

Millbury Public Schools

District-Wide Student Handbook



This District-Wide Student Handbook contains policies and procedures that are implemented in and applied to all school buildings and locations. This handbook also includes school-specific information.

Please refer to the Table of Contents.

[2022-2023 School Year Calendar](#)

Drafted: 06.2022

Approved by School Committee: 07.08.2022

The Millbury Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, religion, national origin, sex or sexual orientation, gender identity (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX), on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA) or homelessness. In addition, the Millbury Public Schools does not discriminate against its employees on the basis of age (M.G.L. 151B/ADEA), on the basis of veteran's status, or genetic information.

Dear Students, Parents, Guardians, and Community Members:

On behalf of the Millbury Public Schools' faculty and administration, I am pleased to introduce the 2022-2023 District-Wide Student Handbook, which has been reformatted to a single document in order to ensure consistency and ease of access for families. The handbook is divided into four sections: the first section addresses policies and procedures that apply to all three schools and all of our students, grades PK - 12; the other three sections address school and grade-specific expectations and are organized under the headings, "Elmwood Street Elementary," "Raymond E. Shaw Elementary," and "Millbury Memorial Jr./Sr. High School."

Guided by our district's school's core values and beliefs about student learning, we hope this handbook will serve as a helpful guide and resource for our students and their families. It contains important information about the policies, laws, and operating procedures that govern our District and ensures the structure and consistency necessary for a safe and supportive learning environment. Please take a moment to review both the District-wide section of this handbook and your child's school-specific section and please refer to them whenever you have questions throughout the year. Do not hesitate to contact your child's teachers, principal, or assistant principal if you have any questions about this handbook.

The faculty, staff, and administration of the Millbury Public Schools remain steadfast in achieving our vision to create learning environments where all students may achieve at the very highest levels.

The Millbury Public School District is mission-driven, student-centered, and always seeking to improve. Please do not hesitate to contact our faculty members, administration, or central office personnel if you have any questions, concerns, or ideas. Have a great year!

Sincerely,

Gregory Myers
Superintendent of Schools

English

For more information or to request a translated copy of this handbook, please contact the Director of Pupil Services at (508) 865-0875. Millbury will also arrange for a translator if you require one for meetings or school notices.

Portuguese (Português)

Para maiores informacoes ou para requisitar uma copia do manual do estudante traduzida, favor contactar o Diretor de Servicos ao Aluno no numero (508) 865-0875. Millbury providenciara um interprete caso voce necessite de um para os encontros ou avisos escolares.

French (Français)

Pour plus d'informations ou pour demander une copie traduite de ce manuel, s'il vous plait contacter le directeur du service des eleves au (508) 865-0875. Millbury s'arrangerait de vous aider pour la traduction si vous le demanderiez lors des reunions ou l'avis de l'école.

Spanish (Español)

Para mas informacion para requisitar una copia del manual del estudiante, por favor contacte al director de servicios de alumnos. Millbury tambien organizara un traductor si usted requiere uno para la reuniones o avisos de la escuela, gracias. 508-865-0875.

Arabic (عربي)

لقد أظهرت الأبحاث أهمية الدور الذي يلعبه الأهل في مساعدة التلاميذ على النجاح في المدرسة.
هذا الكتاب يشرح الحقوق والمسؤوليات التي يجب على التلاميذ معرفتها اثناء التحاقهم بمدرسة ميلبري العمومية:
للمزيد من المعلومات أو الحصول على نسخة مترجمة من هذا الكتاب، الرجاء الأتصال بالمدير المسؤول على الرقم التالي:

508- 865- 0875

مدرسة ميلبري يمكنها أن توفر لكم مترجما عند الحاجة

الرجاء إعلام المسؤولين إذا أردتم من المكتب أن يرسل لكم نسخة مترجمة للإعلانات بلغة غير اللغة الإنجل

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I. Statement of Non-Discrimination

The Millbury Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, religion, national origin, sex or sexual orientation, gender identity (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX), or on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA) or homelessness. In addition, the Millbury Public Schools does not discriminate against its employees on the basis of age (M.G.L. 151B/ADEA) on the basis of veteran's status, or genetic information.

II. Mission of the Millbury Public Schools

The mission of the Millbury Public Schools is to provide a school climate that accepts all students of varying abilities and interests and provides them with a wide variety of learning experiences so that they will have the essential skills and abilities to be lifelong learners and contributors to improve the quality of life for themselves and future generations.

As a School Community, We Believe:

- Purposeful collaboration between students, parents, faculty, and staff promotes student engagement, wellbeing, success, and achievement;
- Students learn best in a safe, supportive, and equitable learning environment;
- Academics should be authentic, rigorous, and promote self-directed learning and collaboration;
- Our students must think independently, respect individuality, and act with integrity in the global community to become productive citizens;
- We are all learners, we are all educators.

III. Contact Information

School Building Administrators

School	Name	Title	Telephone
Elmwood Street Elementary	Mr. Andrew Hall	Principal	508-865-5241
Elmwood Street Elementary	Mr. Corey Burke	Assistant Principal	508-865-5241
R.E. Shaw Elementary	Mr. Andrew Tuccio	Leadership Team	508-865-3541
R.E. Shaw Elementary	Mrs. Erin Rosenkranz	Leadership Team	508-865-3541
Millbury Memorial Jr./Sr. High	Mr. Christopher Lowe	Principal	508-865-5841
Millbury Memorial Jr./Sr. High	Mrs. Abigail Rigney	High School Assistant Principal	508-865-5841
Millbury Memorial Jr./Sr. High	Mr. Patrick Mara	Jr. High School Assistant Principal	508-865-0864

Central Office

Name	Title	Telephone
Dr. Gregory B. Myers	Superintendent of Schools	508-865-9501
Mr. Richard G. Bedard	Assistant Superintendent for Finance & Operations	508-865-9501
Mr. Kofi Agyeman	Director of Facilities	508-865-5841 Ext. 6311
Mr. Jeffrey Berthiaume	Director of Instructional Technology	508-865-8044
Ms. Elizabeth Boutiette	Director of Curriculum, Instruction, & Assessment	508-865-9501
Ms. Mandi Donaldson	Food Services Director	508-865-2929
Ms. Kate Ryan	Director of Pupil Services	508-865-0875

School Committee

Name	Title	Email
Mrs. Jennifer Nietupski	Chairperson	jnietupski@millburyschools.org
Mr. Christopher Wilbur	Vice-Chairperson	cwilbur@millburyschools.org
Mrs. Julia Lagerholm	Member	jlagerholm@millburyschools.org
Mr. Nicholas Lazzaro	Member	nlazzaro@millburyschools.org
Ms. Jessica Bristol	Member	jbristol@millburyschools.org

IV. Equal Education Opportunities

Non-Discrimination (Policy AC)

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent students from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for students, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity, disability or homelessness. It will be a violation of this policy for any student, district employee, or third party based on the student's, employee's, or third party's actual or perceived protected class status to:

1. harass a student, district employee, or third party through conduct or communication (e.g., physical, verbal, graphic or written); or to
2. inflict, threaten to inflict or attempt to inflict violence; or to
3. discriminate against a student, District employee or third party.

If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity, disability or homelessness, their complaint should be registered with the following individual(s) or the building principals who will serve as building level coordinators for these categories:

- Title II / Section 504 (disability) Compliance Officer or Alternate: Kate Ryan, Director of Pupil Services
- Title IX (gender) Compliance Officer or Alternate: Kate Ryan, Director of Pupil Services
- Civil Rights Compliance Officer (Kate Ryan, Director of Pupil Services) for all matters pertaining to:
 - Title VI (race, color, national origin)
 - Title VII (employment discrimination based on race, color, religion, sex, national origin),
 - Boy Scouts Equal Access
 - Age Discrimination
- Homelessness Compliance Officer: Kate Ryan, Director of Pupil Services

The complaint will be addressed pursuant to Millbury Public Schools' Non-discrimination/Anti-Harassment Procedures, which the Superintendent will adopt. The District will take appropriate action to respond to these incidents, which may include disciplinary action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

If one of the discrimination/harassment officials is the person alleged to be engaged in discrimination/harassment, the complaint shall be filed with one of alternate officials or any other school employee the student or employee chooses.

Non-Discrimination on the Basis of Sex (Policy ACA)

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities. The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees. The Committee will designate an individual to act as the school system's Title IX compliance officer which is the Director of Pupil Services, whose office is located at Millbury Memorial Junior/Senior High School, 12 Martin Street; 508-865-0875. All students and employees will be notified of the title and office address and telephone number of the compliance officer. At each school building, the principal will serve as the building Title IX Coordinator.

Non-Discrimination on the Basis of Handicap (Policy ACE)

Title II of the Americans With Disabilities Act of 1992 and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of a person's disability. The Millbury Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of their disability. The Millbury Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Millbury Public Schools will not tolerate the denial of access to activities, programs, or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act 29 U.S.C. §705(20)).

The Millbury Public Schools does not discriminate against an individual with a disability with regards to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, or other conditions of employment.

The Millbury Public Schools is committed to supporting students who qualify under Section 504 of the Rehabilitation Act and to ensuring that such students are not denied admission or access to the activities, programs and services offered by the Millbury Public Schools because of their disability.

As well, the Millbury Public Schools is committed to ensuring that students with disabilities are not treated differently because of their disability. The Superintendent of Schools for the Millbury Public Schools shall take the necessary steps to inform parents/guardians and students of their rights under Section 504 of the Rehabilitation Act, including the right to receive reasonable accommodations if the student is found to be qualified under Section 504 of the Rehabilitation Act. Additionally, the Superintendent of Schools for the Millbury Public Schools shall take the necessary steps to ensure parents/guardians and students are informed of their procedural rights under Section 504 of the Rehabilitation Act.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Accommodations: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A request for an accommodation should be made in writing to the Director of Pupil Services. Alternative means of filing a request will be made available if needed, such as large print or audiotape. Requests should include the name, address and telephone number of the individual requesting the accommodation, the location where the accommodation is required and why the accommodation is needed. For public meetings and hearings, the Director of Pupil Services should be notified at least seventy-two (72) hours in advance. For students, the Director of Pupil Services will respond to such a request in accordance with the Millbury Public Schools' Section 504 Policies and Procedures or Special Education Policies and Procedures. For all other individuals, the Director of Pupil Services will respond within ten (10) school days of receipt of the request.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the Superintendent of Schools after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Website Accessibility: The Millbury Public Schools is committed to providing all users of their websites, including users with disabilities, with meaningful accessibility in this online environment. The Millbury Public Schools follow standards that are generally based on the standards used by the federal government for technology accessibility for individuals with disabilities and web content accessibility guidelines developed by the World Wide Web Consortium (W3C). The Millbury Public Schools' websites are regularly tested and reviewed by users to verify that the websites are compliant with applicable standards.

If an individual needs assistance in accessing materials, such a request should be made to the Director of Pupil Services.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA or *Section 504*. That individual for the Millbury Public Schools is the Director of Pupil Services, whose office is located at Millbury Memorial Junior/Senior High School, 12 Martin Street; 508-865-0875. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA or *Section 504*. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified handicapped person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of handicap.

Sexual Harassment/Title IX Policy and Procedures (Policy ACAB)

Definitions

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("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 recipient's education program or activity ("hostile environment harassment"); or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and

which are alleged to occur in the school's programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

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

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

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

“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 before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort

services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a [formal complaint](#)¹, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainants and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The Committee will designate an individual to act as the school system's Title IX, which is Director of Pupil Services, whose office is located at Millbury Memorial Junior/Senior High School, 12 Martin Street; 508-865-0875.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of

¹ See Appendix B

time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement 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. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose

informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

The investigation will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate.

The written determination must be issued to both parties simultaneously and must include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c. Findings of fact supporting the determination;
- d. Conclusions regarding the application of the recipient’s code of conduct to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient’s education program or activity will be provided by the recipient to the complainant; and
- f. The district’s procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

If there is a finding that sexual harassment occurred, the school district will provide remedies to the complainant designed to restore or preserve equal access to the school district’s education program or activity. Such remedies may include supportive measures.

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people’s physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district’s conclusion that its response was not deliberately indifferent.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on

issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- a. Procedural irregularity that affected the outcome of the matter;
- b. 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
- c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Gregory Myers, Superintendent of Schools
12 Martin Street
Millbury, MA 01527
Phone: 508-865-9501
Email: gmyers@millburyschools.org

External Grievance Procedure

Any student, parent or employee who chooses not to use the District's internal grievance procedures or who is not satisfied with the District's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

For complaints related to discrimination/harassment of students:

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, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:
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, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:
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, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

OR
The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Bullying Prevention and Intervention Plan

An act relative to bullying in schools, SB 2404, was signed into law in Massachusetts by the Governor on May 3, 2010. Additional amendments were added in June 2013. The law became effective immediately and requires that all school districts develop a written, comprehensive plan by December 31, 2010 that defines bullying, including cyber-bullying; prohibits bullying; provides instruction to students on preventing bullying; mandates an education plan for all employees, not only professional staff and parents; and establishes consequences for bullying behavior.

The Bullying Prevention and Intervention Plan (“the Plan”) applies to students or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, engaging in acts of bullying or retaliation. It is important to distinguish that bullying is defined as a **repeated** use of a written, verbal or electronic expression or physical act or gesture directed at a target. A more detailed definition can be found on pages 12 and 13 of the Plan.

The Millbury Public Schools will implement the following plan that continues to promote tolerance and respect for diversity and one that encourages positive dialogue to manage differences.

LEADERSHIP

Leadership at all levels, including the school building-level, central office, parents, community members, outside agencies, and students, has played a critical role in developing this plan in the context of other whole-school and community efforts to promote a positive school climate. Leaders have a primary role in teaching students to be civil to one another and in promoting their understanding of and respect for diversity and difference. Leadership has been defined by the Millbury Public School District as the principals and assistant principals of the Elmwood Street Elementary School, Raymond E. Shaw Schools, and the Millbury Memorial Junior/Senior High School. The central office leadership team is responsible for setting priorities and for remaining current with research on ways to prevent and effectively respond to bullying. The school leadership team has involved and benefited from the greater school and local community in developing and implementing the Plan.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan has been developed in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. A public hearing on the Plan was advertised and listed on the schools’ websites and was held on December 15, 2010.

Expectations:

As part of the district’s ongoing priorities, the following expectations will continue to be articulated, monitored, and evaluated within every school and throughout the district:

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The school district is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment has been and will continue to be an integral part of the district’s comprehensive effort to promote learning and to prevent and eliminate all forms of bullying and

other harmful and disruptive behavior that can lead to disrespectful language and actions and by doing so, impede the learning process.

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 school district has and will continue to promote programs that are embedded during the school day, including but not limited to Positive Behavioral Interventions and Supports (PBIS), Second Step, Social Skills training, and the Gay-Straight Alliance, to educate students regarding tolerance and 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.

The school district has not, nor will it tolerate any unlawful, disrespectful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in school buildings, on school grounds, or during school-related activities. The school district will promptly investigate all reports and complaints of bullying, cyber-bullying, and retaliation, and take immediate action, impose a consequence and restore the target's sense of safety. The school district will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the school district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with the groups previously mentioned, the school district has adopted this Plan for educating, preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal is responsible for the implementation and oversight of the Plan in his/her building. The implementation of the Plan at the building level will be supervised by the Superintendent and monitored by the Director of Curriculum, Instruction, and Assessment and the Director of Pupil Services.

TRAINING AND PROFESSIONAL DEVELOPMENT

In preparation for the implementation of the written Plan, the district held a full staff meeting on August 26, 2010. All staff, administrators, teachers, paraprofessionals, counselors, nurses, specialists, secretaries/clerks, custodians and cafeteria workers, were required to attend. The professional development was conducted by the school district's Student Services Attorney to inform all staff of the requirements of the law and their responsibility for the implementation of the Plan.

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the building principal will follow upon report of a bullying or retaliation incident and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Training for all new professional staff members will occur during the formal new teacher orientation before the beginning of every school year. In addition, the district will provide training to all bus drivers before the start of every school year. All members, including professional, paraprofessional and other staff, hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, either during the first professional development day of the school year or during a monthly building staff meeting, unless

they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of the district's professional development is to establish a common understanding of resources necessary for staff to create a school climate that promotes safety, civil communication, and respect and tolerance for differences. Professional development has and will continue to augment the skills of staff members to educate, prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of district-wide professional development has been informed by research, as has been the case with PBIS and Second Step programming and will include information on:

- (i.) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii.) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii.) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv.) 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;
- (v) information on the incidence and nature of cyber-bullying; and
- (vi.) Internet safety issues as they relate to cyber-bullying.

Professional development will also address methods to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs) and Section 504 Plans. The professional development will provide the staff members the necessary knowledge for participation in a discussion with regard to a disability that affects social skills which may make the student vulnerable to bullying, harassment, or teasing. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school district for continued professional development include:

- 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;
- providing disability awareness to students
- 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;
- training recess monitors, coaches, after-care workers and bus drivers; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. The school or 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.

ACCESS TO RESOURCES AND SERVICES

- A. Identifying resources. The school district has identified a number of resources to provide support to students, families and staff. The school district has and continues to embed a number of age and grade level appropriate programs. Please refer to pages 13-14 for a full list of programs within each building. Additionally, each building employs counselors and school psychologists who work with students individually and in small groups to address issues pertaining to respect for differences and utilizing appropriate communication and social skills. Outside clinical agencies, such as Community Health Link will continue to be available to serve students in the schools in order to ease access and location barriers.
- B. Counseling and other services. As indicated earlier, social skills groups exist in every building, occur during the school day and are topic-oriented and time-limited, as needed. When a student is in need of counseling provided in a language other than English, referrals are made to Youth Opportunities Upheld, Inc. or Great Brook Valley Health Center. The nursing staff at each building refer students for Medicaid coverage for free community services in order to access health care services. Behavioral Intervention Plans (BIP) have been developed by the school personnel for individual students and will continue to be utilized on an as needed basis.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, and amended by Chapter 92 of the Acts of 2010, when the Section 504 Plan or IEP Team determines the student has a disability that affects social skills development, including Autism Spectrum Disorders or the student engages in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the Section 504 Plan or IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. The Section 504 Plan or IEP will include a statement whether or not the student is able to follow the school discipline code and, if not, include a copy of the alternative behavior plan. In addition to individual school programs which are in place to address social skills and anti-bullying, the Team will determine any additional social skills goals/benchmarks that are necessary and include them in the student's Section 504 Plan or IEP.
- D. Referral to outside services. A referral procedure has been established by the principals and the Director of Pupil Services when referring students and families to outside services. Building-based Guidance Counselors make referrals for all general education students and in the case of special education students, referrals are made by the TEAM Chairperson and the Director of Pupil Services.

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;
 - teaching students correct behavior at all locations within the school;
 - 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 differences.

The overarching focus of the Plan within the Millbury Public Schools is to embed the goals and expected outcomes of the Plan in the daily activities and lives of students while in class, moving within the building hallways, on the athletic field, at band practice and at a variety of after-school activities, including the elementary after-care program. The school district has demonstrated this effective approach by adopting PBIS, the Second Step program, mentoring and advocacy programs.

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 school district’s bullying intervention and prevention initiatives:

- establishing clear expectations for students and establishing school and classroom routines and rules;
- creating safe school and classroom environments for all students, including students with disabilities; lesbian, gay, bisexual, transgender students or questioning youth; homeless students; students from lower income levels; those with varying beliefs and those of varying race, ethnicity and/or natural origin;
- modeling appropriate and positive responses for students by all adults;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports, such as the Woolie Cards as part of PBIS, the Merit program and other forms of positive student recognition;
- encouraging adults to develop positive relationships with students, not only to prevent bullying, but also to engage students fully in their education;
- 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; and the junior high/high school mentoring and advocacy programs;
- using the Internet, in accordance with the district’s Acceptable Use Policy; and
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by any staff; students; parents or guardians; or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing by the person receiving the information. A school or district staff member is required to report immediately to the principal or other building administrator any instance of bullying or retaliation of which the staff member is made aware or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, to the principal. The school or district will make a variety of reporting resources available to the school community, which may include an [Incident Reporting Form](#),² a voicemail number, and a drop box, in each of the schools. Each Principal will be responsible for determining which reporting resource would be appropriate for the age of the students served in their building. All schools will provide more than one reporting resource. Although reporting may be made anonymously, it is the district’s preference that anonymous reporters provide adequate information pertaining to the alleged

² See Appendix A

aggressor's name, target's name, grade level, location and other identifying information in order to assist in facilitating a timely and comprehensive investigation.

