, in collaboration with the Anti-bullying Subcommittee will be responsible for oversight and implementation of the training used throughout the system. The goal of professional development is to establish a common understanding of tools necessary for Staff to create a school climate that promotes safety, civil communication, and respect for differences.

Professional development will build the skills of Staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of school- wide and district-wide professional development will be informed by research and will include:

- developmentally appropriate strategies to prevent bullying;
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber-bullying;
- internet safety issues as they relate to cyber-bullying;
- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;

- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

#### C. Written Notice to Staff.

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or District employee handbook and the code of conduct.

### VI. ACCESS TO RESOURCES AND SERVICES

The Superintendent, in collaboration with the Anti-bullying Subcommittee will be responsible for researching, reviewing and adopting appropriate curriculum and instructional materials for use in the schools. This work will require consultation with other appropriate district and town resources. The curriculum must be:

- Developmentally appropriate
- Evidence based - based on research, or field tested
- Evaluated for effectiveness

The resources will be evaluated on documented success rate, design that is engaging to students and in keeping with our core values and philosophies of pedagogy. Curriculum should have creative presentation and should encourage students to find solutions and use critical thinking skills.

#### A. Identifying Resources.

Resources for targets, aggressors, and their families may include, but are not limited to: adopting new curricula, establishing safety planning teams, and identifying other agencies that can provide services.

The Anti-bullying Subcommittee will be responsible for creating and posting a bibliography of anti-bullying resources including, but not limited to:

- the District Bullying Prevention Policy;
- the District Anti-Bullying Prevention and Instructional guides and materials;
- research articles and materials on the prevalence and characteristics of bullying;
- relevant and useful websites; and
- community resources and related services.

#### B. Counseling and Other Services.

The District has a variety of appropriate resources within the district. The District utilizes adjustment counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The District utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translations are provided as are translations of materials for Hamilton-Wenham families as needed.

#### C. Students with Disabilities.

As required by M.G.L. c. 7 IB, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education Administrators and faculty members were trained on this requirement in September 2010.

#### D. Referral to Outside Services.

The District has a referral protocol for referring students and families to access appropriate services. Referrals comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

### VII. ACADEMIC AND NON-ACADEMIC ACTIVITIES

#### A. Specific Bullying Prevention Approaches.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Plan. The District will review the Plan with students by October 1st of each school year.

#### B. General Teaching Approaches that Support Bullying Prevention Efforts.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the District bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

### VIII. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

#### A. Reporting Potential Bullying or Retaliation.

Reports of potential bullying or retaliation may be made by Staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a Staff member shall be documented in an age appropriate manner by the principal or his/her designee.

A school district Staff member is required to report promptly to the principal or his/her designee any instance of bullying or retaliation the Staff member becomes aware of or witnesses.

Reports made by students, parents or guardian, or other individuals who are not school or district Staff members, may be made anonymously. The District will make a variety of reporting resources available to the school community including an anonymous electronic option.

Use of a written form is not required as a condition of making a report.

The District will:

- 1) take all reported incidents either verbal or written and will record necessary information to document the information as reported,



2) provide information on how to report incidents on both the website for each school, as well as in the handbook.

At the beginning of each school year, the Superintendent will provide the school community, including administrators, Staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation.

A description of the reporting procedures and resources, including the name and contact information of the principal or his/her designee, will be incorporated in student and Staff handbooks, on the school or District website, and in information about the Plan that is made available to parents or guardians.

### 1. Reporting by Faculty and Staff

Faculty or Staff member will report immediately to the principal or his/her designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or his/her designee does not limit the authority of the Staff member to respond to behavioral or disciplinary incidents consistent with school or District policies and procedures for behavior management and discipline.

### B. Responding to a Report of Bullying or Retaliation.

#### 1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or his/her designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a Staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.

The principal or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The principal or his/her designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

### 2. Obligations to Notify Others

#### a. Notice to Parents or Guardians

Upon, determining that bullying or retaliation has occurred, the principal or his/her designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or his/her designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District

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

c. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or his/her designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or his/her designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or his/her designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal or his/her designee will, consistent with the Plan and with applicable District policies and procedures, consult with the school resource officer, if any, and the Superintendent.

C. Investigation.

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

During the investigation, the principal or his/her designee will, among other things, interview students, Staff, witnesses, parents or guardians, and others as necessary. The principal or his/her designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

The principal or his/her designee, other Staff members as determined by the principal or his/her designee, and in consultation with the school counselor, may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or his/her designee will maintain confidentiality during the investigative process.

The principal or his/her designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with the District policies and procedures for investigations. If necessary, the principal or his/her designee and the Superintendent will consult with legal counsel about the investigation.

#### D. Determinations.

The principal or his/her designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or his/her designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or his/her designee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or his/her designee may choose to consult with the students' teachers and/or counselors, and the targets or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or his/her designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation.

All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or his/her designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

#### E. Responses to Bullying.

##### 1. Teaching Appropriate Behavior Through Skills-Building

Upon the principal or his/her designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. C.71, § 370(d) (v).

Skillbuilding approaches that the principal or his/her designee may consider include:

- providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel;
- offering individualized skill-building sessions based on the school's/districts antibullying curricula;

- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

## 2. Taking Disciplinary Action

If the principal or his/her designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or his/her designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or District's code of conduct.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

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

## 3. Promoting Safety for the Target and Others

The principal or his/her designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or his/her designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

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

## F. COLLABORATION WITH FAMILIES

### A. Parent Education and Resources.

The District in collaboration with parent associations will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the District or school.

### B. Notification Requirements.

Each year the District will inform parents or guardians of enrolled students about the antibullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety.

The school or District will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet Safety Policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The District will post the Plan and related information on its website.

#### C. Problem Resolution System.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

## **APPENDIX F: NONDISCRIMINATION POLICY**

Public schools have the responsibility to remove, insofar as possible, any barriers that prevent children from achieving their potential. The following statements confirm the District's intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive interactions between and among children, youth and adults, who all have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Use all appropriate communication and action to air and reduce the grievances of individuals and groups.
4. Review District practices in order to achieve the objectives of this statement to the greatest extent possible.

The School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity or disability. If someone has a complaint or feels that

s/he have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity or disability, their complaint should be registered with the Title IX compliance officer.