

Student and Parent Handbook

2021-2022



A Community of Learners

We are **SAFE**

We are **RESPONSIBLE**

We are **CONSIDERATE**

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

Miles River Middle School Student and Parent Handbook

2021-2022

**Miles River Middle School
787 Bay Road
Hamilton, MA 01982
978-468-0362**

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

Main Office:	978-468-0393
School Counselor:	978-468-0396
Adjustment Counselor:	978-468-0366
Nurse:	978-468-0390
Safe Arrival Line:	978-468-0350
Athletic Department:	978-468-0485

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

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SCHOOL AND DISTRICT ADMINISTRATIVE CONTACTS

The Hamilton-Wenham Regional School District School Committee 2021-2022

Dana Allara	d.allara@hwschools.net
Michelle Bailey	m.bailey@hwschools.net
Julia Campbell	j.campbell@hwschools.net
Dr. Jennifer Carr	j.carr@hwschools.net
Michelle Horgan	m.horgan@hwschools.net
David Polito	d.polito@hwschools.net
Anna Siedzik	a.siedzik@hwschools.net

The Hamilton-Wenham Regional School District Central Office Administration 978-468-5310

Mary Beth Banios, <i>Superintendent of Schools</i>	m.banios@hwschools.net
Vincent Leone, <i>Asst. Superintendent</i>	v.leone@hwschools.net
Stacy Bucyk, <i>Director of Student Services</i>	s.bucyk@hwschools.net
Dr. Kristen Lazzaro, <i>Director of Guidance and Counseling</i>	k.lazzaro@hwschools.net
Alan Taupier, <i>Director of Information Technology</i>	a.taupier@hwschools.net

Miles River Middle School Administration 978-468-0362

Craig Hovey, <i>Principal</i>	c.hovey@hwschools.net
Elizabeth Lovell, <i>Assistant Principal</i>	l.lovell@hwschools.net
Martha Curran, <i>School Secretary</i>	m.curran@hwschools.net
Patricia Peterson, <i>School Secretary</i>	p.peterson@hwschools.net
Ryan Roth, <i>Secondary Special Education Coord.</i>	r.roth@hwschools.net
Craig Genuardo, <i>Athletic Director</i>	c.genuardo@hwschools.net
Patricia Maidment, <i>Secretary to the Athletic Director</i>	p.maidment@hwschools.net

Miles River Middle School/HWRHS Curriculum Leaders

Kristen Borges, <i>Social Studies</i>	k.borges@hwschools.net
Robert Hickey, <i>English</i>	r.hickey@hwschools.net
Kirsten Losee, <i>Fine Arts</i>	k.losee@hwschools.net
Regina O'Neil, <i>Science</i>	r.oneil@hwschools.net
TBD, <i>Wellness</i>	@hwschools.net
Kevan Sano, <i>World Language</i>	k.sano@hwschools.net
Christopher Campbell, <i>Math</i>	c.campbell@hwschools.net

Miles River Middle School Counseling and Health Services

Maribeth Ting, <i>Nurse</i>	m.ting@hwschools.net
Jessica Merritt, <i>School Counselor</i>	j.merritt@hwschools.net
Elizabeth Hortie, <i>Adjustment Counselor</i>	e.hortie@hwschools.net
Dr. Kristen Lazzaro, <i>Director of Guidance and Counseling</i>	k.lazzaro@hwschools.net

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

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 for the HWRSD

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.

Miles River Core Values

Miles River Middle School is a Community of Learners, and as a community we follow our core values of:

- We are Safe
- We are Responsible
- We are Considerate

We charge all members of our community to uphold these values in all settings throughout their school experiences.

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

Helping Your Child Succeed in Middle School

When children attend middle school, parental support for their learning begins to look somewhat different from elementary school. Please continue to read for some suggestions that are particularly helpful when supporting adolescent learners who are beginning to seek independence in their learning.

At home parents and caregivers can support middle school students by providing them with a quiet study space that is free of distractions at home. Check-ins while your student is doing homework to provide specific and positive feedback along with guidance that mistakes or failures can be turned into

positive learning experiences can help your child stay motivated. Establishing fair and consistent expectations will give your student important structure to build positive learning habits. Staying involved while respecting their growing independence is a process and one where your student's teachers can provide some guidance.

Your involvement with school through participation in school activities and events and open communication with teachers, counselors, and other school personnel allows us to support you and your student throughout the year. These actions send a powerful message to your student that you value their time here at school and that together we support their learning. Conversations about school interests and learning can support your student in setting goals for the near future as well as beyond their school years. Miles River appreciates the opportunity to partner with families in support of their student's learning.