Use of an Incident Reporting Form is not required as a condition of making a report. However, the Incident Reporting Form must be completed as the investigation proceeds. The school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school district 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, will be incorporated in student and staff handbooks, on the school and district websites, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal 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.

2. Reporting by Students, Parents or Guardians, and Others

It is the school district's expectation that students, parents or guardians, and others who witness or become aware of an instance of alleged bullying or retaliation involving a student, will report it to the Principal of the school where the student is enrolled. If a student(s) from another building or school district is involved as an aggressor, target or witness, the Principal or designee will contact the Principal of the other school/district by telephone. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of alleged bullying with a staff member, or with the Principal or designee.

B. Responding to a report of bullying or retaliation

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal 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; altering the aggressor's schedule and access to the target. The principal designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal will oversee the implementation of appropriate strategies for protecting a student from bullying or retaliation 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, as referred to in the above paragraph.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal will promptly notify the parents or guardians of the target and the aggressor, and of the procedures for responding to it. The designee, in consultation with the Principal, may choose to notify both parties prior to an investigation being conducted if the circumstances warrant that action. 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, first informed of the incident, will promptly notify, by telephone, the principal 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, the principal has a reasonable basis to believe that criminal charges may be or should be pursued against the aggressor, the principal will notify the Millbury Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. 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 shall contact the Millbury Police Department if he/she has a reasonable basis to believe that criminal charges may be or should be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable Millbury Public School policies and procedures, consult with the school resource officer, if any, and other individuals the Principal deems appropriate.

- C. Investigations. The principal or designee will promptly investigate 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. Please refer to the district's Investigation Protocol.

During the investigation, the principal and/or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or 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.

Interviews may be conducted by the principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process. The Principal will maintain a written record of the investigation, using information contained within the Incident Form. Copies of all confirmed bullying or retaliation investigations will be forwarded immediately to the Superintendent's Office.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal, through the Superintendent only, will consult with legal counsel about the investigation.

- D. Determinations. The principal will make a determination based upon all of the facts and circumstances. If bullying or retaliation is substantiated, after a thorough and complete investigation, the Principal will take reasonable actions to prevent recurrence and to ensure that the target is not restricted in attending school or in benefiting from school activities. The Principal 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 may choose to consult with the students' teacher(s) and/or school counselor, and the target's 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 will promptly notify the parents or guardians of the target and the aggressor ***if the aggressor is another student***, about the results of the investigation and, if bullying or retaliation is substantiated, what action is being taken to prevent further acts of bullying or retaliation. The principal will not divulge the type of consequence imposed on the aggressor. 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 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 bullying determination.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal determining that bullying or retaliation has occurred, the law requires that the school district use a range of responses that balance the need for accountability, with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal may consider include, but are not limited to:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- developing Behavioral Intervention Plans (BIP), that address behaviors at school and at home
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for a Team evaluation

2. Implementing Disciplinary Action

If the principal decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal, 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 and 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. Students with disabilities are subject to the same type of disciplinary procedures as their typical peers, unless the IEP Team has developed and documented an alternative behavior plan. However, it has been established that exclusion from school for more than 10 consecutive days amounts to a change in placement. As a result, before a school can contemplate disciplinary decisions that may result in a change of placement, specific procedural safeguards must be followed. A meeting to determine whether the behavior leading to disciplinary action was or was not a manifestation of the student's disability must be conducted when removal of a student with a disability from an educational program beyond the 10th day is being considered or whenever commencing a removal that would constitute a change in placement.

If the Principal 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 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 may use is to increase adult supervision at transition times and in locations, such as in hallways and within student bathrooms, where bullying is known to have occurred or is likely to occur.

If the alleged bullying or retaliation incident has been confirmed through a complete investigation, disciplinary action, consistent with the behavioral consequences in the Student Handbook will be imposed by the principal or designee. Disciplinary measures will be age-appropriate and appropriate for the severity of the behavior. They may include, but are not limited to, talking with teachers and staff; parent meeting with teachers and/or principal; counseling; loss of in-school and/or school-related privileges and the addition of reflection time; meetings with the school psychologist or guidance counselor; in-school suspension, out-of-school suspension or possibly expulsion.

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

COLLABORATION WITH FAMILIES

- A. Parent education and resources. The school district 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 school district. The programs will be offered in collaboration with the Millbury Parents Club, School Councils, Special Education Parent Advisory Council, and other similar groups.

- B. Notification requirements. Each year the school district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school district will send parents written notice each year about the student-related sections of the Plan and the school 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 school district will post the Plan and related information on all school websites and the district website.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, are prohibited:

- (i.) 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
- (ii.) 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, § 37O, nothing in this Plan requires the district or school to staff any non-school-related activities, functions, or programs.

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: <https://www.doe.mass.edu/prs/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

DEFINITIONS

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, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or

- v. 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, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, 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.

School 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.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the Millbury School 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, gender identity or sexual orientation. Nothing in the Plan prevents the school 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 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 37H½, 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.

MONITORING AND EVALUATING THE IMPLEMENTATION OF THE PLAN

The implementation of the Plan shall be discussed, reviewed, and updated at least biennially with the Superintendent to ensure consistency throughout the district, the number of incidents, trends in incidents, and the percentage of investigated reports that result in the confirmation of bullying and retaliation. In addition, the original Task Force will meet quarterly to review the data and address necessary refinements.

DISTRICT PROGRAMS EMBEDDED IN THE CURRICULA

The following programs utilized in the Millbury Public Schools, promote tolerance and respect for diversity; positive dialogue to managing differences and healthy decision-making skills:

<p>Elmwood St. School Preschool - Grade 2</p>	<p>We Thinkers (preschool - kindergarten) Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Choose Love Wellness/Social Emotional Learning (SEL) Day Community Meetings Panorama Social/Emotional Learning Survey Classroom Presentations facilitate by guidance/clinical staff</p>
<p>R.E. Shaw Elementary School Grades 3 - 6</p>	<p>Positive Behavioral Intervention Systems (PBIS) Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Choose Love Assembly provided by the District Attorney's Office addressing Bullying And Cyber-Bullying Classroom Presentations facilitated by guidance/clinical staff Panorama Social/Emotional Learning Survey</p>
<p>Millbury Jr./Sr. High School Grades 7 - 8</p>	<p>COMPASS Program Technology Class Focusing on Cyber-Bullying Assembly provided by the District Attorney's Office addressing Bullying And Cyber-Bullying Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Choose Love Wellness/Social Emotional Learning (SEL) Day Classroom Presentations facilitate by guidance/clinical staff SEL competencies integrated into the Health and Wellness curriculum ADL Modules with Clinical Support staff as needed Read to Lead reading initiative which supports and includes the CASEL competencies</p>
<p>Millbury Jr./Sr. High School Grades 9 - 12</p>	<p>Mentoring Program which includes social skills, lessons, school climate, peer pressure Peer Education Students Against Destructive Decisions – making informed decisions COMPASS Program Gay/Straight Alliance Assembly provided by the District Attorney's Office addressing Bullying And Cyber-Bullying Social Thinking (this includes whole body listening, expected behaviors, behavior mapping, and zones of regulation) Wellness/Social Emotional Learning (SEL) Day Choose Love Start with Hello Classroom Presentations facilitate by guidance/clinical staff Millbury Connections (peer leadership group designed to help students facilitate conversations around equity, diversity, and inclusion) Michigan Model-Health Curriculum in grades 7-9 which addresses conflict resolution and healthy relationships</p>

Homeless Students: Enrollment Rights and Services (Policy JFABD)

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) ensures homeless children and youth have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youths. It has most recently been reauthorized under the Every Student Succeeds Act of 2015 (ESSA).

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students enrolled in the district will have a full and equal opportunity to succeed in the district school.

Definitions

Homeless children and youths: individuals lacking a fixed, regular and adequate nighttime residence, including:

- Sharing the housing of other persons due to loss of housing or economic hardship;
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Being abandoned in hospitals;
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- Migratory children living in conditions described in the previous examples.

Enroll and enrollment: attending classes and participating fully in school activities

School of origin: the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including preschool. When a child completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools

Unaccompanied youth: a homeless child or youth not in the physical custody of a parent or guardian

District Liaison

The Director of Pupil Services will be the district's liaison for homeless students and their families, unless a different liaison is designated by the Superintendent.

The district's liaison shall seek to identify homeless students by working with school personnel or with other appropriate entities and agencies. The liaison shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The liaison will disseminate public notice of the educational rights of homeless students as appropriate in places they receive services. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. To fulfill these responsibilities, the homeless education liaison shall inform school personnel, service providers, and advocates of his/her duties and the provisions of the McKinney-Vento Act. Additionally, the liaison will work with school personnel to ensure that a homeless student's living arrangement is treated as a protected student record.

Enrollment

Homeless students have the right to remain enrolled in their school of origin and receive transportation or immediately enroll in the school district where they are temporarily residing. According to the best interests of the homeless student, the district will:

- Continue the student's education in the student's school of origin (the school the student attended when permanently housed or in which the student was last enrolled) while the student remains homeless or until the end of the academic year in which the student obtains permanent housing; or
- Enroll the student in the public school assigned to the attendance area in which the student is actually living.
- In determining the best interest of the student, the district will, to the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the child's parent or guardian. All attendance rights granted by district policies will be available to homeless families on the same terms as families residing in the district.
- If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be provided with a written explanation of the district's decision, if the district sends the student to a school other than the school of origin, or a school requested by the parent or guardian. The district also will provide a written statement of the appeal rights of the parent, guardian, or student. The district's liaison will carry out dispute resolution as provided by state requirements.
- In the case of an unaccompanied youth, the district will assist in any placement or enrollment decision, consider the views of the unaccompanied youth, and provide the youth notice of the right to appeal the decision. The unaccompanied youth will be immediately enrolled in school pending resolution of the dispute.
- Once the enrollment decision is made, the school shall immediately enroll the homeless student, pursuant to district policies, even if the student is unable to produce records normally required for enrollment. The district or enrolling school shall immediately contact the school last attended by the student to obtain relevant academic or other records. Emergency contact information is required at the time of enrollment consistent with district policies.
- If the student needs to obtain immunizations, or immunization or medical records, the District liaison shall assist in obtaining necessary immunizations, or immunizations or medical records. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible.

For homeless students who meet the relevant eligibility criteria, districts must remove barriers to accessing academic and extracurricular activities, including magnet schools, summer school, career and technical education, advanced placement, online learning, and charter school programs.

Transportation

Homeless students are entitled to transportation to their school of origin. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. If the student is enrolled in a school other than the school of origin, transportation will be provided in accordance with district policies.

Services

Homeless students will be provided any district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, and school nutrition programs.

The district liaison will ensure that parents and guardians of homeless students are informed of the educational and related opportunities available to their children, including transportation to and from the school of origin, and that parents and guardians are provided with meaningful opportunities to participate in their children's education.

The district liaison will ensure that homeless students receive referrals to health care services, dental services, mental health services, and other appropriate services.

The schools will maintain records for homeless students as are ordinarily kept for all students and such that the records are available in a timely fashion when the student enters a new school or district.

Education Opportunities for Children in Foster Care (Policy JFABE)

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on student's academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced.

Additionally, the requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from the foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a Notice to Local Education Agency (LEA) form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

Rights of Students with Disabilities

Federal law guarantees every student the right to a free and appropriate public education regardless of handicap or disability. State regulations (603 CMR 28.00) further guarantee the right to an education in the "least restrictive environment," in typical settings with students without disabilities.

- Every Millbury public school offers academic support services. These programs provide specialized instruction for eligible students in the area of the documented disability.
- The MPS also offers services in a substantially separate setting for students with developmental delays, intellectual impairments, autism, and behavioral disorders when documented within a student's IEP or 504 Plan. These programs provide specialized instruction in a structured and predictable learning environment.

If you believe that your child is having difficulty making progress in a regular classroom due to a suspected disability, you have the right to seek through the school principal or the district's Office of Special Education an evaluation of your child to determine if she or he does have a disability and is eligible for special education services. As a first step, contact the building principal to discuss convening a Building Assistance Meeting. For more information contact your child's principal or the Director of Pupil Services' Office at 508-865-0875.

Rights under Section 504

A student with a disability recognized under the federal statute known as Section 504 (29 USC §794[a]) is entitled to accommodation of that disability. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified

students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 also prohibits discrimination against any student based on such a disability. A student whose disability is recognized under special education law, known as the Individuals with Disabilities Education Act (IDEA: see USC §1401[3]) is entitled to educational programs and assignments that are designed to develop her/his educational potential. [M.G.L. c. 71B §1] Section 504 accommodation plans and special education individualized education programs (IEPs) must be developed in accordance with procedures set out in federal and Massachusetts law and regulations. The 504 Coordinator is responsible for assuring compliance with Section 504. Contact the Director of Pupil Services' Office at 508-865-0875 to be directed to the correct building 504 Coordinator.)

V. English Learners (EL) Support

The Millbury Public Schools (MPS) is committed to providing a quality education to each child. MPS is a low incidence English Learners (EL) district with a population of less than 20 students within a specific language group. It is important that the district provides EL students or English Learners (EL) students with the appropriate opportunity to become proficient in English and provide access to the curricula. Because some EL and LEP students do not have a strong base of literacy or fluency in their primary language, they need to be instructed to develop essential language skills in speaking, listening, reading, and writing in English. To accomplish these goals, EL students will receive direct ESL services and Sheltered English Instruction (SEI) in classrooms, in accordance with state and federal laws. SEI addresses the concepts and skills as defined in the curricula and assists students with language development.

Title VI of the Federal Civil Rights Act **does not permit time limitation of services for English Learners and requires that ELs be provided language support services until they are proficient enough in English to participate meaningfully in the district's education program.**

At the time of enrollment, if the home language survey received indicates a language other than English, a referral is made to the EL teacher and a copy of the home language survey is forwarded to the Director of Pupil Services. Parents/Guardians will be [notified](#) that their child will be tested to assess their English proficiency.

Preschool students are tested using the PRE-LAS. Kindergarten students are tested with the WAPT. Grades 1-12 students are assessed using the WIDA Screener upon entry into the EL Program. This is an English Language Proficiency screener test given to incoming students who may be designated as English Learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The WIDA Screener is one component of WIDA's comprehensive assessment system. The WIDA Screener is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling".

VI. Procedures for Enrolling Students in School

The Millbury Public Schools requires the following information from parents/guardians interested in enrolling their children in any of our schools:

- Proof of residency -- **must show 3**: a current lease, mortgage receipt, purchase and sale agreement, tax bill, or utility bill
- Age verification -- student's birth certificate or passport
- Record of immunizations -- Massachusetts State Law requires certain immunizations and a physical exam done within the last year before a student can enroll in this state.
- A copy of any previous student records

Families may register to attend the Millbury Public Schools by visiting the appropriate school:

Preschool through Grade 2	Elmwood St. School, 40 Elmwood St.
Grades 3 through 6	R.E. Shaw Elementary, 58 Elmwood St.
Grades 7 through 12	Millbury Memorial Jr./Sr. High School, 12 Martin St.

Enrolling Student in Foster Care

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

Enrolling Homeless Students

Homeless students have the right to remain enrolled in their school of origin and receive transportation or immediately enroll in the school district where they are temporarily residing. According to the best interests of the homeless student, the district will:

- Continue the student's education in the student's school of origin (the school the student attended when permanently housed or in which the student was last enrolled) while the student remains homeless or until the end of the academic year in which the student obtains permanent housing; or
- Enroll the student in the public school assigned to the attendance area in which the student is actually living.
- In determining the best interest of the student, the district will, to the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the child's parent or guardian. All attendance rights granted by district policies will be available to homeless families on the same terms as families residing in the district.
- If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be provided with a written explanation of the district's decision, if the district sends the student to a school other than the school of origin, or a school requested by the parent or guardian. The district also will provide a written statement of the appeal rights of the parent, guardian, or student. The district's liaison will carry out dispute resolution as provided by state requirements.
- In the case of an unaccompanied youth, the district will assist in any placement or enrollment decision, consider the views of the unaccompanied youth, and provide the youth notice of the right to appeal the decision. The unaccompanied youth will be immediately enrolled in school pending resolution of the dispute.
- Once the enrollment decision is made, the school shall immediately enroll the homeless student, pursuant to district policies, even if the student is unable to produce records normally required for enrollment. The district or enrolling school shall immediately contact the school last attended by the student to obtain relevant academic or other records. Emergency contact information is required at the time of enrollment consistent with district policies.

Residency Checks and Verification (Chapter 76, Section 5 Massachusetts General Law)

In order to attend the Millbury Public Schools, a student must actually reside in the Town of Millbury. The residence of a minor child is presumed to be the legal, primary residence of the parent(s) or guardian(s) who have physical custody of the child. In determining residency, Millbury Public Schools reserves the right to request a variety of documentation and to conduct an investigation into where a student actually resides. Those families who cannot provide requested proof of residency will be referred for a residency check by the Millbury Police Department. Because residency can, and does, change for students and their families during the course of an academic year, we may continue to verify residency after the commencement of classes and may act upon suspicions regarding residency status. It is also the responsibility of parent(s)/guardian(s) to notify school personnel immediately if a change in residency occurs. Families found to be in violation of the residency guidelines will face strict penalties, including but not limited to immediate dismissal from school; per diem fines for the education and related services accessed as a non-resident which are based on the per pupil cost to the district; and possible legal action.

M.G.L. Ch.76. Sec 5: Every person shall have a right to attend the public school of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the School Committee. **Any person that violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools.** No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

Penalties: C.76 § 5 states that “Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public school”.

An individual who owns property in the Town of Millbury, but does not reside in the district, is not considered a resident.

VII. School Choice

It is the policy of this school district to admit non-resident students under the terms and conditions of the Inter-district School Choice Law (M.G.L. [76:12B.](#)) This decision must be reaffirmed annually prior to June 1st by a vote of the School Committee following a public hearing.

The Millbury School Committee has voted to open seats in grades 9-12 based on enrollment figures, not personal preference.

1. [Applications](#) may be mailed via the USPS or submitted electronically. Please send to the attention of:
Office of the Superintendent
Millbury Public Schools
12 Martin Street Millbury, MA 01527
508-865-9501
ksundeen@millburyschools.org
2. Admission is determined by a lottery on the second Monday in May annually, on a random basis, if the number of applicants exceeds the number of available seats.

3. Students accepted for admission will be notified. All students not selected in the lottery will automatically be added to our wait list and should a seat open, we will contact you.
4. Please note that admission to the School Choice program does not include transportation to and from the school is the responsibility of the parent/guardian. School bus transportation is not an option.
5. The wait list for School Choice resets each year. If you are not selected for admission, you will need to apply annually.

VIII. Student Attendance Policies

Regular and punctual daily attendance is essential for students to be successful in school and has a direct correlation to higher graduation rates. It is the responsibility of parents/guardians, as well as students themselves, to ensure school attendance is timely and regular. The intent of the following attendance policy is to encourage better attendance in order to improve student educational outcomes and teach them the importance of punctuality and commitment for future success.

Attendance Expectations (M.G.L. Ch.76, S.1): States that all children between the ages of six and sixteen must attend school. Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. If a child fails to attend school for seven (7) day sessions or fourteen (14) half-day sessions within any six (6) month period, the school district may address the situation. If a child reaches seven (7) excused absences or fourteen (14) excused half day absences (as allowed by law) or five (5) unexcused absences in a six (6) month period, the school will notify the parent/guardian of the student's attendance record. Upon further absences, the school may require a conference with the parent/guardian to discuss and/or investigate the issue further. Further action may be taken and may include but not limited to, a request of medical or additional documentation, retention, loss of credit, or filing with the Juvenile Court in Worcester.

Duties of Parents; penalties (M.G.L. Ch.76, S.2): States, "Every person in control of a child described in the preceding section shall cause them to attend school as therein required, and if he fails to do so for seven day sessions or fourteen half-day sessions within any period of six months, he shall, on complaint by a supervisor of attendance, be punished by a fine of not more than \$20"

Inducing Absences; penalties (M.G.L. Ch.76, S.4): States, "Whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully there from, shall be punished by a fine of not more than \$200."

Place of attendance; violations; discrimination (M.G.L. Ch.76, S.5): states, "Every person shall have the right to attend the public schools of the town where they actually reside, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly- attended public schools.

Notice to parent or guardian and meeting with school committee prerequisite to student permanently leaving school; annual report; application of section (M.G.L. Ch. 76, S.18): States no student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth (10) consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or

guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent or guardian if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

Supervisors of Attendance: employment (M.G.L. Ch.76, S.19): of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school. An unauthorized absence from school for a day is considered truancy, and every class missed during that truancy is considered to be a cut. Truancy from school will be handled on an individual basis, and the consequence will include no credit for any class work and the student will receive either a detention or an Outside Suspension. When a student will be absent from school, a parent/guardian must notify the school attendance officer or a school administrator by the end of the regular school day. Notifying the school or submitting a note does not excuse the absence, it just verifies it. The administration will determine if any absence is excused.

An attendance officer is required to investigate all cases brought to their attention when a student fails to attend school regularly or is habitually tardy. It is a crime for a parent or guardian not to cause a child to attend school. Additionally a "CRA" (Child Requiring Assistance) petition may be filed in court if a child between the ages of six (6) and eighteen (18) persistently and willfully fails to attend school for 8 days in a quarter or persistently violates lawful and reasonable regulations of his/her school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the Department of Child and Family Services (DCF).

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Child and Family Services (DCF). Under Massachusetts General Laws chapter 119, section 51A, a report can be filed on behalf of a child under the age of eighteen (18) for educational neglect if a child is not attending school on a regular basis.

IX. Food Services

Breakfast Program

Breakfast is offered daily at each school before the start of the school day. All meals meet USDA nutritional guidelines for balanced meals. The cost of breakfast is \$1.50. Reduced breakfast is \$.30.

Lunch Program

Millbury Food Service department participates in the National School Lunch Program (NSLP) and offers a lunch program daily at all schools. Students are offered a variety of entrees, fruits, vegetables and milk each day. Students must choose 3 out of 5 components (one must be a fruit or vegetable) to create a reimbursable meal. Additional options may be available. All meals meet USDA nutritional guidelines. The cost of lunch is \$3.00 for Grades Preschool- Grade 6 and \$3.25 for Grades 7-12. Reduced lunch is \$.40.

Free/Reduced Lunch

The Millbury Public Schools participates in the National Breakfast & School Lunch Program sponsored by the United States Department of Agriculture (USDA), which permits the school system to offer free and reduced-priced meals to students who qualify. Families who wish to apply for free or reduced meals must complete an application each year. Families need only complete one application for their family. The family of any Millbury Public School student may submit an application at any time during the school year. Applications are available in each school's main office, at the food service office and online at www.millburypublicschools.org.

Menus

Menus are available at each school's main office, by visiting the School Lunch/Food Services tab on your student's school website and by visiting the Food Service website at <https://sites.google.com/a/millburyschools.org/cafeteria/>.

Allergies

Please reach out to the Food Service Director or the Cafeteria Manager at your child's school with questions and concerns about allergens.

Meal Payments

Online Payments

Millbury Food Service highly encourages the use of our online payment system, MySchoolBucks. This system allows parents to make payments (credit/debit or electronic check) into their child's account for meal or a-la-carte purchases. This system also allows parents to view purchases, check balances and set low-balance notifications. It provides 24/7 availability via the web or through a mobile app. There is a transaction fee of \$2.75. Visit www.myschoolbucks.com to register for your free account.

Check and Cash Payments

Check payments are accepted and should be made out to Millbury Food Service. Please include the student's name in the memo section. Checks (or cash) may be given to the cashier at the student's school, or placed in a baggie with their name on it and given to their teacher. If cash is used, the total amount will be put towards the student's account and change will not be given.

Meal Charge Procedures

The purpose of these procedures is to establish consistent meal account procedures throughout the district. The goals of these procedures are to:

- Establish consistent district procedures regarding charges and collection of charges.
- Treat all students with dignity in the serving line regarding meal accounts.
- Provide meal charge procedures to Millbury Public School families timely and consistently.

The Food Service Department is responsible for maintaining charge records and notifying the school district leadership of outstanding balances. The Food Service Department is also responsible for notifying the students' parents/guardians of low or outstanding balances.

The parent/guardian is responsible for the timely payment of all student meal charges.

Student/Adult Accounts

- Parents are encouraged to pay in advance for their children's meal by cash, check or online at myschoolbucks.com. The Food Service Program runs as a debit system not a credit system.
- Students whose school meal account has a zero or negative balance
 - Will be allowed to charge a reimbursable meal. A 'reimbursable meal' is defined as a meal consisting of at least three (3) of the five (5) offered meal components (grain, meat or meat alternative, fruit, vegetable, and milk) and must include a fruit and/or vegetable component.
 - Will not be allowed to charge ice cream, snacks, milk, water or any la carte items.
- All debts will be collected at the point of service/sale; e.g. payments received from students during lunch service will be applied to the outstanding debt first and may not be used for a la carte items until the debt is cleared.
- Graduating seniors must pay all debt prior to graduation and receipt of cap and gown.
- Positive account balances carry from school year to school year or can be transferred to another Millbury student or donated to our student in need fund.
- Refund of monies on student accounts will be made to the parents/guardians upon written request to the Food Service Director. The Town of Millbury will issue the refund check.
- Adults/staff are not allowed to charge meals, beverages, or snacks at any time.

Notification of Negative Balances

- Food Service Director will generate negative account balance reminders one time per week.
- Parents will be emailed and reminded to make a payment to replenish accounts and will be informed about the free & reduced meal benefit available to eligible families.

Notifying Families of Local Meal Charge Policy

- This information will also be posted on the district website.
- No student, at any time, will be denied a meal.

X. Health Services, Immunizations, and Wellness Policy

School Nurses

Every school has a Health Office staffed by a registered nurse who provides medical care and first aid to both students and staff. Parents/guardians may contact the school nurse at any time, by calling the main number of your child's school.

When To Keep Your Child At Home

Sick or injured students are not able to spend the day in the nurse's office. If your child is not able to attend classes or is contagious, please keep him/her home.

Do not send your child to school if he/she:

- Has a fever over 100 degrees Fahrenheit or higher.
- Has a persistent cold or cough.
- Has had vomiting or diarrhea within the past 12 hours.
- Has an unidentifiable skin rash.
- Has "pink eye" with itching and drainage.
- Has a contagious illness such as Chicken Pox or Strep Throat.
- Has active head or body lice.

Students who have been prescribed an antibiotic may return to school after 24 hours on the antibiotic only if there is no fever, and he/she feels well enough to return.

Universal Precautions

All blood and body fluids will be treated as if known to be infectious for bloodborne pathogens.

- Gloves will be worn when cleaning up body fluids.
- Gloves will be changed between treating individuals.
- Hands will be washed after removing gloves and before treating another individual.
- Spills will be cleaned up with appropriate disinfectant or 1:10 bleach solution.
- All disposable material used to clean up a spill will be disposed of in a plastic bag.
- Mops will be cleaned with a virucidal disinfectant or discarded in a plastic bag.
- School door knobs and handrails are disinfected nightly as a preventative measure.

Emergency Form

It is extremely important for the school to have the correct contact information, as well as up to date medical information for your child(ren). Your child will receive an emergency form at the beginning of each school year. It is to be completely filled out, signed and returned with your day the next day. It is essential that you notify your child(ren)'s school of any changes in emergency contact information during the school year.

First Aid Emergencies

The Health Office provides immediate first aid to students. After students are evaluated and treated, they are either returned to class, sent home, or sent for further medical evaluation. A parent/guardian or other designated adult will be contacted if a student needs to be sent home or needs to be sent out via ambulance. Parents/guardians must supply phone numbers in case of emergency so a responsible adult may be contacted. It is essential for the nurse to be able to contact a parent/guardian or designated adult who can assume responsibility in your absence. In the case that a student needs to be transported via ambulance, every effort will be made to have a staff member accompany the student on the ambulance ride, and in the hospital, until the designated adult arrives.

Transportation by Ambulance

The Millbury School Department will call an ambulance if it is deemed necessary by the nurse. Trained emergency medical technicians and/or paramedics are responsible for all emergency care of the student upon their arrival at the scene and during transportation to the hospital. The school's responsibility ends when emergency care is transferred to the EMT/Paramedics. Millbury Public Schools is not financially responsible for medical treatment outside of school or for providing transportation or ambulance service for a child who is injured or becomes ill at school.

Health Screenings

The following state mandated screenings are done annually:

- o Gr 1,4,7,10 Height, weight, BMI
- o PreK - Gr 6, Gr. 10 Vision
- o PreK - Gr 3, 7, 10 Hearing
- o Gr 5-9 Scoliosis (spine curvature screening)
- o Gr. 7, 8 SBIRT (Screening, Brief Intervention and Referral to Treatment)
- o Pre, K, 4,7,10 Physical exam reports must be provided to the school nurse.

****NOTE:** Only those *who do not pass a screening* will receive written notification.

BMI (Body Mass Index) Notification

Upon written request of the parent/guardian, their child's Body Mass Index (BMI) and screening results will be mailed to them. By submitting a written request by September 15th of each school year, parents/guardians may request that their child's measurements not be taken.

MGL c.71 §57 and MDPH 105 CMR 200.500:

"The Body Mass Index (BMI) and corresponding percentile of each student in grades 1, 4, 7, and 10 (or, in the case of ungraded classrooms, by a student's 7th, 10th, 13th and 16th birthday) is calculated and reported directly to the Massachusetts Department of Health using appropriate reporting tools as per their guidelines.

The Millbury Schools encourage collaboration between parents/guardians and the school in this effort. In the event your child has a special medical concern, please call the Health Office to share information.

Illness/Injury

Long Term Illnesses

Contact the Guidance Department regarding home instruction if your child is expected to be absent for longer than 14 consecutive school days due to an illness, injury or chronic health condition.

Policy for students with HIV/AIDS

HIV/ AIDS diagnoses are confidential. You are not required to disclose HIV infection or AIDS diagnosis. You may choose to inform the nurse confidentially of a diagnosis. Specific, informed written consent from the parents/guardian is necessary before further disclosure of his her HIV/AIDS is allowed.

Orthopedic Injuries

If your child has an orthopedic injury requiring the use of crutches, braces, casts, slings, splints, etc., please have your child return to school with a note from their physician that clearly states the nature of the condition. Clearance to return to school, any restrictions and/or need for supportive devices, and clear time frames for any special accommodations must also be clearly stated. Physical education will be restricted until a physician's note stating no restrictions is submitted.

Immunization Requirements

According to state regulations (102 CMR 7.09 and 105 CMR 220.00), students must be on an immunization schedule before they enter school. The Millbury Public Schools require that students have immunizations that are up to date for school entry at the time they enter school. Records will be given to the school nurse for verification and record-keeping purposes.

The following immunizations need to be in place by the first day of school:

MA REQUIRED IMMUNIZATIONS TO REGISTER FOR KINDERGARTEN – GRADE 12*	
Hepatitis B	3 doses by 18 months
DTaP/DPT/ Tdap	4 doses, by Kindergarten 5 doses, by 7th grade (1) dose of Tdap. grade7
Polio	4 doses by Kindergarten
Hib	(3 or 4 doses for pre-school)
MMR	2 dose by Kindergarten.
Varicella (Chickenpox)	2 doses by Kindergarten
Mennigicocal	2 dose series (11- 12 years and 16 years)
Please contact the nurse at your child's school if you have questions. School immunizations Mass.gov	

Parents/guardians must submit a doctor's record stating that their child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, German measles (rubella), mumps and hepatitis B. Varicella (chickenpox) immunization is required if the child has not had chickenpox.

The record must include the day, month and year when the immunizations were given. In addition, we strongly recommend that each child have a Tuberculosis Risk Assessment. Parents are responsible for keeping immunizations current and providing the school nurse with written documentation from the child's physician when their child has received additional immunizations. All school nurses review immunization records regularly. Students whose immunizations are not up to date may be excluded from school.

Special Situations. Except in an emergency or epidemic, a student may start school if a parent or guardian presents a written statement (1) from a physician stating that the child has not been immunized for medical reasons, (2) that the child has not been immunized due to his or her religious beliefs, or (3) homeless children. A student must have a current physical exam from a physician prior to entry into the school system.

Health Screenings

The following state-mandated screenings are done annually:

- Gr 1,4,7,10 Height, Weight, BMI
- PreK - Gr 6, Gr. 10 Vision
- PreK - Gr 3, 7, 10 Hearing
- Gr 5-9 Scoliosis (spine curvature screening)
- Pre, K, 4,7,10 Physical exam reports must be provided to the school nurse.
- Gr 7, 9 SBIRT (Screening, Brief Intervention, and Referral to Treatment)

****NOTE:** Only those *who do not pass a screening* will receive written notification.

Administering Medicines to Students

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under the specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse and those others listed in the medical administration plan acting within the above restriction may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical

personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

- Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
- Students with cystic fibrosis may possess and administer prescription enzyme supplements.
- Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
- Students with life-threatening allergies may carry an epinephrine auto-injector.

Physical Restraint of Students (Policy JKAA)

The Commonwealth of Massachusetts Department of Elementary and Secondary Education has specific regulations concerning the use of physical restraint of students in public schools (603 C.M.R. 46.00). These regulations apply to all students whether in regular education or special education.

All Millbury Public Schools personnel shall receive appropriate notification regarding this policy at the start of the school year. Additionally the principal shall identify staff members as school-wide resources in the use of physical restraint on students. Except as set forth below, only school personnel who have received appropriate training as required by Massachusetts regulations may administer physical restraint on students.

Nothing in the regulations precludes a teacher or other staff member from using reasonable force to protect students, themselves, or other persons from assault or imminent, serious physical harm.

All staff involved in a physical restraint must complete required written documentation and submit it to the Building Principal and Director of Pupil Services. Parents/guardians will be notified in the event their child requires physical restraint.

Wellness Policy

The Millbury Public Schools district is committed to affording students and staff with school environments that promote and protect children's health, well being, and ability to learn by supporting good nutrition, physical activity, and overall wellness. For more information or greater detail, please refer to the complete Wellness Policy ([Policy ADF](#)) at www.millburypublicschools.org (School Committee).

XI. Student Safety, Building Safety, and Public Accessibility

School Building Security and Safety

No hazardous objects, pets, etc., will be brought to school without the specific authorization of the School Administration. All laboratories and other equipment, which may be dangerous, will be used with safety rules in mind. In labs and shops, protective eyeglasses will be worn when students are involved with experiments or the use of machinery or tools or any functions that may be hazardous to the eyes. Safety regulations for movement in the buildings and fire and evacuation drills must be observed. Serious offenses, such as the use of or possession of fireworks, possession of weapons, extreme vandalism, etc., which jeopardizes the safety of others within the school building will result in the immediate suspension of the student(s) involved.

School Closing Information

It is critical for parents to have an emergency plan in the case of an unexpected school delay, cancellation, or early dismissal. Please discuss this plan with your children, especially what to do in the event of an early dismissal. The district will make every effort to avoid early dismissals as they understandably can pose the greatest logistical challenge for families.

When inclement weather or unanticipated circumstances make a delay, an early-dismissal, or a cancellation necessary, announcements will be made in each of the following ways:

- A Connect Ed call will be sent to the telephone number on file with the school department.
- An announcement will be posted on twitter: @gmyers_millbury
- The following news stations will be notified: 7 New NBC, WBZ, NECN, FOX 25, and on WSRS 96.1
- An announcement will be posted on the district's webpage at www.millburyschools.org

If you would like an immediate text or email notification of school closings, delays, and early releases in Millbury, please visit www.fox25boston.com/weather. Click the WEATHER tab and select "Text Alert Sign-up" from the dropdown menu. Follow the simple instructions outlined on the page and be sure to select "Millbury Public" from the list of participating schools and organizations.

Signing up is simple and receiving the alert is free. (Note: Your cell phone provider may charge you a fee for receiving text messages. Please check with your carrier).

Visitors

While the Millbury Public Schools encourage the involvement of parents and community members in the education of district students, the District has a duty to ensure that the educational process is not unnecessarily disrupted, as well as to protect the safety and confidentiality of its students. As a result, certain rules and procedures must be followed to ensure that visits are not harmful to students or the educational process. The building principal retains the authority to make decisions about all visitors to school and classes using the following guidelines:

Parents, Guardians, and Caretakers of Current Students

Parents, guardians, and caretakers will be allowed to enter school buildings for quick visits for the purpose of dismissing a student, bringing in medications, dropping off forgotten lunches, PE clothes, etc. Such "quick visits" need not be pre-arranged; however, such visitors may not be allowed beyond the main office, depending on circumstances. (Please refer to School Committee Policy KI: Visitors to the Schools.)

Visitors will be allowed to enter school buildings for purposes of pre-arranged meetings. **Without exception, all visitors to the Millbury Public Schools must report to the main office immediately upon entering a school building. All visitors must sign in, noting the time of their arrival and identifying the location and purpose of their visit. These visitors must wear a visitor badge at all times while in the school building.** The building principal will designate a staff member to escort visitors to their appropriate destination.

Visits to Millbury classrooms by parents is not permitted unless as part of the process necessary to determine or develop programming for a student with disabilities. In such cases, the parent, guardian, and/or caretaker must complete an [Observation Request form](#)³ prior to their visit. (Please refer to School Committee Policy

³ See Appendix C

IHBAA: Procedure of the Millbury Public Schools regarding In-School Observations by Parents and their Designees).

Should you wish to speak to a teacher, please call the teacher to arrange a mutually convenient time. Before school is typically a busy time and may not be the best time to speak with teachers as they are with students and preparing for the day, unless an appointment has previously been scheduled. These guidelines for visitors are for the safety of all students and staff.

Upon completion of their pre-arranged meetings, visits, or observations, all visitors shall proceed directly to the main office. They must sign out, noting the time of their departures, and return their visitor's badges. Visitors may not proceed to any areas of the building other than the designated locations of their meetings, visits, or observations without first returning to the main office and obtaining express administrative approval to access other areas of the building.

Former Students

While the Millbury Public Schools understands that periodically throughout the school year former students will want to return to see former teachers and mentors, the following practices must be followed to ensure the continuity of learning and an educational environment free from distraction.

1. Unless specifically invited to take part in a school activity, former students may visit school only after the school day has ended.
2. Former students may enter the building after the final bell has rung for the day and after buses have left the parking lot.
3. Former students must enter the building via the main office so that the teacher or faculty member may be notified of their arrival.
4. Former students visiting individual teachers or other faculty members should contact those staff members prior to their visit to schedule the visit.
5. Former students returning shall maintain the decorum as prescribed by the student handbook and be respectful of current students and staff.

Millbury students are not permitted to invite other students or college age guests for visits without prior approval from a school administrator. Adults from the community are always welcome at our schools, but may not be on campus during regular school hours unless they check into the main office or have official business. Athletic facilities including the track are not available for use by the community when school is in session or being used by Millbury Jr/Sr High Athletics. Because of liability and safety issues, visitors are not permitted to bring animals to athletic events.

School Volunteers and C.O.R.I Checks

During the school year, parents and community members may wish to volunteer at the schools. Those wishing to do so, are encouraged to contact the main office of the respective school. Volunteers must understand the boundaries of confidentiality and will be expected to conduct themselves in a professional manner. All volunteers must have a valid CORI on file with the District. CORI forms are valid for a period of three years. Volunteers will also be asked to sign a confidentiality agreement. Forms are available in the school office. CORI forms are valid for a period of three (3) years.

Unauthorized visitors are subject to trespassing charges and/or arrest.

Millbury Public Schools' administration reserves the right to deny a visitor's pass to unauthorized visitors and may terminate any and all visits at their discretion.

School Resource Officer

As one of the Millbury Public School District's critical and ongoing initiatives, we are committed to regularly practicing and improving our safety procedures to ensure the safest possible environment for our children and the adults who support them. Our School Resource Officer (SRO) is instrumental in these efforts and is dedicated to improving school safety, strengthening community partnerships, and delivering resources to the school community.

Our SRO will serve as a first responder in school emergencies, a safety expert to offer support and guidance, a liaison to the MPD and other community resources, and an educator to serve as a resource for students and adults alike. The SRO will serve each of the schools in the Millbury Public School District full-time when school is in session.

Emergency Procedures

The Millbury Public Schools, in cooperation with the Millbury Police Department and Millbury Fire Department, under the guidelines set by the Massachusetts Emergency Management Agency (MEMA) and the Federal Emergency Management Agency (FEMA), have created district and school procedures that support response to a range of emergency situations. Procedures include, but are not limited to, responding to a bomb threat, a violent intruder, or the need to evacuate the building.