Student 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

Parent/Student Resources

- Anti-Bullying Resources for Students and Parents
 - <http://www.stopbullying.gov/>
- Information for Students
 - [Dealing with Peer Pressure](#)
 - [How to Improve Study Skills in Middle School](#)
- 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](#)

INSTRUCTIONAL SUPPORT TEAM

The Instructional Support Team (IST) is convened on a regular basis to develop strategies for addressing the needs of students with academic, social, emotional or behavioral difficulties. IST works directly with team teachers and staff as well as the school CARE team. Students may be referred by parents, Teaching Team or individual teachers, counselors, and administrators. Parents are encouraged to work directly with their student's Middle School Team of teachers when there are concerns. Parents may also make referrals directly to the assistant principal or a school counselor.

HEALTH OFFICE

The school nurse is available during the school day for students who 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 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. **Students are not allowed to carry or hold medications and 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 is suspected of having a disability and require specialized instruction or related services to make effective progress, a teacher, guidance counselor, or parent may contact the principal or Director of Student Services in writing and request an evaluation for special education services. A referral for a special education evaluation is typically made after the student's teachers have implemented pre-referral strategies as recommended by the Instructional Support Team. Parent rights brochures are available from the Secondary Special Education Coordinator or the District's Student Services office.

Section 504: If a parent or teacher believes that a student may have a physical or mental impairment which substantially limits a major life activity, the parent or teacher should contact the assistant principal or Director of Student Services in writing and request an evaluation to determine whether the Student is eligible under Section 504. Information regarding parental rights under Section 504 is available on the district website.

STUDENT ACADEMICS

ACADEMIC PERFORMANCE

We value and respect the partnership between families and school for its role in serving the academic, 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 student, parents/guardians may contact the student's team teachers, individual teachers, and/or school counselors.

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 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.

HOMEWORK

Homework is intended to reinforce classroom learning outside of the school day. 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 may be provided to help Grade 6 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, or other 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. An electronic notification 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. Violations of the academic integrity policy may result in removal from honor roll status.

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 regularly. Grades are updated at least every 10 days and may not reflect up to the minute grading. Parents and students are encouraged to contact teachers at any time to inquire about student performance.

SCHOOL ATTENDANCE

Regular and punctual school attendance provides an essential foundation for educational progress and assists students in developing habits necessary for lifelong learning. 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. Our goal is to work with students to keep their absences to a minimum in order to 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 only 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.

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. Crew begins at 7:45 a.m.; students are expected to be in their seats and ready to learn. Students who arrive at school after 7:45 a.m. must 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 for any portion of the school day parents and guardians should call the **Safe Arrival Line (978) 468-0350** or send an email to mrsafearrival@hwschools.net before 8:00 a.m. each day the student will not be in attendance to ensure the student is accounted for. Parents and guardians should also call or email 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 notification regarding the student's absence, we will call the emergency contact numbers provided to confirm the student's absence.

Students who arrive late should have a note from either their parent/guardian 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. Absences due to non-school trips are considered unexcused and will count towards school absence totals.

1. It is the student's responsibility to obtain assignments and make-up work within established time limits.
2. Teachers are not required to provide classwork in advance of non-school trips, reteaching, or extra help during class 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 notify students and families of students, who have 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 services, housing, and nonprofit agencies.

SCHOOL WORK MAKE-UP PROCEDURES

The school will allow a student one school day more than the number of school days absent to make up work, but no more than six (6) school days (e.g. two (2) days absent equals three (3) days make-up, three (3) days absent equals four (4) days make-up). For lengthy absences, arrangements may be made with the teacher and school counselor.

A student who fails to make up work within the allotted number of days of their return may receive reduced credit. 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.

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 absence for any portion of the school day will not be permitted to participate in any after school activities scheduled for that day. If a student is absent on a Friday, they 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

The beginning of the school day provides students with critical organization opportunities, academic instruction, and social engagement. We understand that students may be late to school once or twice in a school year, but repeated tardiness negatively impacts a student’s morning and school day which may result in increased anxiety and academic struggles. We strongly encourage families to proactively develop morning routines in collaboration with their child(ren) to support a strong start to the school day.

1. Students are considered tardy if they are not in class at 7:45 a.m. Tardiness due to a medical or court appointment will be considered excused if the student provides a note from the medical office or court.
2. Parents/guardians will be notified when students approach or reach five tardies per semester.
3. 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.
4. 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

1. Students who are frequently tardy will receive consequences directly from the classroom teacher. Failure to serve consequences will be referred for administrative detention.
2. Students who arrive more than fifteen minutes late to class without staff permission will be referred to the assistant principal and may be considered truant from class. .