Evacuation procedures are posted in each classroom and areas throughout the school. All teachers regularly review the fire drill and evacuation drill procedures with students. Students should be familiar with the fire regulation postings in each room. During fire or evacuation drills, students are expected to walk in a quiet and orderly manner under the teacher's supervision. During fire or evacuation drills, staff will guide all students to exit the building and gather on the middle level of parking or to a designated area. Teachers will have a copy of the attendance and a class list with them along with classroom "Go Bags". Every school has a designated evacuation site and a designated parent reunification site. Should an evacuation be necessary all students and staff will report to the site and student attendance taken. Safety personnel will advise when it is safe to return to the building or will start a procedure to release students to a parent or guardian who is identified as an emergency contact on the student database and therefore can sign for student release. To the extent possible, announcements will be made through the phone notification system, the district website, local radio stations, and the education cable access channel to inform parents about a school-wide emergency and actions that are underway or to be taken. All school sites will facilitate practice emergency drills at the beginning of and throughout each school year.

A.L.I.C.E.

ALICE is based on the premise that information, authorization, and proactive training are the keys to staying safe. ALICE training includes age-appropriate materials including storybooks, hands-on activities, and other methods to explore concepts in a way that different age levels, from preschool through 12th grade, can easily understand and respond to active shooter scenarios.

Alert

Authorize all school personnel to announce the presence of an active threat: intercom access in every classroom; 911 access in every classroom; emergency office telephone access in every classroom

Lockdown

Rather than simply locking the door, every effort must be made to barricade the door. Obstacles can force an intruder to move on, saving lives and buying more time for police to arrive.

Inform

Use technology to provide real-time information to others in the building, to 911 dispatcher, and to law enforcement officers.

Counter

As a last resort when confronted with an intruder, interrupt the skill set needed for the to cause you harm

Evacuate

Get away from danger whenever possible

Staff and students will participate in ALICE training throughout the school year, including but not limited to, lockdowns and evacuation drills. The District is moving towards practicing a full drill including the reunification component. The reunification location is the Blackstone Valley Cinema De Lux, located at the Blackstone Shoppes.

Alcohol, Tobacco, and Drugs

The use of any tobacco product is strictly prohibited on all school property, including school buses, at all times. If students are found in possession of alcohol/tobacco/drug products or alcohol/tobacco/drug-related paraphernalia, including pipes, lighters, papers, and cigarette holders on school property, the faculty and/or administration shall confiscate the alcohol/tobacco/drug-related items and return such items only to the parent/guardian of the student. The student will receive disciplinary action such as, but not limited to, in or out of school suspension. This also applies to any , and all, e-cigarettes.

In accordance with state and federal law, the District shall provide age-appropriate, developmentally-appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12. For more information, please see policy IHAMB on the District's website at www.millburyschools.com.

Suicide & Drug Abuse Help

For youth between the ages of 10 and 24, suicide is the SECOND leading cause of death.

Suicide Warning Signs:

- Talking (or joking) about wanting to die or kill oneself
- Looking for a way to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Showing lack of interest in previously enjoyed activities
- Increasing the use of alcohol or drugs

- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Difficulty focusing
- Withdrawing from friends or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

TEXT Crisis Teen Line- Text “CONNECT” to 741741 - www.crisistextline.org

Massachusetts Substance Abuse Information and Education Helpline

1-800-327-5050 or 1-617-445-1500 -www.helpline-online.com/

In School Resources: Please reach out to the school’s Clinical team (guidance counselors, school psychologists, school adjustment counselors, social workers) if you are looking for help.

XII. Student Technology Access and Internet Safety

Access to Digital Resources Policy (IJND)

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal

guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

LEGAL REFS: 47 USC § 254

Empowered Digital Use Policy (JNDB)

Purpose

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops digital citizenship skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks and standards, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

All users shall acknowledge that they understand that using digital devices, whether personal or school owned, and the school district network is a privilege and when using them in accordance with School District guidelines they will retain that privilege.

The Superintendent or designee shall develop and implement administrative guidelines, regulations, procedures, and user agreements, consistent with law and policy, which shall include but not be limited to the following:

- Digital devices, software, and networks shall be used in school for educational purposes and activities.
- An individual's personal information (including home/mobile phone numbers, mailing addresses, and passwords) and that of others shall be kept private.
- Individuals will show respect for themselves and others when using technology including social media.
- Users shall give acknowledgement to others for their ideas and work
- Users shall report inappropriate use of technology immediately

These procedures shall be reviewed annually by district administration together with students and teachers and shall provide a springboard for teaching and learning around topics such as internet safety, digital citizenship, and ethical use of technology.

Student Devices

Why are student devices necessary?

As the curriculum in the Millbury Public Schools becomes more digital, students in grades 3 -12 need access to an Internet-connected device to access educational tools and their classwork. Most classes now have digital textbooks and classwork is accessed and submitted through Google Classroom, therefore students will need access to a device at school, and at home.

How do I sign up for a device?

Please visit <http://millburyschools.org/chromebooks>. Sign-up is completed through FamilyID.

Student/Family Expectations

- Students should bring their charged Chromebooks to school each day. Chromebooks will not be required for every assignment, but students should come to class prepared to use them. Students should never bring their chargers to school. Please leave them at home.
- Devices remain the property of the district, but students should care for devices as if they were their own.
- Intentional damage or vandalism of a device may require restitution to the district.
- If a device or charger is lost or stolen, families may be responsible for replacement costs.

WiFi Connectivity

Home WiFi is recommended, though not necessary at all times. For families in need, Spectrum and Verizon offer low-cost broadband programs. If you need additional assistance applying for one of these programs, please reach out to the district.

- [Spectrum Internet Assist](#)
- [Verizon Lifeline](#)

XIII. Student Transportation

The building Principal, working with the bus contractor and its drivers, will maintain discipline on the buses at all times. All discipline problems with students must be reported by the driver to the building Assistant Principal or Principal in writing. Action taken by the Assistant Principal or Principal will be consistent with the rules as outlined in the student handbook.

School Department Responsibilities

- The building Principal and/or Assistant Principal to ensure that each student receives instruction in safe school bus riding practices at least three times each school year. The first time shall be the first week of school, the second time must be before December 31st, and the third time must take place before the end of the school year. The school building Principal and/or Assistant Principal working with the Safety Officer shall conduct school bus evacuation drills at least twice each year.
- The building Principal and/or Assistant Principal should also work very closely with parents to resolve any of their concerns relating to discipline. If they cannot reach an agreement after an incident, the parent should contact the School Business Office followed by the Superintendent's Office, and then the School Committee as outlined above.

Operations

1. Bus stops are established at the start of school for all grade levels with the consideration of the age of the child, walking distance and traffic activity. Bus stop locations may be changed or eliminated at the discretion of the School Department as necessary. Except for certain special education students, door-to-door bus service should not be expected.
2. All children will be assigned a bus at the start of school. If the use of a sitter is necessary, the parent must make the request prior to the start of school in writing to the building principal. Variations in sitter locations will not be allowed. The pick-up and delivery locations for every student should be consistent and reasonable. The stop locations may differ from morning to afternoon but they should be consistent on a weekly basis with a preference to five days per week if possible. Any deviations should be rare and only with the express approval of the building principal.
3. Children are required to ride the bus to which they are regularly assigned. Exceptions to this requirement may be made by the building principal on a case-by-case basis.
4. Video surveillance cameras will be used on the buses to monitor student behavior. The responsibility of the viewing of any tapes will rest solely with the building principal. It will be at the building principal's discretion whether a parent, student, or driver views a tape.

Parent/Guardian and Student Responsibility:

Transportation by school bus to and from school is a privilege for all pupils. The school bus is an extension of the school itself and rules regarding behavior are the same as in school. It should be understood that appropriate and safe behavior is required on the bus and at all bus stops. Parents/guardians are responsible for student behavior at all school designated bus stops.

- When walking where there are no sidewalks, walk on the side of the street facing traffic.
- Be on time; the bus cannot wait for you. Be at your bus stop five minutes before your regular pick-up time.
- While waiting for the bus, do not run, push, or play games.
- Each group will line up and permit the younger pupils to board the bus first. Leave the bus promptly at your destination.
- In crossing the road after exiting from the bus, cross only after the driver signals that it is safe to cross. Pass ten feet in front of the bus and look for traffic in both directions before crossing the road.
- Upon entering the bus, take your seat promptly and remain in it until you arrive at your destination and the bus has come to a complete stop. There will be no standing or saving of seats on the bus.
- Do not use profanity. Refrain from shouting or making other noises that might distract the driver. The lives of all the children (including your own) are in his/her hands.
- Do not enter into conversation with the driver while the bus is in motion, but report any emergency to the driver at once!
- Be respectful to your bus driver. They have a very important job and need your help. Their eyes and ears must be focused on the road in order to drive you safely to and from school.
- No student should ride home on any other bus than their assigned bus without permission from the Principal or Assistant Principal.
- All students must get off at their regular stops except when parents have submitted a written request to their school Principal or Assistant Principal and they approved such request.
- Keep your lunch boxes, books, musical instruments, and athletic equipment out of the aisles. Keep the bus neat and do not vandalize the bus.
- There will be no smoking, eating, or drinking on the bus. Students who smoke on the bus or at the bus

stop will be disciplined consistent with the rules and regulations outlined in this student handbook.

- Inappropriate behavior will be submitted to the administration through a bus conduct report. If the above expectations are not followed, consequences will be issued including but not limited to detention, suspension, or potential loss of bus privileges.

XIV. Student Services

Child Find (Chapter 603 CMR 28.00)

Massachusetts General Law based on the acts of 1972 regarding Special Education services for students. This notice is provided in compliance with State and Federal regulations for conducting Child Find activities in order to identify students who may be in need of an evaluation to determine eligibility for special education services.

Parents/guardians of children ages 3-22, who reside in Millbury or who attend a private school within the geographic boundaries of Millbury, even if the student is not a resident of Millbury, and feel their child is in need of an evaluation for the determination of eligibility for special education services, may contact the Office of Pupil Services (508) 865-0875. You may also contact your child's school directly and speak with the special education team chairperson to discuss your concerns. This also includes students who are homeschooled.

Information related to the procedure for requesting an evaluation can be obtained by calling the Office of Pupil Services at (508)865-0875.

In-School Observations by Parents and Their Designees (Policy IHBBA)

In accordance with Massachusetts special education law,⁴ Millbury Public Schools permits parents and their designees (defined by law as parent designated independent evaluators and educational consultants) to conduct in-school observations of their child's current or proposed special education program.

When a parent or designee wishes to conduct such an observation, the following procedures shall be followed:

1. Parents' request to observe their child(ren), current program, or potential program must be made at least five (5) days in advance with the Director of Pupil Services, Building Principal, Assistant Principal, or Team Chairperson. The Parent will indicate the name of the person who will conduct the observation and the affiliation of that person to the child and/or Parent.
2. If the request for the observation comes from someone other than the Parent, Millbury Public Schools will need to confirm with the Parent the identity of the observer and ensure that the Parent consents to the observation. If the designated observer wishes to examine the student's records, the school district must also obtain written consent from the Parent before allowing the designated observer to access the student's record, in accordance with the Massachusetts student record regulations.
3. Upon notification of the request for the observation, the school district will provide timely access to the student's current or proposed educational program. The school district will contact the parent and/or designee to schedule a mutually convenient time for the observation. Please be advised that there are certain times of the year that the district generally will not schedule observations due to the disruption the observation would cause during these particular time periods. Observations cannot usually be scheduled during MCAS testing periods, the first two weeks of the school year, or the last two weeks of

⁴ This policy is drafted in compliance with Massachusetts General Laws, c. 71B, §3 and accompanying guidance from the Department of Elementary and Secondary Education.

the school year for this reason. If the observation is requested during one of these time periods, the district will work with the observer to find another mutually agreeable time for the observation.

4. Millbury Public Schools will also discuss with the Parent and/or designated observer, in advance of the observation, a reasonable length of time for the observation. The observer will be permitted to observe both academic and non-academic activities if requested. Length of observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program(s) to be observed. The start and end time of the observation periods and a schedule of observation periods will be stated in advance. In order to minimize classroom or student disruptions, the length of individual observation periods may be limited.
5. The number of observers at any one time may be limited.
6. The observer will be informed that he/she is not to interfere with the educational environment of the classroom. If his/her presence presents a problem, he/she will be asked to leave. This notice is particularly important, since the presence of parents can influence both the performance of their child(ren) and those of others.
7. Millbury Public Schools is responsible to ensure the safety of its students at all times. If the observation threatens to compromise 1) the safety of the students in the observed program, 2) the integrity of the program during the observation, or 3) if there is the threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, then the school district may impose reasonable limitations and restrictions on the observation. Millbury Public Schools personnel will discuss these concerns with the observer prior to the observation, and the school district will make reasonable efforts to work with the observer around these issues to ensure a safe and productive observation. Any limitations or restrictions imposed pursuant to this paragraph will be done on a case by case basis, at the discretion of the Building Principal in consultation with the Director of Pupil Services.
8. Millbury Public Schools may exercise its discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or the program being observed.
9. A school administrator, or designee, of Millbury Public Schools will accompany the observer during the observation and take notes as to what is observed, paying particular attention to note anything that is non-typical concerning the period. This observation summary will be placed in the student's file and provided to the parent(s) prior to any follow-up TEAM meeting.
10. No part of an observation may be used to evaluate a staff member's performance.
11. Videotaping and photography are prohibited during observations, in an attempt to reduce disruption to the program being observed. Audio-recording is also prohibited without advance authorization from the Building Principal, in consultation with the Director of Pupil Services. Observers are welcome to take notes during observations. The observer will be asked to submit his/her report of the observation in advance of any follow-up TEAM meeting.
12. No observation shall be conducted without a signed agreement (Observation Agreement form, see Appendix C) between the observer and Millbury Public Schools, acknowledging the conditions set forth in this policy.

XV. Discipline (Policy JIC)

Notice of Proposed Suspension

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H1/2 or an in-school suspension as defined by 603 CMR 53.02(6), the school shall provide the student and parent/guardian with written and oral notice of the proposed out-of-school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

- A. the disciplinary offense;
- B. the basis for the charge;
- C. the potential consequences, including the potential length of the student's suspension;
- D. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- E. the date, time, and location of the hearing;
- F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

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

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

Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

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

In-School Suspension under 603 CMR 53:02(6) & 603 CMR 53.10

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in-school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures: The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other methods of delivery agreed to by the principal and the parent.

Short-term Suspensions: Hearing and Principal Determination

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

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

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and

provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send his/her determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

Long-term Suspensions: Hearing and Principal Determination

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

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

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

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.

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

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

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

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

Appeal of the Suspension

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

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

Suspension or Expulsion for Disciplinary Offenses under M.G.L. 71 §§37H and 37H1/2

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

- Possession of a dangerous weapon, possession of a controlled substance, or assault of staff. A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in his/her discretion, decide to levy a suspension rather than expulsion. A student expelled for such an infraction shall have the right to appeal the decision to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to

counsel at the hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- Felony complaint or issuance of felony delinquency complaint

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent. At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

- Felony conviction or adjudication/admission in court of guilt for a felony or felony delinquency

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

The student shall receive written notification of the charges and reasons for the proposed expulsion. The student shall also receive written notification of his right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall notify the Superintendent in writing of his/her request for an appeal of the decision no later than five (5) calendar days following the date of the expulsion. The Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Schoolwide Education Service Plan for Students on Short- or Long-term Suspension

- (1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
- (2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.

- (3) Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.
- (4) Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
- (a) The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.
- (b) For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

Discipline of Students with Disabilities (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer: a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district

may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days

- a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
- b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Procedural requirements applied to students not yet determined to be eligible for special education.

1. If prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - The parent had expressed concern in writing; or
 - The parent had requested an evaluation; or
 - District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

XVI. Student Records and Privacy

Basic Rights

Pursuant to the requirements of federal law, notice is hereby provided to all students attending the Millbury Public Schools (MPS), and to all persons in parental relation to such students, that the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232-g, provides such persons with certain rights. The parent or guardian of each student who has not yet attained her/his eighteenth birthday, and every student who has attained her/his eighteenth birthday, is hereby notified that:

- She/he has the right to inspect and review the student's educational records.
- The Millbury Public Schools limits the disclosure of personally identifiable information contained in students' educational records except (a) by prior consent of the student's parent or guardian, (b) as directory information or information pertaining to honors, awards, achievements, or participation in school- or class-related activities, and (c) under certain limited circumstances permitted by FERPA or by Massachusetts regulation.
- She/he may request that records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- She/he may file a complaint with the U.S. Department of Education alleging failure by the Millbury Public Schools to comply with FERPA and its regulations.
- She/he may obtain copies of the Millbury Public Schools' policy on student records from:

The Executive Assistant to the Superintendent
12 Martin Street, Millbury, MA 01527
Telephone 508-865-950, Fax 508-865-0888

Directory Information Notice (FERPA)

- The Millbury Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.
- The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) dates of attendance, (7) post high school plans of the student.
- Directory information may be disclosed for any purpose at the discretion of the school system without the consent of a parent of a student or an eligible student. Parents/guardians of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

- Any parent/guardian or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the Principal on or before the 15th day of September.
- In the event that a refusal is not filed, it is assumed that neither a parent/guardian of a student or eligible student objects to the release of the directory information designated.
- Parents/guardians for students under the age of 18 and students over the age of 18 must sign and submit an Authorization to Photograph/Video/Publish/Broadcast a student's image for promotional purposes before a student's likeness may be included in any school promotional material. Forms are located in the main office as needed.

Student Information Release Opt-Out

Federal public law 107-110 section 9528 of the ESEA, The No Child Left Behind Act, requires school districts to release students' names, addresses, and telephone numbers to military recruiters upon their request. Parents/guardians and students have the right to opt-out of having this information released. The opt-out form is available in the Guidance Office.

Confidentiality

Except for those authorized by federal or state law, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

Rights of Parents/Guardians with No Physical Custody

It is very important to inform the administration of any custodial issues involving your child. Copies of any court orders are requested to ensure the safety of students and compliance with the court order. The Millbury Public School District follows the law regarding the rights of custodial and non-custodial parents. As required by M.G.L.Chapter 71,§34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non–custodial parent is eligible to obtain access to the student record unless:
 - a. The parent has been denied legal custody or has been ordered to supervise visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation.
 - b. The parent has been denied visitation.
 - c. The parent's access to the student has been restricted by a temporary or permanent protective order (or any subsequent order modifying the protective order) specially allows access to the information contained in the student record.
 - d. There is an order of probate and family court judge, which prohibits the distribution of student records to the parent.
- The school shall place in the student's record documents indicating that non-custodial parent access to the student's record is limited or restricted to 603 CMR 23.07 (5) (a).
- In order to obtain access, the non–custodial parent must submit a written request for the student record to the principal.
- Upon receipt of the request, the school must immediately notify the custodial parent of the receipt of this request. Notification must be made by certified mail and first class mail in both the primary language of the custodial parent and in English. The information will be provided to the non-custodial parent after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

- Upon receipt of a court order that prohibits the distribution of information pursuant to G.L.Chapter 71§34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record.

Amending Your Child's Record

- A parent/guardian has the right to add information, comments, data, or any other relevant written material to the student's record. The parent/guardian should submit the additional information in writing to the principal with a written request that the information be added to the student record.
- A parent/guardian has the right to request in writing deletion or correction of any information contained in the student's record except for the information that was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP) or if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
- If a parent/guardian is of the opinion that adding information is not sufficient to explain, clarify, or correct objectionable material in the student's record, the parent/guardian shall present the objection in writing, and/or have the right to have a conference with the Principal or their designee to make the objections known.
- The Principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent/guardian a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent/guardian, the Principal or their designee shall promptly take such steps as may be necessary to put the decision into effect.
- If the Principal's decision is not satisfactory to the parent/guardian, the parent/guardian may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the Principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
- If the Superintendent's decision is not satisfactory to the parent/guardian, the parent/guardian may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR §23.09 (4).

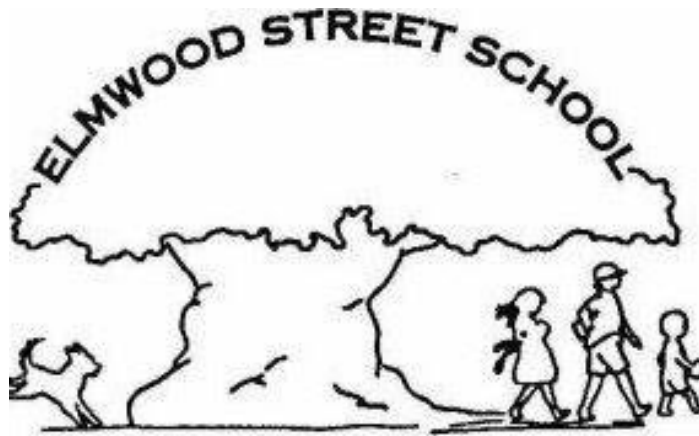
Destruction of Records

Massachusetts regulations (603 C.M.R. 23.06) require that certain parts of the student record, such as the temporary record, guidance information, health records and some testing results be destroyed five (5) years after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before the temporary record information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of the information before its destruction.

Notice on Transfer to Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents/guardians and eligible students that the Millbury Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without consent of the parent/guardian or eligible student. Transcripts and records will be forwarded to the transfer school upon completing the necessary MJ/SHS exit/transfer information (see pg.8)

Section 2: Elmwood Street Elementary School



40 Elmwood St.
Millbury, MA 01527
Phone: 508-865-5241
Fax: 508-865-3420

Elmwood Families,

It is our pleasure to welcome you to the 2022-2023 school year here at Elmwood Street School. To our new families, I welcome you to the Elmwood Community. Please take a moment to review the handbook and to keep it handy as a reference as questions come up during the school year.

As this school year begins, I would like to share with you the following points that truly articulate what we believe as a school community and what I believe makes Elmwood a special place to be.

As a School Community, We Believe:

Purposeful collaboration between students, parents, faculty, and staff promotes student engagement, wellbeing, success, and achievement;

- Students learn best in a safe, supportive, and equitable learning environment;
- Academics should be authentic, rigorous, and promote self-directed learning and collaboration;
- Our students must think independently, respect individuality, and act with integrity in the global community to become productive citizens;
- We are all learners, we are all educators.

Sincerely,

Andrew Hall
Principal

ahall@millburyschools.org

Corey Burke

Assistant Principal

cburke@millburyschools.org

To call your child out sick, please call the School Nurse, Mrs. Cynthia Romeo at 508-865-0844 or email her at cromeo@millburyschools.org

School Hours

No child should arrive at school prior to 8:38 a.m., or remain after 3:24 p.m. There will be no supervision provided to children before 8:38 a.m. or after 3:24 p.m. The school system is not responsible for anything which occurs prior to 8:38 a.m. or after 3:24 p.m. In cases of emergency, please call the office.

Morning Care

Elmwood has a Morning Care Program for our students who are in PreK (4 year olds only) – 2nd grade for a nominal fee. The program begins at 6:30 and runs until 8:38am. The Morning Care program will operate on days when there are ½ days.

After Care

On days when school is in session, the Millbury School Department has an Aftercare Program for all students who attend the Elmwood Street School. For a nominal fee, children may attend the program. The program begins at 3:00 and runs until 6:00. For particulars, please contact the school. There is limited aftercare on ½ days of school (you will need to check the schedule)

Tardiness

A child is recorded tardy when he/she is not in the classroom by 8:58 a.m. Tardy students must report to the main office.

Absences

If your child is going to be absent, you are requested to notify the school via phone (please don't use Class Dojo, Text or Social Media). Please select Option 1 on the automated phone system. The office will call the home of any children who are absent without notice.

- The following absences are considered EXCUSED: observance of religious holy days, death of a family member, and an illness accompanied with a physician's note. The physician's note only excuses your child for days listed on the note.
- If the school nurse dismisses your child due to illness, it will also be counted as an excused absence.
- All other absences will be considered UNEXCUSED. A student must be present for at least a half day to be marked present for that day. It is important that all children come to school every day on time.

Early Dismissals/Parent Pick-up

Children will not be permitted to leave the school during the day WITHOUT ADVANCED WRITTEN REQUEST FROM THE HOME. If you wish to pick up your child early or at the end of the school day, a note or fax must be received in the office by 1:00 p.m. For the safety of your child, NO PHONE CALLS, Messages on Social Media (Class Dojo) or Texts to the Teacher will be accepted. If you email a dismissal request during the day, please call the office to ensure receipt by 1:00. The adult that the child will be released to must be so designated with written permission. Children must report to the office for early dismissal. Parents are not allowed to go to the classroom to get a child. You will be asked to sign your child out by the front entrance.

Frequent Absences, Excessive Tardies and Early Dismissals

Once a child reaches 7 unexcused absences a letter will be sent home. In cases of excessive tardies, the school will mail tardy letters to parents. If attendance/tardies do not improve after receiving the letter, parents may be asked to attend a meeting with school administration to discuss attendance/tardies.

Based on the law, 10 or more unexcused absences and/or excessive tardies could lead to the school staff being obligated to file with the court system. If you have concerns about your child's absences, please contact the principal.

Please schedule any family vacations during school vacation time. The school strongly discourages taking vacations during scheduled school time. Vacations during school time will be counted as unexcused absences. Teachers will not provide work in advance for family vacations. Any school work, homework, or tests will need to be made up upon returning to school.

Bus/Dismissal Routine

The school buses may only be used to transport your child to and from your home or childcare provider. The district will allow parents and guardians to establish a consistent schedule where the child is dropped off on the same day each week consistently for the year, similar to the following example: Monday Tuesday Wednesday Thursday Friday Child Care Home Child Care Home Child Care Provider Provider Provider This schedule may actually involve the child riding on two (2) different buses during the week. The district is able to accommodate the same schedule every week, as long as your child is transported to the same location. We are no longer able to accommodate play dates, dance practice, Boy Scouts/Girls Scouts, etc. In keeping with this change, please remember that After Care can be included as part of your child's consistent schedule; however, day-to-day changes in After Care will not be honored. Approval for emergencies will be made at the discretion of the building principal.

Dress Code

Attire, while it should be comfortable, reflects respect, pride and the standards of the students' home and community. The way we look and dress reflects the image of our school and our community. Children should dress comfortably and appropriately. Any clothing that disrupts the education of other students will not be allowed. Hats and hoods must be removed upon entering the building. Pajamas are not appropriate school dress. For safety reasons, flip-flops are not recommended.

Birthdays/Holidays

In keeping with the Millbury Public Schools' Wellness Policy, birthdays will be celebrated without food due to the number of allergies within our school. No snacks will be allowed, and children will eat their regular snacks as per the District Wellness Policy.

Given the requirements of time-on-learning by the Department of Elementary and Secondary Education and Elmwood Street Schools' desire to honor all students/families from various ethnic and religious backgrounds, holiday parties will be kept to a minimum. Teachers may choose to have a small celebration for Halloween, winter time {prior to winter break}, Valentine's Day, and spring time {prior to spring break}. If your child has any specific restrictions regarding celebrations, please notify your child's teacher.

Recess

Weather permitting, children go outside for a 30 minute recess. Please make sure your child is dressed for the weather, especially in the winter months. Students will not be allowed to stay in for recess without a doctor's note.

Snacks

A snack time is provided in all classrooms based on the schedule. Children are encouraged to bring in a healthy snack. Plastic water bottles are permitted in all classrooms. Snacks will not be provided by the office and each family should ensure their child has a healthy snack each day.

Telephone

Children may use the telephone in the Office only in the case of special emergencies.

Lost and Found

There is a lost and found table located by the cafeteria. If you have lost a valuable object, report it immediately to the office. The school suggests that you do not bring valuables or large sums of money to school. The school will do everything possible to safeguard private property but we cannot be responsible for lost items. Periodically, items in lost and found will be donated to charity. We ask families to please label items with both first and last name.

General School Expectations

Elmwood Street School strives to create a school climate that fosters learning and promotes good citizenship. It is important that everyone feel safe at school. As a school community, we share the expectations with our families and believe that the partnership between school and home is essential. Please discuss these daily expectations with your student as we work together to positively support all students. The staff and students of Elmwood Street School follow the **D.R.E.A.M.** principle.

Demonstrate Citizenship:

- I will say good morning and good afternoon to adults and peers
- I will lend a helping hand
- I will keep my school clean
- I will be a role model
- I will use expected behaviors

Respect School, Self, and Others:

- I will treat others the way I want to be treated
- I will take care of my school
- I will be responsible
- I will use my manners
- I will use expected behaviors

Embrace Differences:

- I will be kind to others
- I will treat my peers with respect
- I will use expected behaviors

Actively Participate in learning:

- I will use whole body listening
- I will do my homework
- I will try my best
- I will use expected behaviors

Maintain a Safe Environment:

- I will keep my hands and body to myself
- I will demonstrate expected behaviors in all areas
- I will use expected behaviors

Every month, students, families and staff will gather in the Gym for our DREAM Assembly, to celebrate students who demonstrate the DREAM principles for each month. We believe in highlighting students who demonstrate the expected behaviors throughout the school.

Discipline Plan

Unexpected behaviors at Elmwood Elementary School fall into 3 categories or levels of behaviors. Each level is addressed either by the classroom teacher or the school administration.

Examples of Level 1 Behaviors

- Handled by the teacher

Behaviors			
-Not following directions -Running in the hallways -Excessive talking -Minor disruption	- Interrupting - Misuse of Materials - Eye rolling - Name calling	- Arguing with peers - Inappropriate language - Wandering - Mocking	- Yelling Out - Tattling - Teasing/putdowns

Examples of Level 2 Behaviors

- Handled by the teacher with documentation of behavior and action.
- Parent contact by teacher.

Behaviors		
-Back talking/arguing with teacher/adults -Taunting	-Cheating/lying -Throwing objects -Hitting	-Refusing to work -Open defiance -Habitual noncompliance -Inappropriate gestures/language

Examples of Level 3 Behaviors

- Handled by administration. Direct office referral with accompanying referral form.
- Parent contact by administration or teacher.

Behaviors		
- Fighting - Ethnic slurs - Obscene gestures - Inappropriate touching - Damaging property - Major disruption	- Bullying - Threatening - Threatening bodily harm - Stealing - Use of Profanity	- Pulling fire alarm - Harassment, including sexual harassment - Consistent non-compliance for an extended amount of time - Direct and willful disobedience of school rules and policies - Disrespect for authority

Discipline Procedures

Classroom

Level 1 & 2 behaviors handled by the teacher

- The teacher will follow individual classroom behavior management plans
- At least 3 interventions or strategies (one being parent contact) must be implemented before an office referral may be made.

School Administration

Level 3 handled by administration

- Results in direct office referral
- Administrator or teacher will contact student's parents
- Appropriate consequence given by administration

Prior to an Office Discipline Referral

- Parents and students must know teacher expectations and procedures
- Parents and students must know the classroom teacher's discipline plans and procedures,
- Teachers must document consistent, unexpected behaviors and consequences given. Several strategies must be attempted to stop unexpected behavior. Parent contact must be made before an office referral occurs

Consequences/Discipline

The Elmwood Street School has programs and interventions in place to help students reflect on, learn about and improve their personal behavior. However, there will be consequences for students with inappropriate behavior. Consequences may include:

- Reflection time - A child may be required to miss a recess for reflection time. Reflection time, while a consequence, is also a time to help the child work through his/her negative behaviors. Reflection time is done in a quiet area that is supervised by staff. Based on the student's grade level, he/she will be asked to do some sort of processing assignment to reflect on the inappropriate behavior and develop some positive alternatives. Parents will be asked to sign off on the reflection time slip.
- Loss of privilege - The student may be denied participation in extra-curricular and school related activities such as: removal from the cafeteria or recess for an extended period of time, denied the opportunity to participate in special events (including assemblies), or denied the use of the school bus. Parents/guardians will be notified of any of these consequences.
- Please refer to the Discipline section of the Handbook for more detailed information regarding the Millbury Public Schools Discipline policy and procedures, including in-school suspension, out-of-school suspension, long-term suspension, and expulsion.

Guidance Counselor

A guidance counselor is available to work with children both individually and in small group settings. The counselor serves as a support to children, teachers, and parents. The counselor may help children with such issues as improving social skills, dealing with anger, sadness, or frustration, and supporting the overall positive educational experience. The counselor is also available to help facilitate referrals to outside counselors and/or to

provide parents with a variety of resources. Parents are encouraged to contact the counselor whenever there is a need.

Latex Allergic School

We are a latex allergic school. No balloons or other items containing latex should be brought to school.

Allergies

Due to students having life-threatening allergies, some classrooms will be designated “allergy aware.” If your child is placed in an allergy aware class, a notice will be sent home by the principal outlining the precautions for that room. Several tables in the cafeteria will be designated nut free. Specific cleaning procedures will occur for these tables. If you have a child with a nut allergy but do not want them in a nut-free classroom or to sit at the nut-free table, please send a written note to the school nurse and/or principal stating your desire.

*Please note the nurse will work with you and your child regarding specific health concerns or medical care plans. Please communicate any medical issues to the nurse.

Academic Information

Marking Periods

The school year is divided into three marking periods. At the end of each period, report cards are distributed to grades one and two students. Kindergarten children receive two report cards- half-way through the year and again at the end of the year. Parents may keep the report card sheet but are asked to sign the envelope and return it promptly to the teacher. All Preschool students will receive a progress report twice yearly.

Back to School Night

Back to School Night is held in the Fall. It is an evening to meet the teacher, visit the room and allow your child to show his/her family where they learn at Elmwood. Please understand it is not a night designed for individual parent/teacher conferences. Teachers will conduct a brief presentation regarding expectations for the year.

Parents will have the opportunity to sign up for parent/teacher conferences at Back to School Night.

Parent Conferences

There is an evening set aside in December for Parent Conferences. Parents will have the opportunity to schedule a meeting time that is convenient for them to meet with the teacher. During the year, teachers may contact parents to request an additional conference. Parents also may request a conference whenever they feel it is necessary. Throughout the year, teachers encourage parents to contact them when there is a concern or a question. Teachers can be reached by phone or email. Messages will be taken during the instructional day, and teachers will return calls in a timely manner. Unless an appointment has been made, before, during, or after the school day are not good times to try to have a face-to-face meeting with a teacher. Teachers are with students and involved in instruction and preparation. Please schedule an appointment so that the teacher can meet with you and give you their full attention.

Classroom Assignments

Students will be heterogeneously assigned to classrooms. The elementary school administration, working with team leaders, the guidance counselor, and classroom teachers will assume the responsibility for class assignment. Numerous factors are taken into consideration when assigning children to classrooms. Parents are invited to participate in the process by completing a placement input sheet that describes how their child learns

best. This process occurs in the spring. Please note, we are not able to honor parental requests for specific teachers.

Field Trips

Notices will be sent home with the children regarding any educational field trips with all the necessary information. Written permission to participate in the field trip experience will be required. Students will be expected to follow the bus and school rules outlined earlier in this handbook. At least one staff member on the field trip will carry a cell phone in case of emergency. When necessary {based on students' medical issues} a nurse will accompany field trips.

Related Arts

Art: A 40-minute art class is offered to all students (PK- grade 2). The Art Teacher is also responsible for supporting art activities within the school.

Music: A 40-minute music class is offered to all students (PK- grade 2). The Music Teacher also coordinates a concert/play for each grade (PK- grade 2) that is open to parents and family members. The 2nd grade students have the opportunity to participate in a music elective.

Physical Education: A 40-minute physical education class is offered to all students (PK- grade 2). A student may be excused from class for health reasons with a doctor's note. The note must be submitted to the nurse. Students need to wear sneakers during Physical Education. For safety reasons, only stud earrings should be worn on the day your child has Physical Education. Please do not allow your child to wear hoops, or dangling earrings on P.E. days.

Library: A 40-minute library class is offered to students ((PK- grade 2). Students may borrow books at this time and learn about the library. Please note that any lost books will result in a loss of borrowing privileges until the book is returned. If the book cannot be found, parents will be charged a replacement fee. The Library Clerk coordinates a Whole School Reading Challenge.

Science, Technology, Engineering, Art and Math (STEAM): A 40-minute STEAM class is offered to all students (PK-2nd grade). The STEAM Teacher is also responsible for supporting Science, Technology, Engineering, Arts and Math activities within the school. STEAM is an instructional approach at Elmwood based on the idea of educating students in the five specific disciplines - in an interdisciplinary and hands on approach. Rather than teach the five disciplines as separate and discrete subjects, STEAM integrates them into a cohesive learning approach based on real-world application for elementary school students.

Homework

Homework should provide the student with the opportunity to review and reinforce skills and concepts that have been taught. Homework is intended to prepare a student with a better understanding of the concepts being presented in class. The purpose of homework will be constructive in nature rather than disciplinary. Homework assignments should be appropriate for the grade level and reasonable in the amount of time within which the work is due. Homework/projects are to be the work of the student. A reasonable amount of support by adults is acceptable; however, work that is deemed to be that of someone other than the student will not be accepted. Students will be asked to redo the homework assignment or will receive reduced credit for any assignment that is completed by someone other than the student.

Homework for ill students: If a child is confined to his/her home by illness for THREE OR MORE DAYS, parents may wish to request school work to be done at home during recovery. Upon request, the classroom teacher will assemble a packet of homework. If a student will be absent for a prolonged period of time, please contact the principal.

Homework/classwork will not be given in advance for students who will be absent due to a family vacation. Instead, homework will be accumulated in the child's absence and can be made up within a reasonable amount of time upon their return.

Care of Books

During the first few days of school, your classroom teachers will assign you textbooks. It is your responsibility to keep the books you received in the condition you received them. If you lose or ruin a book it must be replaced. Payments for books will be made by the student if a book is not returned, whether it is lost, stolen, damaged or marked up beyond reuse. Replacement of the books will be based on current cost.

Preschool

The Elmwood Street School has an integrated preschool program that is designed to meet the needs of children who are developing within normal limits as well as those who have been identified as having special needs. We are pleased to offer full and half day options for three and four-year old children. If you would like information regarding the Preschool Program, please contact the school or contact the Early Childhood Team Chair (508-865-5241).

A separate Preschool Handbook will be sent to families in the fall. Please refer to the Preschool Handbook for additional details regarding our Preschool Program.

Section 3: R.E. Shaw Elementary School



WELCOME TO THE 2022-2023 SCHOOL YEAR & OUR NEW HOME!

Dear Raymond E. Shaw Elementary Families,

Welcome to the 2022-2023 School Year! We are so excited to be back in our brand new building. Our teachers have been eagerly preparing classrooms and lessons for their new students. Our custodians, maintenance staff, and IT department have been working tirelessly to get our building ready for students to return.

If you have driven by Shaw this Summer, you noticed that removal of the old Shaw has taken place and the construction of our new fields have really come a long way. Late this fall we expect the fields and front playground area to be completed. Please be on the look out for additional information throughout the fall, especially as traffic patterns will be changing.

Please take time to review our student handbook with your child. It is important that parents and children fully understand the information presented. You are requested to sign and return the signature page that has been electronically sent to you within the first week of school as a way to acknowledge receipt of the handbook. Throughout the year this book will serve as a guide for you. Additional resources would be your child's teachers. Please reach out to him/her regarding any questions or concerns you may have about your child's education. We look forward to a great school year!

Sincerely,

Andrew Tuccio
Leadership Team
atuccio@millburyschools.org

Erin Rosenkranz
Leadership Team
erosenkranz@millburyschools.org

General School Information

58 Elmwood St.
Millbury, MA 01527
Main Office Phone: 508-865-3541
Fax: 508-865-3430

To call your child out sick, please call the School Nurse, Mrs. Pamela Perkins at 508-865-3541 ext. 4006, or email her at pperkins@millburyschools.org

School Hours – 8:10 am – 2:28 pm

- Doors open at 7:57 a.m. (Please do not drop off any earlier)
- Pick up begins at 2:28 p.m.
- No child should arrive at school prior to 7:57 a.m., or remain after 2:43 p.m.
- There will be no supervision provided to children before 7:57 a.m. or after 2:43 p.m.
- The school system is not responsible for anything which occurs prior to 7:57 a.m. or after 2:43 p.m.
- In cases of emergency, please call the office.

Morning Care Program

Shaw has a Morning Care Program for our students who are in grades 3-6 for a nominal fee. The program begins at 6:30 and runs until 7:57am. The Morning Care program will operate on days when there are ½ days.

Note: The Morning Care program at Shaw is expected to start in the Fall of 2022. Until that time, all Shaw student are eligible to attend the Morning Care Program at Elmwood Street School.

Aftercare Program

- On days when school is in session, the Millbury School Department provides an aftercare program for all students who attend the Raymond E. Shaw Elementary School.
- \$60.00 per week
- Runs from 2:30 pm until 6:00 pm.
- To obtain the aftercare paperwork you are welcome to stop in the office to pick it up or visit the website at shaw.millburyschools.org/after-school-activities-aftercare.