DISMISSALS

Any dismissal which occurs prior to 11:00 a.m. will be considered an absence for that day. Students should bring a dismissal request note from a parent/guardian to the office at the start of the school day or parents/guardians may call the office. All students must be signed out by a parent/guardian in the main office.

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. If students feel they need to go home and speak with their parent/guardian, they may do so from the nurse's office.

Students are 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 contact parents and, if necessary, emergency contacts to determine the student is safe.

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. .

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 their 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 report cards are available on Aspen. It is important that all families and students establish an Aspen account and access it regularly. **Access issues with Aspen may be addressed to aspenhelp@hwschools.net.**

BLACKBOARD CONNECT AND ASPEN MESSAGES

At times, students and parents will receive pre-recorded voice messages or emails at home via the Blackboard Connect or Aspen system. Both systems use 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. Bags may be stored in assigned lockers during the school day or carried between classes. Students should work with staff and families to manage their materials and avoid carrying all materials at all times.

CELL PHONE ACCEPTABLE USE GUIDELINES

NO CELL FROM BELL TO BELL

At Miles River Middle School we strive to help our students be safe, responsible, and considerate learners through positive academic and social interactions with school staff and peers. Cell phones and personal electronic devices play an integral role in the lives of our students. To provide the best learning environment possible for all members of our learning community, we have a practice of ***No Cell From Bell to Bell***. Students are expected to follow our cell phone/electronic device guidelines during the school day, and the Hamilton-Wenham Regional School District Internet Acceptable Use Policy expectations apply to student cell phone/personal device use.

Students are sometimes put in a difficult position of choosing between answering a parent text/call or breaking school rules. We ask that families assist us in helping students focus on their learning during the school day by refraining from texting/calling students. Please contact the main office if you need to get a message to your student, and we will be happy to assist.

At all times, *unless in use as permitted by a classroom teacher*, cell phones should be off (powered down) and out of sight. Phones may be kept in a student's locker or on their person.

Never Allowed

Locations Where Cell Phones/Devices Are Never Allowed During the School Day:

Students may *not* bring their devices into the following locations:

- **Bathrooms**
- **Locker Rooms**

Cell Phone/Device Use Never Permitted During the School Day

- Hallways
- Lunch
- Library
- Recess
- Assemblies

Before and After School:

Before School: Cell phone use is permitted in the Multi-Purpose Room or outside the school building, but must be completely (including ear buds) turned off and put away before entering the building or hallways at 7:35 a.m.

After School: Cell phone use is **not permitted** until students have left the building after dismissal. Cell phones and personal devices must remain turned off and out of sight until that time.

During the School Day

During the school day (7:35 - 2:20) cell phones and personal electronic devices are to be turned off and put away. Combination locks for lockers are available from the office at no charge, and only school issued locks may be used.

Cell Phone Limited Use:

- **Classroom Direct Instruction:** Teachers may give permission for students to use phones/electronic devices in their learning for activities including, but not limited to: filming, online groups, calculators, timers, etc. that is related to the learning at hand.
- **After School Activities:** Students may only use cell phones with the permission of the instructor during after school activities.
- **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 Student Misuse:

First offense: The device/phone will be taken from the student, and they may pick it up at the end of the day in the office. Parents will be notified.

Second offense: The phone will be taken from the student and **parents will be expected to pick the device up at the school.**

Subsequent offenses: Phone will be taken from the student, the parent will be contacted and required to come in and pick up their student's phone. Longer-term consequences, such as leaving the phone at home or in the main office during the school day for an extended period of school days, will be given.

FACE COVERINGS/MASKS

All students, staff, and visitors are expected to adhere to the district face covering policy (Appendix H) and any face covering/mask requirements set forth by the local health department, Commonwealth of Massachusetts or United States government.

If a student refuses to follow the face covering/mask requirements the following steps will be taken:

During the school day including before/after school on school grounds

Step 1: The teacher will ask the student to put on a mask and offer the student a mask if needed. If the student refuses, the student will be sent to the office. The teacher will notify the office that the student will be arriving.

Step 2: The student will meet with the assistant principal or principal. The AP or principal will ask the student to put a mask on and offer the student a mask if needed. If the student still refuses to wear a mask, the parents will be notified by an administrator.

Step 3: The parent will be notified and will be asked to encourage their child to wear a mask. If the student refuses, they will be required to leave school for the day. The student will be required to make up any missed work.

On the bus

Step 1: The bus driver will request the students to wear a mask and offer the student a mask. If the student refuses, the student will be reported by the bus driver to the assistant principal as soon as possible.

Step 2: Upon arrival at school, The student will meet with the assistant principal. The assistant principal will discuss the issue with the student and reinforce the requirement for wearing a face covering and parents will be notified.