Absences

If, for any reason, your child is going to be absent, you are requested to notify the school nurse or the office. You may call the school during the day at 508-865-3541 or leave a message on the answering machine at the same number before or after school hours. If a phone call is not made, the parent will receive a phone call from a school staff member.

Students whose parents/guardians do not contact the school on the day(s) of the absence, or are not personally contacted by the school, will be required to bring in a note from a parent/guardian that verifies their absence.

Tardiness

When a student arrives tardy to school, he/she will not have adequate time to get organized and prepared for the day. This causes a disruption to the learning environment for the student and his/her classmates. Please make every effort to have your child arrive at school on time.

A student is considered tardy, if he/she is not in the building by 8:10 am. If a student is tardy he/she must report to the front office to receive a tardy pass. No child will be admitted into the classroom unless he/she first reports to the office and signs in. Whenever possible, a note should explain the reason for such tardiness.

Students who are habitually tardy will be subject to a discipline report which may include, but not limited to, a meeting with parents, loss of recess, or filing with the Juvenile Court in Worcester.

Dismissal/Parent Pick up

Parent Pick-Up Placards will be used for dismissal again this year. Parents/guardians are to stay in their cars at dismissal and students will be called from their classrooms once their ride has been identified. During parent pick up time please make sure to clearly display the Parent Pick-Up Placard in the front window of their vehicle. Two placards will be sent home to you on the first day of school. If you need additional or replacement placards please contact the main office.

Students will not be permitted to leave school during the school day without a parent/guardian/designated guardian coming into the school to sign him/her out. Students who are dismissed early must be accompanied by a parent/guardian or a person designated by the parent/guardian with proper I.D. All early dismissals will be from the school office.

If you wish to pick up your child at the end of the school day or designate someone else to do so, please send a note to school that morning or fax a note to us by 1:00 pm. The school fax number is 508-865-3430. Dismissal is at 2:28pm. If someone is designated to pick up your student during normal parent pick up time please make sure to clearly display the Parent Pick-Up Placard in the front window of their vehicle.

For the safety of your child NO PHONE CALLS FOR A CHANGE OF DISMISSAL WILL BE ACCEPTED. In case of emergency situation please call the school and ask to speak to the principal or assistant principal.

A change of dismissal note should include the date, student's name, the dismissal change and a parent or guardian's signature. Students who will be picked up from school on a regular basis must fill out a Transportation Form indicating the changes. Parents may send a note requesting a new Transportation Form or can access it from the Shaw website, when a new long term change is being made to a student's routine. Students will not be dismissed to anyone whose name is not on the dismissal list.

Change of Bus/Dismissal Routine

The school buses may only be used to transport your child to and from your home or childcare provider.

The district will allow parents and guardians to establish a consistent schedule where the child is dropped off on the same day each week consistently for the year, similar to the following example:

Monday	Tuesday	Wednesday	Thursday	Friday
Childcare Provider	Home	Childcare Provider	Home	Childcare Provider

This schedule may actually involve the child riding on two (2) different buses during the week. The district is able to accommodate the same schedule every week, as long as your child is transported to the same location. We are no longer able to accommodate play dates, dance practice, Boy Scouts/Girl Scouts etc. In keeping with this change, please remember that Aftercare can be included as part of your child's consistent schedule, however, day-to-day changes in Aftercare will not be honored. Approval for emergencies will be made at the discretion of the building principal. Please be prepared to show identification when picking a student up from school.

Notes From Home

Notes are required when a student:

- Will be absent or on vacation.
- Will be dismissed before the end of school day.
- Will be picked up with another student.
- Will be picked up instead of taking the bus.
- Will be picked up by someone who is not on his/her pick-up list.

Vacations

School vacations are scheduled to allow students to avail themselves of recreational and educational opportunities. Each day of an alternate vacation will count toward the maximum absence limit. Families are strongly discouraged from planning vacation time during times that are not designated as school vacations. Students will have the opportunity to make-up all assignments within a reasonable amount of time. Administrative exemptions may be requested when exceptional circumstances exist. The school encourages parents to plan vacations 5 days after the tentative last day of school. This will allow for the built in 5 days for potential snow.

School work For Ill Students

If a child is confined to his/her home by illness for THREE (3) or MORE DAYS, parents may wish to request schoolwork to be done at home during recovery. Upon request, the classroom teacher will assemble a packet of homework. If a student will be absent for a prolonged period of time, please contact the principal. Unless special arrangements with teachers or the principal are made, the number of days given to make up their work will be equal to the number of days they were absent.

Clinical Staff

A member of the school's clinical staff is available to work with children both individually and in small group settings. The clinical staff serves as a support to children, teachers and parents. The clinical staff may help children with such issues as improving social skills, dealing with anger or frustration, and supporting the overall positive educational experience. The clinical staff is also available to help facilitate referrals to outside counselors and/or to provide parents with a variety of resources. Parents are encouraged to contact the counselor whenever there is need.

Video/Photographs

At the beginning of the school year, parents will be asked to sign permission for their child to be videoed or photographed. Sometimes school events or students' accomplishments might be published in print or electronic media. Signing the video permission form allows the school to publish photographs. If you have concerns about your child's name or photograph appearing in the media, please contact the main office.

Snacks

A snack time is provided in all classrooms based on the schedule. Children are encouraged to bring in a healthy snack. Water bottles are permitted in all classrooms. Water is the only beverage allowed in classrooms.

Field Trips

Notices will be sent home with your child regarding any educational field trips with all necessary information. Written permission to participate in the field trip experience WILL BE REQUIRED. Students will be expected to follow the bus and school rules outlined in this handbook. At least one staff member on the field trip will carry a cell phone in case of emergency. We will make every attempt to send a nurse on field trips.

Code of Conduct

Raymond E. Shaw Elementary School strives to create a school climate that fosters learning and promotes good citizenship. Any activity which inhibits this process is considered inappropriate. Students have the right to be free of distraction, fear, and discomfort, so that learning can take place. Every member of the school community has the right to work in a pleasant, safe and orderly environment, free from insulting or abusive treatment from others.

To ensure that teaching and learning are able to take place students and parents must realize that rules and consequences for inappropriate behavior will be necessary. Students are expected to maintain positive behaviors not only for their own benefit, but for the benefit of others as well. In a positive environment, discipline means having rules with logical consequences. Students are expected to learn from their mistakes by reflecting on the infraction and by learning to understand how their actions affect others.

Teachers will take steps to modify behaviors and solve problems before administrative and/or guidance involvement. Parents will be notified when inappropriate behavior is serious or continual.

PBIS

The Positive Behavior Intervention and Support (PBIS) Team is committed to improving the social, emotional, and academic environment at the Raymond E. Shaw Elementary School. While implementing this program, teachers and staff will impart, model, discuss and practice appropriate school behavior. Students will be rewarded by faculty when they are “caught” demonstrating D.R.E.A.M. behavior, with a Woolie card. When a student receives a Woolie card they are entered in a weekly drawing. Each week, students will be randomly selected from a homeroom pool to choose a prize as a reward for their positive behavior.

General School Rules

Students are expected to follow school rules at all times and in all areas of the school including: classrooms, hallways, bathrooms, playground, and cafeteria, during assemblies and on buses. Rules are put into place to help ensure the safety of everyone and to create an environment conducive to learning. The following is a list of general school rules. Teachers may create specific rules for their classrooms.

- Follow directions of all staff.
- Practice good manners, walk at all times, and speak in a quiet, respectful, indoor voice.
- Adhere to the dress code.
- Maintain a hands-off policy at all times.
- Conduct oneself in a quiet, courteous manner during an assembly or program. The only appropriate method of showing appreciation is applause.

- Put forth your best effort at all times (academically/behaviorally).
- Respect all staff, all students, school property, and the property of others.

Expectations of Students

The lockers are the property of the Millbury Public Schools and as school property, they are subject to periodic inspection by the administration and teachers.

At the Lockers:

- Visit lockers quickly and quietly, get required materials and enter your class without delay.
- Be respectful of the school environment (close locker doors quietly and gently, use a quiet voice, pick up trash and make room for neighbors).

In the Cafeteria:

- Enter the cafeteria through the appropriate doors and walk to the line.
- Wait patiently in the lunch line.
- Be courteous and respectful at all times to those who work in the kitchen, the custodian, and the staff on duty.
- Use appropriate table manners (use utensils and napkins, don't play with food, sit straight with feet on the floor, appropriate voice volume and behavior, and stay at your own table).
- Keep your own area clean - the floor, table and benches should remain clean of food, papers, and trash.
- Dispose of your tray, trash, and leftovers in the proper receptacles and return to your seat promptly.
- Ask permission to leave the cafeteria from the staff member on duty.
- Upon universal quiet signal, quiet down immediately and pay attention to announcements.

Recess

Recess is an opportunity for students to be active, socialize, and have fun. Recess participation is a privilege that can be lost if safety and behavior expectations are not met.

Outdoor Recess:

- Play in a safe, kind and thoughtful way.
- Be courteous and respectful at all times to the staff on duty.
- Follow safety expectations (keep hands to yourself - flips or back handsprings, picking up other students, tackling, martial arts, etc. are not appropriate).
- Stay out of the woods.
- Place litter in trash barrels.
- Running or tag games are not allowed when recess is restricted to the black top.
- Ball use is permitted only on the grass (except basketball).
- Only school provided equipment is to be used.

Indoor Recess:

- Be courteous and respectful at all times to the staff on duty.
- Ask permission to leave the classroom from the staff member on duty. Bathroom visits are not allowed during indoor recess unless it is an emergency.
- For safety reasons, do not engage in outdoor activities such as cheering, gymnastics, throwing balls, etc.
- Three minutes before the end of recess, put away all games and materials neatly, and sit quietly until dismissed by a staff member.

Disciplinary Infractions

Bullying or Harassment	Please see Bullying Prevention Protection and Harassment
Dangerous Behavior	Engaging in behavior that could cause physical harm; running, throwing articles, shoving and roughhousing.
Dangerous, Threatening and/or intimidating Behavior	Any behavior deemed dangerous or harassing by the school administration, such as threatening notes or statements, or intimidating words or gestures toward any member of the Raymond E. Shaw Elementary School community.
Defiance of Authority	Rude and disrespectful behavior toward any staff member.
Destruction/Defacement/Stealing of Property	Destroying, defacing (graffiti, etc.), damaging or taking school or personal property.
Disruptive Behavior	Behavior that disrupts any part of the school day or an after school activity.
Fighting	Fighting between two or more individuals in which the purpose is to harm or injure the other.
Forgery	Writing or using the signature or initials of another.
Inappropriate Dress	See section titled Dress Code.
Inappropriate Language	Using inappropriate language; swearing, unkind words and put-downs or using inappropriate gestures.
Laser Pointers	Small handheld device with a laser beam, or anything similar to a laser beam
Non-Compliance	Refusing to follow reasonable requests by staff.
Overdue Obligations	Late class work, homework, library books, and parental communications.
Over the Counter Medication	Distribution and/or selling of any over the counter medication on any school property.
Possession of Weapons/Controlled Substances	Any item considered and/or used as a weapon, illegal drugs and alcohol.
Prescription Medication	Distribution and/or selling of any prescription medication on any school property.
Tardiness	Arriving late to class.
Unauthorized Absence from Class During School Day	Any absence from class that has not been excused by a staff member.

Consequences/Discipline

The Raymond E. Shaw Elementary School has programs and interventions in place to help students reflect on, learn about and improve their personal behavior. However, there will be consequences for students with inappropriate behavior. Consequences may include:

- Teachers and staff will talk with students about the behavior concerns to try to problem solve.
- Loss of some, or, all of recess time.
- Time spent out of the classroom.
- Clean up any mess/vandalism that student might have done.

- Teachers will contact parents/guardians via phone or note when behavior is serious or continual.
- Guidance staff or administration will speak to the student and/or parent or guardian.
- Parents/guardians and school personnel will meet to discuss the behaviors.
- Loss of privilege - The student may be denied participation in extra-curricular and school related activities: removed from the cafeteria or recess for an extended period of time, denied the opportunity to participate in special events (including assemblies), or be denied the use of the school bus. The parent or guardian will be notified.
- Detention is the supervised retention of a student outside of the regularly scheduled school day resulting from a need for improved student behavior or a violation of school rules.
- There is no appeal beyond the Building Principal for in-house or short term suspensions.
- In School Suspension - The student is excluded from one or more classes, but remains at school and is expected to complete the day's assignments. The parent or guardian will be notified. Building Administration will determine the length for all in school suspensions.
- Out of School Suspension - Removal from school for 1-10 days. The parent is notified immediately. The Building Administration will determine the length of time for all out of school suspensions.
- Long Term Suspension – Removal from school for a period over 10 days up to and including a school year. The parent is notified immediately. The Building Administration will determine the length of time for all out of school suspensions. Long term suspensions may be appealed to the Superintendent.

The Raymond E. Shaw Elementary School will exercise all disciplinary consequences as stated in MGL Chapter 71, Section 37H and/or 37H1/2, and/or 37H3/4 as appropriate.

Detention Information

A detention can only be assigned by the principal or the assistant principal and will take place outside the regularly scheduled school day. Therefore, parents/guardians will be notified twenty-four hours prior to a student serving a detention. (Transportation is the responsibility of the parents/guardians.) Students are expected to arrive at detention with academic work or a book to read, idle time is not permitted. Any type of disruptive behavior, as determined by the detention proctor, will result in that day's detention NOT being counted as fulfillment of the detention assignment.

Electronic Equipment Procedure

The use of personal electronic devices is prohibited in school. (See below for consequences.) Devices that are in school shall be turned off and placed in the student's locker for the duration of the school day. In order to use an e-book reader such as a Kindle or nook, the permission form must be completed. Students may obtain this from his/her teacher or the office.

Consequences:

1st offense

- Item will be confiscated and given to an administrator.
- Parents/Guardians will be notified of action and may be required to retrieve the confiscated item.
- Student may have a consequence deemed appropriate by administration.

2nd offense

- Item will be confiscated and given to an administrator.

- Parents/Guardians will be notified that the next infraction may result in an in school suspension.
- A parent/guardian must retrieve the confiscated item.
- Student will have a consequence deemed appropriate by administration.

3rd offense

- Item confiscated will be given to an administrator.
- Parents/Guardians will be notified.
- Student will have a consequence deemed appropriate by administration.
- Parent/Guardian must retrieve the confiscated item on the last day of school.

Any student who fails to turn over an item to the requesting staff member will be subject to an automatic in-school suspension. Parents/Guardians will be notified.

Cheating and Plagiarism

The Raymond E. Shaw Elementary School students are expected to abide by, and take pride, in the principles of honesty and integrity with respect to all academic work. They are expected to do their best in all endeavors including homework, quizzes, tests, essays, research projects and papers. Cheating and plagiarism compromise the educational environment and undermine the atmosphere of honor and fairness which builds student academic growth and maturity and undermines the trust between teacher and student.

Cheating is defined as follows:

- Copying the homework, classwork, quiz, test, essay, research paper and project or report of another person.
- Providing a copy of one's homework, essay, research paper or report to another person without the authorization of the teacher.
- Allowing another person to copy from a quiz, test or exam.
 1. OR: The willful giving or receiving of unauthorized, dishonest, or unscrupulous advantage in academic work.
 2. The above may be accomplished by any means including but not limited to, the following: fraud, duress, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aids, memoranda, books, electronic programs, data, or other information.

Plagiarism (intellectual theft) is defined as the intentional or unintentional use of the words, ideas, or works of another as one's own without giving acknowledgement to its creator.

Plagiarism is considered a serious offense in the academic world and in institutions of higher learning. The consequences are often expulsion and/or academic failure in the area of the offense. In preparation for the Millbury Jr./Sr. High and the professional world, Raymond E. Shaw Elementary School offers the following guidelines for addressing student violation of academic integrity.

Plagiarism may take the following forms:

- Copying word for word from any source including the use of a few words and phrases.
- Submitting in whole or part of a paper or an assignment written by another person.
- Submitting other's data, online translations, music or computer programs as one's own.
- Allowing one's essay, assignments, or test answers to be copied by another person.

Consequences:

1st Offense:

- Student may receive a zero on the assignment.
- Student's parent/guardian will be notified.
- A discipline report will be filed with administration.
- Student will have a consequence deemed appropriate by administration.

2nd and Subsequent Offense:

- Student will receive a zero on the assignment.
- The student's parent/guardian will be notified.
- A discipline report will be filed with administration.
- Student will be assigned an inside suspension of up to three days.

Dress Code

The Dress Code encourages students to choose clothing that best reflects how they see themselves. The dress code is intended to promote safety, hygiene and a positive, inclusive learning environment. When choosing clothes to wear, we ask students to be mindful that this is a school and therefore a learning environment where expression is encouraged as well as good judgment. The clothes students choose to wear should align with the following guidelines:

- Students may wear any clothing as long as they do not expose undergarments or private body parts.
- Torsos must be covered by clothing at all times.
- No clothing with profanity, alcohol, depictions of violence, or drug references is permitted.
- No clothing with discriminatory, targeting or hateful language or imagery is permitted.
- Hats and hoods must be off in common areas like cafeterias and hallways, but are allowed in classrooms at the teacher's discretion.
- Sunglasses in the building are not allowed, but can be worn outside during school activities.
- Members of the Shaw staff (advisors, coaches, and teachers) have the authority to require higher standards of dress in order to participate in special activities, including field trips and events, which take place beyond the school campus.
- Footwear is required.

Students who arrive to school wearing what is considered "inappropriate attire" will be warned and given three options:

1. Call home to parent/guardian to see if they can bring a change of clothing
2. Change into something appropriate of their own
3. Borrow a shirt, sweatshirt, or pair of pants from the school's supply

****To avoid having to make this choice, please report to school dressed according to our dress code. Students who repeatedly violate the dress code or refuse to adhere to it will face disciplinary consequences.**

Telephone

Students will be allowed to use the telephone in the office only for special emergencies. Students WILL NOT be able to use the telephone for forgotten schoolwork, textbooks, instruments, lunches, bus notes, electronic devices, or permission to change after school plans. Students are NOT allowed to use a cell phone during school

hours, or during school sponsored events. Cell phones are to be turned off and kept in lockers during school hours. (See Electronic Equipment Procedure for consequences.)

Lockers

A locker will be assigned to each student entering the school. No locks are to be used on the lockers. Outerwear, backpacks and book bags should be left in lockers during the school day unless there are circumstances that require otherwise and it has been approved by a teacher/administrator.

Care of Books

Teachers will assign students textbooks, record their numbers and condition, and require them to be covered at all times. It is the students' responsibility to keep the books he/she received in the condition in which it was received. Stretch covers are not permitted. If you lose or ruin a book it must be replaced. Replacement of a book will be based on current cost. This procedure also applies to items borrowed from the library.

Bicycles

A permission slip must be signed by the parent or guardian giving their child permission to ride a bicycle to and from school. A student may obtain a permission slip from the office or the Shaw website. Bicycle racks are provided outside of the school. Bicycles are to be left in the racks throughout the entire day. It is the responsibility of the student to see that his/her bicycle is locked at all times. No riding in the parking lot is permitted. For safety reasons, students using bicycles will be dismissed after all buses have departed. All bicycle riders must follow the helmet laws. If a student is not following the laws, he/she will lose the privilege of riding to school.

Parents/Guardians will be notified to come and pick their student up from school. The school is not responsible for damage/theft of a student's bicycle.

Lost and Found

There is a section in the cafeteria dedicated to lost and found items. If students have lost a valuable object, report it immediately to the office. The school suggests that you do not bring valuables or large sums of money to school. The school will do everything possible to safeguard private property but cannot be responsible for lost items. Periodically, items in lost and found will be donated to charity.

Birthdays/Holidays

In keeping with the Millbury Public Schools' Wellness Policy, please do not send in snacks for students' birthdays. The office will not accept deliveries of flowers or balloons for students. Given the requirements of time-on-learning by the Department of Elementary and Secondary Education and Raymond E. Shaw Elementary School's desire to honor all students/families from various ethnic and religious backgrounds, holiday parties will be kept to a minimum.

Teachers may choose to have a small celebration for holidays or prior to winter, spring or summer breaks. Should this happen, healthy prepackaged snacks with ingredients clearly labeled are the only items that should be sent in to school. If your child has any specific restrictions regarding celebrations please notify your child's teacher.