Step 3: If the student still refuses to wear a mask on the bus, the parents will be notified and the student will not be allowed to use the bus until they are able to comply and wear a mask appropriately while on the bus.

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 in a safe, responsible, and considerate manner.

Students must submit a completed form in order to attend field trips. Out of State and overnight field trips require school committee approval. Financial assistance to cover the cost of field trips is available for families with limited resources and requests for assistance may be made to the principal.

INTRAMURAL AND EXTRACURRICULAR 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, color, sex, religion, national origin, sexual orientation, gender, gender identity, disability, or homelessness.

LATE BUS

The school may provide a late bus for after-school activities. 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, and they may do so during lunch or in the office after school (before boarding the bus). All bus rules apply to the late bus.

LIBRARY-TECHNOLOGY CENTER

The Middle School/High School Library-Technology Center is open to all students and offers a wide variety of print and electronic resources. Students are expected to use resources respectfully and responsibly and with respect and will be required to replace any lost or damaged materials.

LOCKERS

Lockers will be assigned at the beginning of the school year. Students are expected to use their backpacks/bags to carry classroom materials from class to class and should use lockers for coats/jackets/sweatshirts and other cold weather attire, lunch boxes, and extra supplies. To minimize disruption students may access lockers upon arrival, before and after lunch, and at the end of the school day. 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. School issued locks are available from the office if desired and only school-issued locks are permitted. The school cannot assume responsibility for books, lunches, money, electronics, or other personal belongings kept in student lockers. Students should not leave valuables in their lockers and are encouraged to keep combination codes confidential. Vandalism to lockers or theft of articles from lockers should be reported immediately.

MEDICATIONS

All medications brought to school must be left with the nurse. 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 typically made at the end of the school day prior to dismissal.

OFFICE TELEPHONE USE DURING THE SCHOOL DAY

Students may use the phone in the main office to request missing items and coordinate after school plans and transportation before the beginning of school, during lunch, during team block, 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 the outside of 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. School materials issued to students should be cared for while in a student's possession. Students are not permitted 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 their 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 the 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 as available. No visits will be scheduled during 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 families/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.

Morning Drop off:

- The middle school campus entrance is only to be used by buses, faculty, and high school students with assigned parking spots on the middle school side of campus.
- All parents dropping off students must enter the high school campus entrance, drop off students in front of the high school, and exit the middle school campus entrance.
- The driveway in front of the middle school entrance is closed to dropping students off between 7:00 and 8:00 am.

Afternoon Pickup:

- All parents picking up students **at the middle school before dismissal** (2:00-2:20) must enter the high school campus entrance, park in the middle school parking lot or visitor spaces, and enter the middle school building to sign out the student.
- The driveway in front of the middle school entrance is closed to picking students up between 2:00pm and 3:00pm (1:00pm and 2:00pm on Wednesdays). All parents picking up students at the middle school after dismissal will need to meet their students in the high school driveway.

General Parent Dropoff

- All drivers must drive slowly and cautiously, attentive to pedestrian traffic
- Parents may not stop on Bay Road to drop off/pick up students.
- All drivers must observe school bus stop signs.
- Unsafe drivers will be reported to the Hamilton police department

VISITORS AND GUESTS

All school visitors, speakers, and guests 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 safe, responsible, and considerate 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

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 teacher will determine if the student is required to redo the assignment or complete an alternative assignment in an after school setting.
3. The student will meet with the teacher.
4. 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 teacher will determine if the student is required to redo the assignment or complete an alternative assignment in an after school setting.
3. The student will meet with the teacher, assistant principal and parent.
4. The student will lose honor roll status for that quarter.
5. If the student holds a leadership position in school activities the 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 teacher will determine if the student is required to redo the assignment or complete an alternative assignment in an after school setting.
3. The student will meet with the teacher, assistant principal and parent.
4. The student will lose honor roll status for that school year.
5. The student must meet with a school counselor to discuss the reasons behind the repetitive nature of this behavior and to develop a plan to prevent this from occurring again.
6. 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. The complete policy can be found in Appendix C.

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. See Appendix D for the District's Bullying Prevention and Intervention Plan.

BUS RULES

Students are expected to be safe, responsible and considerate when travelling on the bus. 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 safe, responsible, and considerate at all times.
2. Students will follow the directions of the bus driver at all times.
3. Students are responsible to arrive at the morning 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 tobacco 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 and not a requirement of the HWRSD. If students violate expected behaviors, suspension or exclusion from transportation services could result. Any incident that occurs on the bus could also result in additional consequences.