Academic Expectations

The Millbury School Committee recognizes the importance of communicating classroom expectations to students and parents/guardians. Knowledge of classroom procedures concerning course/class requirements, grading and standards for written work assist the student by providing clear guidelines. Written communication to parents/guardians about classroom expectations provides an important link between the classroom teacher and the home. In grades 3-6 teachers will issue class expectations to all students and parents/guardians during the first week in September. The expectations will include a class description, information about testing, standards of work and grading.

Classroom Assignments

The leadership team, working with team leaders, the clinical staff and classroom teachers will assume the responsibility for assigning students to a homeroom. Numerous factors are taken into consideration when assigning children to classrooms. This process occurs during the 3rd trimester. Please note we are not able to honor parent requests for specific teachers.

Marking System

The school year is divided into three marking periods. At the end of each period, report cards are distributed. Parents/Guardians may keep the report card sheet but are asked to sign the envelope and return it promptly to the child's teacher for terms 1-2.

Homework

We know that stronger readers are stronger students overall, and that students who love learning are more likely to achieve at higher rates of success. At the same time, we work to nurture our students' well being and reduce student and family stress. Shaw is committed to creating a culture of readers. Shaw students are expected to read nightly at home from books and texts of their choosing.

Homework is not a graded portion of a student's report card. Assignments may be required to be finished outside of the school day but homework is not a stand alone grade. Students are expected to read for 20 minutes nightly at home from books and texts of their choosing and to solve ST-Math puzzles for 20 minutes also.

The school-wide the expectations are as follows:

- Read 20 minutes or more per night
- ST Math 20 minutes or more per night

Promotion Procedure

Students in grades 3- 6 must successfully pass a minimum of 4 out of 5 major subjects; however they **must** pass Reading and Mathematics to be promoted to the next grade.

Major subjects: Mathematics, Reading, Writing, Science and Social Studies

In all situations, parents will be notified of potential failures as soon as possible and all avenues of remediation will be followed before a final decision on retention is made.

Back to School Night

Back to School Night is held in September. It is an evening to learn about the Raymond E. Shaw Elementary School, meet the staff, visit the classrooms and allow the student to show his/her family where he/she learns at school. During this time you will be provided with information about class expectations and the curriculum.

Please understand it is not a night designed for individual parent/teacher conferences.

Student-Led Conferences

Student-Led Conferences take place in December. Please see the district calendar. Parents/Guardians will have the opportunity to schedule a meeting time that is convenient for them to meet with their child(ren) and the teacher(s) of their child(ren). During the year, teachers may contact parents/guardians to request an additional conference. Parents/Guardians also may request a conference whenever they feel it is necessary. Throughout the year, teachers encourage parents/guardians to contact them when there is a concern or question. Teachers can be reached by phone or email. Messages will be taken during the instructional day, and teachers will return calls within 24-48 hours upon receipt. Please schedule an appointment to have a face to face meeting with the teacher. Teachers are with students and involved in instruction and preparation. Please schedule an appointment so that the teacher can meet with you and give you their full attention.

Related Arts

Art

All students participate in a weekly art class. Many of the art projects integrate with academic topics taught in the regular classrooms. These units may include Art and Math, Art and Science, or Art and English Language Arts, however, the most focus is on Art and Social Studies, wherein students learn about geographic locations as well as the historical culture of a particular region.

Band

Band is open to all students in grades 5 and 6. Instrument lessons are scheduled one period a week. Instruments available to study include flute, clarinet, saxophone, trumpet, trombone, euphonium, and percussion. Band rehearsals are also scheduled prior to the annual Spring Band Concert in May or June.

The elementary wind ensemble is available as an accelerated learning experience for grade 5 & 6 band students. The wind ensemble rehearses twice a week before school and performs for the school and Millbury community.

Library/Media

All students participate in a weekly media/library class. During this time, they will be able to check out books and work on long term projects. Please note that any lost books will result in a loss of borrowing privileges until the book is returned. If the book cannot be found, parents/guardians will be charged a replacement fee.

Music

All students participate in general music class, one period a week. General music classes focus on students creating, performing, and responding to music. Basic music skills such as developing a sense of beat, rhythm and pitch will be emphasized in addition to music literacy. Music activities include creative movement, singing, playing instruments, composing, and improvising.

Physical Education & Wellness

All students participate in physical education twice a week. A student may be excused from class for health reasons with a doctor's note. Notes from parents or guardians shall be honored for one class only. Students are expected to wear sneakers and pants/shorts for safety reasons and for freedom of movement. Only stud earrings should be worn on gym days. Please do not allow your child to wear hoops or dangling earrings on p.e. days.

Engineering & Technology

All students participate in engineering and technology class one period a week. Students will participate in engaging, hands-on lessons that empower them to develop in-demand knowledge and skills they need to thrive.

The engineering & technology teacher will collaborate with teachers when requested and work with students on projects.

Allergies

Due to students having life threatening allergies to peanuts/tree nuts, some classrooms will be designated "nut free". If your child is placed in a nut free class, a notice will be sent home by the principal outlining the precautions for that room. Tables in the cafeteria will be designated nut free. Specific cleaning procedures will occur for these tables. If you have a child with a nut allergy but do not want them in a nut free classroom or to sit at the nut free table, please send a written note to the school nurse and/or principal stating your desire.

***PLEASE NOTE:** The nurse will work with you and your child(ren) regarding specific health concerns or medical care plans. Please communicate any medical issues to the nurse.

Section 4: Millbury Memorial Junior Senior High School (MMJ/SHS)

12 Martin St. Millbury, MA 01527

High School Main Office Number: 508-865-5841
High School Main Office Fax Number: 508-865-5845
Junior High School Main Office Number: 508-865-0864
Web Site: <http://www.millburyschools.org>

Administration

Principal,	Mr. Christopher Lowe	508-865-5841	clowe@millburyschools.org
High School Asst. Principal,	Mrs. Abigail Rigney	508-865-5841	arigney@millburyschools.org
Junior High Asst. Principal,	Mr. Patrick Mara	508-865-0864	pmara@millburyschools.org

To call your child out sick, please call the School Nurse, Ms. Angela Avramidis at 508-865-3256 or email her at aavramidis@millburyschools.org

Principal's Message

Dear Students and Parents/Guardians,

It is with great enthusiasm and pride that I present to you the 2022-2023 student handbook for Millbury Memorial Junior-Senior High School. The purpose of this handbook is to provide you and your family with all of the necessary information pertaining to the day-to-day operations of Millbury Memorial Junior-Senior High School. This includes information regarding attendance policies, academics, graduation requirements, student life, and much more.

Our goal, as a learning community, is to provide you with the necessary supports to foster growth academically, civically, and socially on a daily basis. The faculty and staff look forward to the challenge of providing you with a rigorous, yet supportive learning environment that allows you to take risks academically.

I wish you all great success in the upcoming school year in an environment that fosters every student the ability to take ownership of your learning.

Warmest Regards,

Christopher Lowe
Principal

Millbury Memorial Junior/Senior High School Belief Statement

We believe students acquire knowledge, skills, and habits of mind during their secondary school years to help prepare them for the modern workplace. We encourage students to connect authentic learning experiences with academics in order to support their transition into life after Millbury High School. We believe that the skills of communicating effectively, collaborating with purpose, and thinking creatively and critically are a significant part of a student's ability to contribute to society.

Core Values and Beliefs about Learning

Academic Curiosity and Growth

We believe that **ACADEMIC CURIOSITY & GROWTH** are achieved by connecting classroom learning to the world in which students live. We believe students' active engagement in their learning will foster a desire to continue to explore, investigate, and think critically about what they have learned and how it impacts the attainment of their future goals.

Citizenship

We believe that **CITIZENSHIP** is exemplified by having an awareness of the global world and a sense of one's role as a world citizen. One who embodies **CITIZENSHIP** demonstrates a respect for and values differing opinions and diversity; acts with honesty, integrity and empathy, and participates in the community in a positive and impactful way.

Independent, Lifelong Learners

We believe that **INDEPENDENT, LIFELONG LEARNERS** demonstrate the curiosity, ownership and resourcefulness to uncover problems and articulate them in such a way that solutions can be found and shared.

Respect & Responsibility

We believe that **RESPECT** and **RESPONSIBILITY** are fostered through a mutual effort of support by students, staff, parents/guardians, and community members. We believe in the importance of people taking responsibility for their actions and respecting the opinions of others, even when we disagree. We believe that a caring, trusting, and giving environment is the foundation for building **RESPECT** and **RESPONSIBILITY**.

Academic Expectations

The Millbury Memorial Junior/Senior High School Student will:

- Employ critical thinking skills to problem solve
- Communicate effectively across the spectrum and manner of audience
- Demonstrate motivation and resiliency

Social Expectations

The Millbury Memorial Junior/Senior High School Student will:

- Demonstrate Community Involvement
- Display Integrity

Civic Expectations

The Millbury Memorial Junior/Senior High School Student will:

- Collaborate with purpose
- Exhibit adaptability and tolerance

Automobile/Student Parking Regulations

In addition to the school lots, the Student Parking Area is located off of Orchard Street. Students who drive to school must observe the following rules:

- Drivers need to stay at a 10 MPH speed limit on school grounds.
- Park only in assigned student parking areas.
- Once the car is parked, students are not to sit in cars. They must go directly into the building.
- Students may not go out to their cars during the school day without permission of the Principal and/or Assistant Principal.
- Cars parked on school grounds without permission will be addressed by school administration.
 - Consequences could include, but are not limited to, loss of social privileges, detention, suspension, or the automobile being towed
- Parking privileges will be revoked if a student is in violation of the parking rules- money will not be reimbursed.
- Parking privileges can be revoked if a student has accrued excessive absences or tardies to school at the discretion of administration.

Student parking fees are \$100.00 for the year. Students signing up for parking after midterms will be charged \$50.00. Please help to maintain your area.

IDLING of vehicles is prohibited: All drivers (students, staff, visitors, guardians) are prohibited from idling their vehicles on school grounds as per M.G.L Chapter 90 Section 16B and regulations adopted pursuant thereto and by DESE.

Automobiles are considered an extension of the belongings of a student and can be searched while on school grounds if reasonable suspicion presents itself.

Bathroom, E-Hall Pass, Locker, and Lost and Found Expectations

Bathroom Expectations

- The following bathroom expectations do not require a pass:
 - Before tardy bell in the morning
 - After dismissal from lunchroom
 - After school
- Bathroom privileges at all other times require a pass.
- Do not hang around in the bathrooms.
- Graffiti on the walls or other damages may be grounds for legal action- restitution may be pursued.
- Students should be signing into the restroom log sheets at the entrances to the bathrooms.

E-Hall Passes

Any time students leave the classroom (other than to change classes or to go to lunch), they must have completed an electronic pass through the electronic pass system (E-Hall Pass).

Lockers

- It is advised that students not leave valuables in their locker as not all lockers are secured with locks.
- Each student will be assigned a locker of their own and are expected to use their assigned lockers and not share them with others. Students will be issued school locks by request. Report any locker trouble to the office.
- The lockers are the property of the school. Students should use them carefully and not damage them. As school property, they may be subject to periodic inspection by the administration. Nothing is to be placed on the outside of lockers (unless approved by school administration). Lockers must not contain any sexually explicit materials and/or any profanity, alcohol or drug references. All stickers, pictures, etc., must be removed before the end of the school year.
- Students are responsible for all items in their assigned locker, which is why they are expected to not share lockers with others.

Lost and Found

There are lost and found facilities located in the storage area across from Room A103, in the main office, and in the junior high office. If you have lost a valuable object, report it at once to the office. The school suggests that you do not bring valuables or large sums of money to school and is not responsible for lost items.

Books, Supplies and Equipment

The equipment you use while in school is the property of the Town of Millbury. Books, supplies, and equipment will be issued to you at the beginning of the school year. Keep track of your books and report immediately any loss to the teacher who issued the book to you. The student will pay for any book or supplies that are not returned, whether it has been lost, stolen, damaged or marked up beyond reuse. Replacement of books will be based on replacement cost. Failure to pay replacement costs or settle outstanding balances may result in loss of school-related privileges including the graduation ceremony. Students are responsible for placing a covering over textbooks for protective purposes.

Upon exiting MJSHS, all books or school supplies will need to be turned in and accounted for before a release of records can be completed. This is also true for participation in graduation and senior activities.

Dance Expectations

- Dances, including proms and semi-formals, are for Millbury High School students and their guests only.
- Guests must be in grade 9 or higher but be age 19 or under. A guest form must be submitted to the main office one week prior to the school dance and two weeks prior for the formal dances like proms and semi-formals. Guest forms are in the main office. If a guest does not currently attend high school but is over the age of 18, that guest must submit a CORI form to the Superintendent's office 3 weeks in advance in order to have the option to attend. If the student is not in school but under the age of 18, that student must set up a meeting with the building administration in order to be able to attend.
- Millbury High School students must purchase guest tickets in advance, from the group sponsoring the dance, and list the name, address and school attended by the guest on back of the ticket.
- Guests must come to the dance with some form of identification that shows the guest's name and address.
- Millbury High School students and guests must come to the dance together. The procedures listed above must be followed before a guest is permitted to attend any school dance.
- Millbury High students and guests need to arrive no later than 30 minutes after the start of a dance and stay until 30 minutes before the end of a dance.

- Millbury High School students will be responsible for their guests and for any infraction of the Code of Conduct committed by the guest. If the guest is asked to leave the dance, it may lead to the Millbury High School student losing the right to attend future Millbury High School dances.
- Infractions of the rules by the guest will be handled by the Millbury Police Department unless said dance is held in a different town. At that point, that community's police department will be contacted.
- At the conclusion of the dance, all rides must be on time, or attendance to future dances may be in jeopardy.
- Students may be required to submit to a breathalyzer to enter a school dance or during the event if alcohol use is suspected. Refusing to take a breathalyzer will result in the student not being admitted to the event. A positive reading from a breathalyzer test or refusal to take the test will result in the notification of the parent/guardian, removal from the event, possible police involvement, and possible disciplinary action from the Assistant Principal or Principal.

Dances Expectations- Junior High

- Junior High dances are for Millbury students in grades 7 and 8.
- Guest forms for the 7th and 8th grade students from other districts must be submitted one (1) week prior to the dances.
- No students are allowed to leave the dance early unless accompanied by a parent/ guardian.
- No high school students will be admitted to any Junior High dances.
- One police officer will be hired for each dance.

All junior high dances are from 6:30-9:00 p.m. unless otherwise noted. Students need to arrive 30 minutes before the start of a dance and stay until 30 minutes before the end of a dance. All students must be dropped off in the back of the school at the beginning of the dance. To limit traffic congestion at the end of the dance, 7th grade students will be picked up in front of the school and 8th grade students will be picked up in the back of the school. Please be prompt in picking up your son/daughter.

A minimum of one police officer will be hired for each dance.

Time Bell Schedule

Warning Bell			7:35 am					
Tardy Bell			7:40 am					
Time/Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Min.
7:40 - 8:40	A	F	D	B	G	E	C	60 min
8:43- 10:07	B	G	E	C	A	F	C	84 min
10:10-11:51 (Lunch Block)	C	A	F	D	B	G	D	101 min
11:54-12:54	D	B	G	E	C	A	E	60 min
12:57-1:57	E	C	A	F	D	B	F	60 min

Students are NOT to be in the building before 7:20 a.m. or after 2:10 p.m. unless supervised by a staff member.

Lunch Schedule

Lunch 1: 10:10-10:33	Lunch 2: 10:36-10:59	Lunch 3: 11:02-11:25	Lunch 4: 11:28-11:51
Students attend class after lunch 10:36-11:51	Students attend class before and after lunch 10:10-10:33 11:02-11:51	Students will attend class before and after lunch Class 10:10-10:59 Class 11:28-11:51	Students attend in class before lunch 10:10-11:25

Use of Telephone

Office phones are not for student use during the school day except for emergencies.

Work Permits

Work Permits can be obtained in the Millbury High School office between the hours of 8:00 a.m. and 3:00 p.m.

1. Employment Standards of 14 and 15 year olds:
 - a. Employment of 14 and 15 year olds is limited to certain occupations under conditions that do not interfere with their schooling, health and well-being.
 - b. 14 and 15 year olds may not be employed:
 - during school hours
 - before 7:00 a.m. or after 6:00 p.m.
 - more than 3 hours a day on school days
 - more than 18 hours a week – in school weeks
 - more than 8 hours a day
 - more than 40 hours a week – in non-school weeks
2. Employment standards for 16 and 17 year olds:
 - a. Employment of 16 and 17 year olds is permissible. There are limitations on hours and time of employment and certain hazardous occupations are prohibited.
 - b. 16 and 17 year olds may not be employed:
 - more than 9 hours per day
 - more than 6 days per week
 - more than 48 hours per week
 - before 6:00 a.m. or after 10:00 p.m. Restaurants may employ them until midnight on days preceding non-school days.

Academic Information

Academic Integrity

Millbury Jr/Sr High School students are expected to abide by and take pride in the principles of honesty and integrity with respect to all academic work. They are expected to do their best in all endeavors including homework, quizzes, tests, essays, research projects, and papers. Cheating and plagiarism compromise the educational environment and undermine the atmosphere of honor and fairness. Cheating and plagiarism undermines the trust between teacher and student.

Cheating is defined as follows:

- Copying homework, quizzes, tests, essays, research papers, projects, or reports

- Giving copies of homework, essays, research papers or reports to another student without the authorization of the teacher
- Allowing another to copy from quizzes, tests, or exams

OR

- The willful giving or receiving of unauthorized, dishonest, or unscrupulous advantage in academic work
- The above may be accomplished by any means including but not limited to the following: fraud, duress, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aids, memoranda, books, electronic programs, data, or other information

Plagiarism (intellectual theft) is defined as the intentional or unintentional use of the words, ideas, or works of another as one's own without giving acknowledgement to its creator. It is considered a serious offense in the academic world and in institutions of higher learning. The consequences are often expulsion and/or academic failure in the area of the offense. In preparation for the professional world, the following guidelines are offered for addressing student violation of academic integrity.

Consequences:

1st Offense:

- Student may receive a zero on the assignment
- Student's guidance counselor and parent/guardian will be notified
- A discipline report may be filed with administration
- A teacher detention may be given

2nd and Subsequent Offenses:

- Student will receive a zero on the assignment
- Student's guidance counselor and parent/guardian will be notified
- A discipline report will be filed with administration
- Student will be assigned inside suspension

*Any and all infractions of plagiarism may be carried forward to subsequent years.

**See National Honor Society Charter for cheating.

Homework Guidelines

- We recognize that homework can be an effective tool in reinforcing classroom activities as well as serving to review material already learned.
- At the beginning of each course, teachers will distribute a course expectation sheet to their students describing the material to be covered. The course expectation sheet will also include materials to be used, the amount of homework expected, and the type of homework required, as well as any special long-term assignments.
- The student must make arrangements with a teacher when said student is absent and work needs to be made up. His or her teacher will give assignments that are missed due to illness to the student on the first day he or she returns. It is the students' responsibility to remind the teacher they need to make up assignments.
- It is expected that students will complete all homework assignments on time and follow the standards and procedures established by the classroom teachers. It is also expected that assignments will be neatly done.

If your child comes home each day with the report that "I don't have any homework" or "I did it all in school", please call or email the teacher and inquire further. In the first part of the school year, check to be sure that your

child has completed all his assignments, and that written work is neatly done. After that, more casual supervision of homework should be enough.

Library/Media Center

The library/media center is the heart of the educational program. It is our mission to ensure that students and staff are effective users of information and ideas. The library/media center provides a comprehensive collection of resources to support the curriculum, and a selection of young adult literature to encourage a love of reading. There is also a program to develop information literacy and research skills.

- The library/media center is open each day from 7:20 a.m. to 3:00 p.m. for students wishing to do homework and research.
- The library is available for students who obtain a pass from their study teacher. Space is limited to 3 students per study. Students not adhering to the following expectations will be subject to loss of library privileges.
- Students using the media center are expected to have a purpose and all activities are expected to support the curriculum.
- All students are required to adhere to the Acceptable Use Policy regarding the access of information. Students playing games on the computers in the media center will be subject to loss of computer use and Internet privileges per the Acceptable Use Policy. Students are required to document all sources of information.
- Students should not have food or drinks in the library except for water in closed containers.
- Water bottles are not allowed at the computers.
- Cell phones should only be used for academic purposes according to the Student Handbook section on Electronic Devices and Cell Phones.
- During academic periods, teachers may send a student or group of students to use the library/media center to do research or to check out books. Teachers are expected to call ahead or arrange in advance to make sure space and/or computers are available for student work. The student(s) will check out a book or do research and return to class.
- Print materials, with the exception of reference books, may be checked out for a period of three weeks but may be renewed as long as the item is not needed by someone else. Teachers may reserve books and materials for project work. Students who fail to return library materials within a reasonable period of time, or fail to pay the replacement charge for lost books, risk forfeiting borrowing privileges or may be subject to a loss of privileges at the discretion of administration.
- Lost Books are the responsibility of the student who checks them out.