CAFETERIA GUIDELINES

1. Students may self select seating in the cafeteria or designated outdoor areas. Staff may assign seating if needed for safety or behavioral reasons.
2. Students are expected to wait their turn in line. No cutting in line allowed.
3. Students should use the restroom in the gym hallway during lunch blocks.
4. Students must have permission from a staff member to return to the classroom hallways/lockers. Students who wish to see a teacher should have a pass giving them permission to leave the cafeteria
5. Students are expected to clean up their table and surrounding floor area. A broom, dust pan and brush, and paper towels 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. Students should wait to be dismissed by a staff member.
7. Recess equipment may be available for student use. These items should be returned at the end of recess.
8. Students should always be prepared to go outside for recess.
9. Food delivery to students by restaurants is prohibited during the school day.
10. Free and reduced lunch applications are available from the Hamilton-Wenham Food Services Department

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 possessions are stored in their lockers and avoid slamming locker doors.
4. Students must have a pass or permission 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.

DANCES/AFTER SCHOOL EVENTS

1. All school rules and policies are in effect at dances and after school activities and events.
2. All students must purchase a dance ticket in school during the school day. No tickets will be sold at the door.
3. Any student absent from school on the day of the dance will not be permitted to attend.
4. Students not enrolled at Miles River Middle School are not permitted to attend.
5. Any student who is on social probation for behavior may not be allowed to attend.
6. 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.
7. Students should arrange ahead of time for prompt transportation home.
8. Dances, movie nights and social gatherings are school events, and rules for proper behavior apply.
9. Appropriate school attire is required.
10. Possession, transportation, sale, attempted sale, or consumption of alcohol, tobacco products, and/or controlled substances is prohibited.
11. Students engaged in inappropriate conduct are subject to removal and possible disciplinary consequences for such conduct. School staff may shut down the event if inappropriate student conduct is pervasive.

DRESS STANDARDS

At MRMS we expect our students to dress in a manner that is respectful and appropriate to our learning environment while at the same time allowing for self-expression of taste, culture, and identity. We recognize that middle school students are learning to take responsibility for their actions and be considerate of the community of which they are a part, and we want our students to feel safe and affirmed. MRMS dress standards are written with those expectations and understandings in mind, and we invite our students and families to speak with school administrators or counselors if there are any individual needs or concerns.

Please use the following guidelines to help you determine appropriate school attire. These guidelines allow for the changing nature of fashion, identify garments or accessories which are recognized as part of a person's culture as well as clothing and accessories which may be determined unsafe, revealing, or disruptive to the educational process.

Clothing should

- Cover undergarments, private areas and the mid-section of the torso, and include straps or sleeves.
- Permit a full range of movement without requiring adjustment to cover undergarments, the midsection, or body parts.
- Beachwear, sleepwear and sheer materials are not considered appropriate school attire.
- It is important that we be able to easily identify students and see their faces so we can identify students who may be struggling emotionally or academically. Therefore, hats, sweatshirt hoods, sunglasses and visors may not be worn in school.
- Clothing, head coverings, symbols or other attire that are part of a student's culture or religion or that are required for medical purposes are permitted.
- Clothing and accessories should be free from
 - Displays of descriptive language and/or images related to alcohol, drugs, tobacco, violence, nudity, or sexual reference.
 - Expression of prejudicial views that demean, harass, or intimidate an individual or group of individuals based upon race, color, sex, religion, national origin, sexual orientation, gender, gender identity, disability or homelessness.

- Accessories, devices, or objects which may cause or inflict bodily harm or cause personal offense are not permitted.
- In accordance with state law, footwear shall be worn at all times.
- These dress standards are also in effect for all school sponsored events.

In the event that a student's choice of dress is determined to be out of compliance, discreet and respectful efforts will be made to remedy the situation. This may include a conversation with the student, contacting home or providing temporary clothing. This list is not exhaustive. The principal or the assistant principal has the final determination for appropriate student attire at the middle school.

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 tobacco products, alcohol, drugs, paraphernalia or similar items is prohibited. *Students under the influence or in possession of these items* or who arrange to exchange, share, sell, or purchase these items may be subject to suspension, police involvement, and possible expulsion, according to 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. Shall be disciplined appropriately and reported immediately to the local police department for action.
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.

HARASSMENT

The Hamilton-Wenham Regional School District School Committee is committed to the prevention of harassment based upon sex, race, color, national origin, religion, age, 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. See Appendix B (Harassment Complaint Procedures) and Appendix D (Title IX Harassment Complaint Procedures).

BEHAVIORAL CONSEQUENCES

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

DETENTIONS

We expect all students to be safe, responsible, and considerate learners and all staff in the building have the authority to address misconduct at any time. 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

Teacher detentions are assigned when a student breaks a class rule, disrupts class, or does not complete classwork or homework. They 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 may receive an additional day of detention in the office as well.

LUNCH DETENTIONS

Lunch detentions are assigned when a student breaks a school or class rule, and has been referred to the office. They are served in the main office during a student's scheduled lunch/recess period. A teacher may also assign a lunch detention in their classroom. Students may eat lunch during their lunch detention.

AFTER-SCHOOL OFFICE DETENTIONS

After school office detentions are 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 to work on school related assignments during detentions and no cell phone use is permitted.
- After-school office detentions take priority over any other extracurricular activity.

REMOVAL FROM EXTRACURRICULAR ACTIVITIES AND SCHOOL SPONSORED EVENTS

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events based on the student's misconduct. Such a removal is not subject to the procedures in M.G.L. c. 71, § 37H³/₄ or 603 CMR 53.00.

FIELD TRIP EXCLUSION

Students who do not consistently follow school rules and expectations may be excluded from field trips. If it is determined that a student's behavior may result in field trip exclusion, the student's Team will communicate their concerns to the student, parents/guardians, and administration. A probationary period to demonstrate improved behavior may be structured. The Team teachers will then assess if the student is able to participate safely, responsibly, and considerately, and recommend field trip participation or exclusion to administration. Student and families will be notified of final determination no later than one day prior to the trip. Students who are excluded from a field trip will be provided with academic alternatives. Field trip fees paid by families will be refunded. Field trip exclusion will be determined separately for each trip.

CONSIDERATION FOR FIELD TRIP EXCLUSION

- A pattern of unsafe behavior
- Unsafe behaviors on previous field trips
- Missing excessive school work for unexcused absences

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.

TOBACCO PRODUCTS

Use of any tobacco products including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes, or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action. A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code. The policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law. Visitors who violate this policy will be asked to abide by the policy or leave the premises.

Consequences for use or possession of tobacco products is as follows:

- First offense: four days of detention, mandatory attendance at, and successful completion of tobacco education classes, including a smoking cessation program, or a fine* of \$100 as determined by the principal or assistant principal.
- Second offense: eight days of detention; a fine* of \$200
- Third and each succeeding offense: 12 hours of community service; a fine* of \$300.

The authority to issue fines is derived from the Board of Health regulations in Hamilton and Wenham.

WEAPONS

Any student found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, an explosive, gun, or knife may be subject to expulsion from the school or school district by the principal, pursuant to MGL Chapter 37H.

SUSPENSION

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

Any student who has been suspended from school is not allowed to be on school property unless they have 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.

Any infraction of a school rule at an extracurricular event which results in suspension, may result in the forfeiture of extracurricular activities for that school year.

SUSPENSION PROCEDURES

In-School Suspension

The principal or assistant principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or assistant principal determines that the student committed the disciplinary offense, the principal or assistant principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

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

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

Student Due Process Rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

Short Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in

accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)

Notice and principal's meeting

For any suspension under this section, the principal or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

b. Long Term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension.

The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline and Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, 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 school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.

3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.

4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

School Committee Power of Expulsion

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

APPENDICES

- A: Crimes against Public Peace**
- B: Discrimination/Harasment Complaint Procedures**
- C: Technology Acceptable Use**
- D: Hamilton-Wenham Regional School District Anti-Bullying Prevention and Intervention Plan**
- E: Title IX Notice and Procedures**
- F: The Seal of Biliteracy**
- G: Meal Charge 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 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: Discrimination/Harassment Complaint Procedures

I. WHERE TO FILE A COMPLAINT

Any Hamilton-Wenham Regional School District student, employee, or third party who believes that a Hamilton-Wenham Regional School District student, employee, or third party has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, or activities may file a complaint with

Superintendent

5 School Street

Wenham, MA 01984

978-468-5310

Stacy Bucyk

Director of Student Services and Title IX Coordinator

5 School Street

Wenham, MA 01984

978-468-5303

s.bucyk@hwschools.net

The Superintendent, Superintendent's designee, Title IX Coordinator or 504 Coordinator will serve as the grievance officer in such matters as appropriate.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. Complaints filed after this 20 day period will be accepted, however, the investigation may be impacted due to the passage of time. Complaints may be submitted orally or in writing. The complainant may select another person to help with the filing of the complaint. Any responsible employee who receives an oral complaint will memorialize the allegations in writing and forward the written allegations to the Office of the Superintendent or the Superintendent's designee by the following school day. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (and address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name(s) of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time(s), and location(s) of the alleged discrimination or harassment;
6. The names of all persons who have knowledge about the alleged discrimination or harassment (witnesses) as can be reasonably determined; and

7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT

Complaints will be investigated promptly and resolved as quickly as possible.

Due process procedures apply to issues of identification, evaluation, and placement under Section 504. Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who because of a disability is believed to need regular or special instruction and related aids or services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Elementary and Secondary Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Hamilton-Wenham Regional School District.

The Discrimination/Harassment Complaint Procedure applies to issues of disability discrimination and harassment. Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated, and in no case later than fifteen (15) school days following receipt of the complaint. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The complainant(s) and respondent(s) shall have an equal opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative and the respondent and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of meeting with the complainant and/or his/her representative and the respondent and/or his/her representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s) and/or his/her representative, including a statement regarding whether the complaint was found to be credible and whether discrimination was found to have occurred. Where the grievance officer finds that discrimination has occurred, Hamilton-Wenham Regional School District will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. The grievance officer will contact the complainant within 10 school days following conclusion of the investigation to assess whether there has been on-going discrimination or retaliation, and to determine whether additional supportive measures are needed. If the grievance officer determines that additional supportive measures are needed, he or she shall offer such measures to the complainant within fifteen school days following conclusion of the investigation.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Hamilton-Wenham Regional School District relating to the investigation of complaints and the due process rights of individuals affected.

IV. RETALIATION PROHIBITED

Retaliation against someone because he/she has filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Hamilton-Wenham Regional School District will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

APPENDIX C: TECHNOLOGY ACCEPTABLE USE

Hamilton-Wenham Regional School District
Acceptable Internet Usage

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 devices 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 right 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: 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 promptly investigate 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 climate 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 efficacious 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. Translators 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 guidance counselors and other appropriate school personnel;
- offering individualized skill-building sessions based on the school's/districts anti bullying curricula;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial 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 or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

APPENDIX E: TITLE IX NOTICE AND PROCEDURES

Title IX of the Education Amendments of 1972 states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. 20 USC §1681.

Sexual harassment, including sexual violence, is unlawful sex discrimination. As required by Title IX and in compliance with Title IX, the Hamilton-Wenham Regional School District does not discriminate on the basis of sex in its education programs or activities including in its admission or employment practices. Inquiries regarding the application of Title IX to the Hamilton-Wenham Regional School District's education program and activities are directed to the Title IX Coordinator.

The following conduct constitutes sexual harassment:

- A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

How to Report Sex Discrimination, including Sexual Harassment

Any person may report sex discrimination, including sexual harassment in person, by mail, by telephone, or by electronic mail, to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Stacy Bucyk
Director of Student Services and Title IX Coordinator for Students
Hamilton-Wenham Regional School District
5 School Street
Wenham, MA 01984
978-468-5303
s.bucyk@hwschools.net

Vincent Leone
Title IX Coordinator for Staff and Third Parties
Director of Human Resources
5 School Street
Wenham, MA 01984
978-468-5301
v.leone@hwschools.net

How to File a Formal Complaint of Sexual Harassment

A complainant may file a formal complaint with the Title IX Coordinator by mail, email, telephone or in person. The Title IX Coordinator may also initiate a formal complaint.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Hamilton-Wenham Regional School District investigate the allegation.

How HWRSD will respond:

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Supportive measures are offered whether or not the complainant files a formal complaint and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The Title IX Coordinator must treat complainants and respondents equitably and offer supportive measures to the complainant and respondent.

The Hamilton-Wenham Regional School District may remove a respondent from school or an activity on an emergency basis, provided that the an individualized safety and risk analysis determines that there is an immediate threat to the physical health or safety of any student or other individual. Respondents removed on an emergency basis will receive notice and an opportunity to challenge the decision immediately following the removal. This provision may not modify any rights for students with disabilities.

Grievance Process

In response to a formal complaint, Hamilton-Wenham Regional School District will adhere to the following grievance process.

Written Notice:

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties who are known. The written notice shall include:

- Notice of the grievance process, including notice of informal resolution process
- Notice of the allegations that includes sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice and may inspect and review evidence; and
- Notice that the Hamilton-Wenham Regional School District code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If any new allegations arise during the grievance process, the Title IX Coordinator will provide written notice of the additional allegations to the parties whose identities are known.

Investigation:

The Hamilton-Wenham Regional School District will investigate the allegations in the formal complaint. HWRSD will use trained personnel to objectively evaluate all relevant evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party.

The HWRSD may dismiss the formal complaint if:

- The conduct alleged would not constitute sexual harassment even if proved, did not occur in a Hamilton-Wenham Regional School District' education program or activity, or did not occur in the United States.
- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint of any of the allegations in the formal complaint, or if the respondent is no longer enrolled or employed by the HWRSD; or specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint.

Upon a dismissal, the Title IX Coordinator will promptly send written notice for the dismissal and reason(s) therefor simultaneously to the parties.

When investigating a formal complaint and throughout the grievance process, the HWRSD will:

- Apply a presumption of innocence, and ensure that the burden of proof and the burden of gathering evidence rests on the HWRSD and not on the parties;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Protect parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during the grievance process;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint;
- Prior to the completion of an investigative report, send to each party and the party's advisor, the evidence subject to inspection and review and provide the parties at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- Create an investigative report that fairly summarizes relevant evidence for their review and written response.

Determination regarding responsibility:

- The decision-maker, who shall not be the investigator or the Title IX Coordinator, will provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Complainants may not be asked inappropriate questions about prior sexual history. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.
- The decision-maker must issue a written determination regarding responsibility. To reach this determination, the decision maker shall apply a preponderance of the evidence standard. Preponderance of the evidence means that it is more likely than not that the alleged conduct occurred.
- The decision maker shall review all of the evidence and issue a written determination within fifteen (15) school days of receipt of the matter from the investigator, absent extenuating circumstances.
- The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals:

Either party may appeal the determination regarding responsibility (or from a dismissal) on the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondents generally or the individually that affected the outcome of the matter.

Appeals must be submitted to the Title IX Coordinator within five (5) school days of receipt of the written determination and contain a written statement in support or challenge of the outcome. In the event of an appeal, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

Informal resolution:

An informal resolution process is available when a formal complaint is filed. Informal resolution process is available without a full investigation and nothing in the informal process shall preclude the parties from resuming a formal complaint process. Participation is voluntary and written consent is required. An informal resolution process is not permitted to resolve allegations that an employee sexually harassed a student.

Record Keeping

The Hamilton-Wenham Regional School District will maintain records regarding sexual harassment reports and complaints for a period of seven years.

Retaliation Prohibited

Retaliation is prohibited against any individual, including complainants, respondents, and witnesses for reporting sexual harassment, participating (or refusing to participate) in any investigation/grievance process. Individuals may report retaliation to the Title IX Coordinator who will investigate and take measures to protect individuals from retaliation.

Complaints of Discrimination and/or Harassment on the basis of sex may also be reported to:

The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150
Electronic Mail: OCR.Boston@ed.gov

APPENDIX F: THE SEAL OF BILITERACY

The Seal of Biliteracy recognizes students who, by the end of high school, have attained proficiency in reading, writing, listening and speaking in two or more languages. Students must demonstrate proficiency in English (proficient or advanced MCAS scores) and proficiency in a second language as demonstrated with approved standardized assessments. The Seal of Biliteracy is a national movement with 33 states currently offering this endorsement. In November of 2017, Governor Baker signed it into law.

In our pilot year 2018, thirty-six of the thirty-seven students receiving the award demonstrated proficiency in Spanish by taking the AP Spanish Language Exam last year as juniors. One young man chose to take the STAMP, an alternate assessment in Polish, the language he speaks at home. The STAMP is a Standards-Based Measure of Proficiency and is an adaptive web-based test that assesses language proficiency based on what students can do. The STAMP is available in a multitude of languages and is available to any student who wants to document their proficiency. In 2020-21 we will have two testing dates for students to demonstrate proficiency using the STAMP assessment. Dates will be announced in September. The cost to test your proficiency is \$20.

The Seal is awarded at three different levels of proficiency. The Silver Seal is given to students who demonstrate proficiency at an intermediate-mid level. The Gold Seal is given to students who demonstrate an intermediate-high level

and the Platinum Seal is given to students who demonstrate advanced-low proficiency. Bilingualism is a critical 21st century skill and the Seal of Biliteracy acknowledges the hard work, perseverance and commitment required to communicate in a second language.

APPENDIX G: MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances. The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

File: EBCFA

APPENDIX H: FACE COVERINGS

The Hamilton-Wenham Regional School District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to return students to a full-time classroom learning experience.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings.

Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings and on school transportation. Face coverings are not required when individuals are outside.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing.
- is unconscious.
- in incapacitated.

- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks.
- while eating or drinking.
- during physical education classes
- staff are working alone in their classrooms or in an enclosed office space.
- when vaccinated staff are providing instruction that is most effective when students are able to see the staff member's mouth.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement, or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

Guidance Statements

Massachusetts Department of Public Health

<https://www.mass.gov/doc/updated-advisory-regarding-masks-and-face-coverings-july-30-2021-0/download>

Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools Updated August 5, 2021 -

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.htm>

Center for Disease Controls – Guidance for Covid-19 Prevention on Public Transportation

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>

Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance

<https://www.doe.mass.edu/covid19/on-desktop/2021-0730fall-2021-covid-19-guidance.pdf>

Adopted: 8/19/21