Physical Education Guidelines

All students will be required to take and pass physical education for the four years of high school as a graduation requirement per the Massachusetts General Laws. Students will receive a list of expectations on the first day of their classes. Proper attire for participation will be required. Students who bring valuables to the gym during PE classes may be urged to secure their valuables with the PE teacher throughout the class. Students are urged to secure their valuables with a lock. Alternative assignments will be provided for students that classify under the medical exemption policy.

Sex Education Policy

In accordance with Massachusetts General Laws Chapter 71, Section 32A, parents/guardians are to be informed that part of the curriculum of this course includes human sexual education and/or human sexuality issues that will be taught by a certified health educator in a professional, factual manner. Our curriculum and textbooks are

available to you for examination purposes, and any questions you might have about the course content may be directed to the classroom teacher or Principal.

Should you wish to exempt your child from any portion of this curriculum, you may do so through written notification to our school principal, Mr. Christopher Lowe, Millbury Memorial Junior/Senior High School, 12 Martin Street, Millbury, MA 01527. No child so exempted shall be penalized by reason of such exemption.

Summer Reading Guidelines

We at Millbury Jr. Sr. High School believe that reading, especially during extended break times, provides opportunities for students to grow, relax, disconnect from technology, and explore various genres. Grade-level appropriate book recommendations will be made at the conclusion of each school year. We encourage students to choose books from other grade levels if they wish for their comfort and interest.

Students who participate in summer reading will be eligible for a merit day sponsored by the school. During this day, students will be able to view a film of one of the summer reading books either outside or at the school facility (details TBA). To be eligible, English teachers will look at reading evidence and a written journal reflection that connects to one of the optional books. English teachers might also opt to include the work as extra credit per their discretion.

Test/Quiz Guidelines

Evaluation of students' academic performance should, where appropriate, include the following measures: tests, quizzes, homework, daily class work, in-class performance, long-term projects, reports and performance evaluation of skills. Teachers will also provide appropriate comments regarding a student's affective growth including attitude, work habits, interactions with others, and effort.

Students who have had advanced notice of a test or quiz and are absent, should be prepared to take that test/quiz on the first day that they return to school. For exam clarification, please see the exam portion of the student handbook, within the guidance section. No field trips or school related absences will be permitted during the last week of any academic quarter.

Guidance Department

Counselor Assignments
2022-2023 Assignments

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
YOG	2028	2027	2026	2025	2024	2023
Ms. Courtney	M - Z	G - Z				
Ms. DeLucia	A - L					D - L
Mrs. Desautels			A - B	A - B	A - B	A - B
Ms. Cabral		A - F	H - Z	C, H - L		
Ms. Meservey				J - Z	C, M - Z	C, M - Z
Ms. Holman			D - G	D - G	C - G	
Ms. Dearborn	Guidance Secretary					

* Please note that due to the restructuring of the Guidance Department that there are students that do not fall under the correct counselor's alphabet. If you have a question about your (or your child's) counselor, please contact sdelucia@millburyschools.org or ddearborn@millburyschools.org for clarification.

Honor Roll

The Honor Roll, based upon all subjects is determined as follows:

- Principal's List (Highest Honors): An average of 90 or higher. Students must have all A's.
- Honors: An average of 80 or higher with all A's and B's.

Common Exams (Performance Assessment)

Mid-year and final year assessments are held for each course at the end of each semester in grades 7 through 12. In half-year courses, a final assessment will be administered at the end of the semester. In full year courses, a mid-year assessment will be administered at the end of the first semester and a final assessment administered at the end of the second semester. Assessment grades will count towards the students overall course grade.

Final assessments will be completed for all students during the last week of the school year. Any students absent due to a illness or excused absence will be required to make up their work and should make arrangements with their teacher to complete the assessment before the end of the school year.

Performance assessments will be developed as a way to measure how well students can apply their knowledge, skills, and abilities to authentic problems. Students will be expected to produce a product, such as a presentation, report, or other project, which demonstrates their learning.

Full Year Course	Q1= 25%	Q2= 25%	Q3=25%	Q4=25%
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Semester Course	Q1 or Q3= 50%	Q2 or Q4= 50%
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Exemption from Final Exam

Students with an “A” in class may be exempt from a class’ final.

- Definition of an “A”
 - a. “A” is a 90.0 unweighted
 - b. This grade is derived from an average of the first three terms with (each term counted twice) and the midterm exam.
- Determining the grade for the final exam on the report card
 - a. The final exam grade will be an average of the third and fourth term grades.
 - b. Because final exams are usually based on work completed during the third and fourth terms, an average of the first and second terms is not necessary in computing this grade.
- Conditions of Exemption
 - a. Students will be notified a week before the final exams whether or not they are exempt from taking the exam.
- Teacher Discretion
 - a. In determining whether or not a student is exempt from the exam, teachers will have some discretion:
 - The student must have an average of 90.0 or above as calculated under the above guidelines.
 - If a student’s progress is unsatisfactory (unsatisfactory is defined as any significant grade drop that would prompt the student’s overall average to fall below a 90.0) during the fourth quarter, the teacher may require the student to take the final.
 - b. Unless the above discretionary conditions are in place or unless the student opts to take the exam, each teacher must follow this policy as it appears.

Junior High School Exemption from Final Exam

Any 8th Grade student with a 90 or above average in a class at the end of the year will not be required to take the final exam for that class. 7th grade students are not exempt from finals.

MCAS

Competency determination in MCAS ELA, Math, and Science/Tech is a graduation requirement

Grade Level	Type of Test
7	MCAS Math, ELA, STE
8	MCAS Math, ELA, STE
10	English Language Arts Math Science Based Test
11	MCAS retake available
12	MCAS retake available

Minimum Graduation Requirements

Beginning with the Class of 2020, all students must pass the following in order to graduate:

Subject	Requirements
English	4 Years (20 credits) **Includes Senior year
Math	4 Years (20 credits) **Includes Senior year
Science and/or Technology-Engineering	3 Years (15 credits)
Social Studies	3 Years (15 credits)
World Language*	2 Years (10 credits)
Health	1 Course (half-year) (2.5 credits)
Computer Applications	1 Course (half-year) (2.5 credits)
Physical Education	4 Years (half-year course) (2.5 credits)
Fine Arts (Performing and/or Visual)	1 year (full-year or two half-year courses) (5.0 credits total)

**State universities/colleges require two years of the same language for admissions.*

Seniors and students who expect to graduate and do not meet graduation requirements may participate in all Senior activities EXCEPT THE GRADUATION CEREMONY itself provided ALL class dues (and any additional monies owed) have been paid and said student can fulfill all graduation requirements by the end of the calendar year.

PHASE-IN CREDITS FOR PROMOTIONS Credit Revision Grid by School Year

	Promotion	Promotion	Promotion	Graduation
Class of 2020 & beyond	30/35 credits = 85.7%	60/70 credits = 85.7%	90/105 credits = 85.7%	125/140 credits = 89%

Junior High School Promotion Guidelines

Students in Grades 7 and 8 must successfully pass a minimum of 4 out of 5 major subjects but they **must** pass Language Arts and Mathematics to be promoted to the next grade.

MAJOR SUBJECTS: Mathematics, Language Arts, Science, Social Studies, Reading and/or Foreign Language.

In all situations, parents/guardians will be notified of potential failures as soon as possible and all avenues of remediation will be followed before a final decision on retention is made. As part of our efforts to keep parents/guardians informed of their child's progress, reports are sent home at the midpoint of each marking term. Any student may seek help from a guidance counselor with respect to personal, social, educational, or vocational problems. Any time parents/guardians feel that their child is not making satisfactory school progress they are advised to make an appointment with their child's counselor.

Summer School Guidelines

Summer School operates at the secondary level (Gr.7-12) at Millbury High School as a regular program of the Millbury Public School System. The summer school grade will replace the lowest quarter grade for the school year. The recalculated final grade will be equal to a 60 (minimum passing grade). ***Semester courses have not been offered in summer school previously; consideration for this would be at administrative discretion.***

Eligibility:

- Students may take and pass only four (4) classes in Summer School or classes taken outside the regular school day or year for the **duration of enrollment in Millbury High School**.
- Attendance: In order to receive summer school credit, no absences are allowed without a doctor's note. Only one absence is allowed with a doctor's note. Vacation time will not be an exception.
- Three tardies will equal (1) absence. If more than one-half of the class time is missed, it is regarded as an absence.
- Students who have exceeded the maximum absence limit (14 days) at Millbury High School but have not exceeded 25 days absent will:
 - Be allowed to attend Summer School.
 - Not be allowed any absences or tardies to their Summer School class or classes. The director of Summer School will have discretion in all cases.
- Students who have exceeded twenty-five (25) days absent will **not** be allowed to attend Summer School.
- Tuition: There will be a tuition cost per course for all students involved in the program.

Transportation: The parent/guardian must assume the responsibility for transportation.

Attendance

Class Attendance

- Students enrolled in school are expected to be present each time their classes meet.
- Students who are absent from school must have parental/guardian notification regarding their absence. Parents/guardians are expected to call the school on the morning of the absence and no later than the end of the regular school day to explain the reason. Upon returning to school, a student must bring in a note to verify the absence. No note will be accepted beyond five days after the student's return to school.
- Note must indicate date(s) of absence, the reason for absence, and must be signed by the parent/guardian.
- A note does not excuse an absence.
- Any student that accumulates 5 unexcused absences during the school year may be required to attend a meeting, at the request of administration, with a parent/guardian and a member of administration for the purpose of planning mutually agreed upon action steps to ensure that the student understand the importance of being in school on a regular basis. Documentation may be requested for the days missed.
- No opportunity to obtain credit for work missed due to an unexcused absence from class will be provided without administrative approval. In particular, any quiz, test, or other classroom exercise missed will be given a score of zero. Faculty and Administration's Responsibility

Faculty and Administration's Responsibility

Faculty:

- Daily class attendance will be sent to the office in a timely fashion
- Teachers will record all absences from and the number of times tardy to class
- Teachers will contact parents/guardians when a student is being habitually late to class or has excessive absences.

Administration:

- Notify the student when he or she has 5 unexcused absences in a school year.
- Notify students when they have accumulated excessive tardy disciplines to both school and class.
- Notify the Parent/Guardian and Counselor when a student has accumulated 5 unexcused absences in a school year and notify the Parent/Guardian and Counselors when a student has accumulated excessive tardy disciplines to both school and class.

College Visits

High school students (juniors and seniors) that visit colleges and universities must submit documentation on official letterhead from the college/university upon return to school to the Assistant Principal or Principal. Seniors will be allowed three excused college visits and juniors allowed two excused college visits in a school year.

Dismissal Guidelines

To help ensure the safety of all the students at Millbury High school, no student will be permitted to leave school grounds during the day without being properly dismissed by the attendance clerk or school administration.

- To be dismissed, a student must bring in a signed note from a parent/guardian to the main office before the first class of the day. The note must contain a reason and time for dismissal along with a parent/guardian contact number for verification.
- No dismissals are permitted by phone, however an administrator may give permission in extenuating circumstances.
- A student who becomes ill during the school day must report to the nurse to be evaluated and the nurse will decide if the parent/guardian should be contacted for dismissal.
- All dismissals must be for legitimate reasons, i.e., medical and dental appointments and/or court appearances.
- Classes missed due to dismissals count toward maximum absence limit unless excused according to School Absences Not Counting Toward Maximum Absence Limit section of the handbook, which can be found on page 23. A dismissal without proper documentation or which does not follow proper procedure is an unexcused absence.
- A parent/guardian or approved contact person must pick up the dismissed child from school unless they have received approval by an administrator to let them leave on their own.
- All dismissed students must check out through the main office.
- Students who receive four unexcused dismissals will receive a detention. Every unexcused dismissal after four will result in a detention as well.
- No student will be allowed to drive another student anywhere during the school day or from school to any school-sponsored event without administrative approval.
- Any student who violates these procedures may be subject to disciplinary action.

Family Vacations

School vacations are scheduled to allow students to avail themselves of recreational and educational opportunities. Therefore, the school does not condone alternate vacations for the student. Students are NOT able

to receive credit for days missed due to family vacations. Each day of an alternate vacation will count toward the maximum absence limit. Families are strongly discouraged from planning vacation time during times that are not designated as school vacations. Students will have the opportunity to make-up major exams (determined by the administrator) if they are missed during the time of vacation. Administrative exemptions may be requested when exceptional circumstances exist. ***The school encourages parents to plan vacations 5 days after the tentative last day of school. This will allow for the built in 5 days for potential snow.***

Loss of Credit

- The administration is authorized to implement a procedure that will result in the loss of academic credit.
- All students are expected to attend school daily and during the day attend all classes, lunch, advisory periods, and studies.
- If the student accumulates 7 unexcused absences from a class in a one-semester course or 14 unexcused absences in a full-year course, they may lose credit in that class.
 - Once a student reaches 5 unexcused absences, tardies, and or dismissals, a letter will be sent home from the main office to set up a meeting between the parent/guardian and the administration to come up with mutually agreed action steps to improve the attendance issue. If their poor attendance continues to increase without appropriate documentation, the student may lose credit for the class in question or be put on an attendance-based plan in order to recoup time lost. This plan is commonly referred to as a “buy-back” plan.
- The student will meet with their Assistant Principal and a guidance counselor at the end of the semester in such a case to review the situation.
- After that meeting, if a student feels there are unusual and/or extenuating circumstances that should be considered, they may appeal the loss of credit within 10 school days to the Principal.
- Students may recover credit in any course by significantly improving their attendance, attending summer school, or taking an agreed upon credit recovery plan.
- The Principal and Assistant Principal will jointly make the final determination for credit restoration.
- A doctor’s note is required when dealing with an ongoing, chronic, or long-term illness. The Principal or Assistant Principal will determine the validity of such medical notes.
- A tardy or dismissal from school that causes a student to miss more than half a class may also be considered an absence from that class.

*When a student fails to receive credit for any course due to failing to adhere to the approved attendance policy, the final grade that is achieved will be recorded on their permanent record, **but an asterisk* will be on the final record as well signifying they lost credit in the course.**

Absences not counted towards the maximum absent totals

- Observance of religious holiday (documented by a note from parent or guardian)
- Because of various medical conditions that occur within a school year, we will accept up to 4 parent/guardian notes for medical reasons. We will need medical notes for illness after the initial 4 allowed parent/guardian notes.
- Medical appointments (documented by a doctor’s note or Nurse Practitioner on official letterhead) must be submitted within five days from the day the student returns to school in order to excuse an absence.
- Medical dismissals from the school nurse, prolonged illness (documented by a note from a doctor on official letterhead).
- Surgery/Hospitalization (documented by a note from the doctor/hospital on official letterhead)
- Death in the family /extenuating family emergency (documented by parent/guardian to Principal or Assistant Principal)
- School-sponsored field trip (may be limited to 4 per school year at the discretion of the Principal)
- Absences warranted by unusual circumstances: (must be approved by the Principal or Assistant Principal)

- Court appointment: (documented by an official court note)
- College Visits (see College Visit sections)

Unexcused Absences that count toward maximum

- Being absent due to truancy (**students may not make up work**).
- Cutting Class (**students may not make up work**).
- Vacations other than specified school holidays (**make up work is at discretion of the assistant principal or principal**).
- Any absence from class without proper authorization from school staff (**students may not make up work**).

Family vacations **are not recognized as an excused absence and will be counted against the student’s total absences.

Absences Exempt from Loss of Credit

- Medical Waivers.
- Students Suspended from School (students will be allowed to make up work within a reasonable amount of time set by Administration).
- Exemptions granted by the Principal.

Tardy Procedures

Students arriving late to school after **7:40 a.m.** will report to the main office to sign in and secure a pass before going to their first class of the day. A tardy discipline report will be issued. **Parents/guardians will be notified once a student has accumulated 5 unexcused tardies.**

Number of Tardies	Sessions to be Served	When Tardy Session is to be Served
4 Tardies to school	1 detention	Served the next available session
8 & 12 Tardies to school	2 detentions	Served the next available sessions
15 Tardies to school	3 detentions	Served the next available sessions
Every 3 Tardies to school after 15	TBA administration	Served the next available sessions

- Students arriving late to any class other than the first period will be marked tardy by their teacher.
- Students will be assigned teacher detentions when they accumulate 3 or less classroom tardies.
- Students that accumulate four (4) or more tardies to a class will be referred to administration.
 - o Every four (4) tardies is considered to equal 1 absence.
- A student who is absent for more than half of a class is considered absent from that class.
- For students who change classes during a semester, the total accumulation of absences in the former class will be carried into the new class.

Students who habitually receive unexcused tardies, absences, and dismissals may be considered **ineligible** to participate or attend school-sponsored events including, but not limited to; dances, winter carnival, athletic events, band, or musical productions, etc. **This will be at the discretion of the school administration.**

Code of Conduct

General Procedures

Acceptable behavior on the part of the student is essential to the classes of our school program. Therefore, the student is to conduct themselves in a manner, which will reflect self-discipline and will show respect for their school, to their fellow students and to all school personnel. All students are required to obey all rules and regulations of the school as well as the policies of the School Committee.

Students are expected to conduct themselves appropriately and cause no distractions or disturbances, which interfere with the rights of other students to learn and the right of teachers to teach.

Basic Guidelines

*All discipline is at the discretion of the school administrator

Introduction

A discipline system is designed to provide a climate for learning and should emphasize the following guidelines in order to be advantageous to the learning process. This discipline code means to establish:

1. Frequent parent/guardian contact.
2. Strong administrative support to the teacher who is given the responsibility to enforce and maintain order.
3. A variety of alternatives and options in dealing with discipline problems.
4. Counseling and rehabilitation for the continuous offender.

The objective of this code is to create a fair, orderly and effective system of discipline for the secondary schools of Millbury.

Role of the Staff Member

Staff are asked to make appropriate use of their discretion in handling problems involving one or more students except as specifically noted in the general policy section of this code. This discipline system has been cooperatively designed to aid the staff by encouraging and enforcing good student attitudes and performance. Each staff member and administrator has the authority and responsibility to discipline any student whenever it is necessary. The staff are urged most strongly to handle incidents of misbehavior in a professional manner. An emotional reaction by the staff member is in most cases ineffective. Staff should document all offenses reported to school administration.

Role of the Principal and Assistant Principal

The Principal and Assistant Principal are charged with the responsibility for handling those cases referred to them by the teacher and/or cases involving major infractions: i.e., smoking, truancy, leaving school property, cutting class or study hall, etc. Their options include the following:

- Counseling referral
- Issuing citations and discipline reports
- Sending misconduct letters to parents/guardians
- Office detentions
- Suspending
- Maintaining records of infractions

General Rules

1. No food or drink except water is allowed outside of the cafeteria.
2. Any food or drink brought into the school building is subject to be checked or confiscated.

3. Food may not be delivered to students by restaurants during school hours. Parents/guardians may drop off school lunches that students forget to bring to school. The main office will not allow parents/guardians to frequently deliver food to students as it causes a disruption in the day-to-day operations of the school and poses a safety issue with the main door being frequently opened.
4. Book bags or other large bags need to be stored in the lockers. **Students may use a small string carry bag.**
5. No card playing or gambling.
6. Jackets and outerwear should be stored in lockers.
7. Students are not allowed to use the office phones during the school day unless there is an emergency.
8. Except for lunch, students are never allowed to text or call from their cell phones during school hours without administrative approval.

School Events Conduct

Sporting Events

- If you are in the gym as a spectator for a sporting event or any activity all school rules apply.
- Remember people often judge a school by the way students and spectators behave at athletic events and school activities.
- Cheering is welcome but poor sportsmanship such as whistling, booing, or yelling at officials, opponents, or players is unacceptable.

Auditorium

When there is a program in the auditorium, a few basic rules should be remembered:

- Enter quietly and in an orderly manner.
- Be a respectful audience by being polite, and courteous. Do not whistle, boo, or stomp your feet. Show your appreciation by applauding.
- No food or drink allowed.

Dress Code

The Dress Code encourages students to choose clothing that best reflects how they see themselves. The dress code is intended to promote safety, hygiene and a positive, inclusive learning environment. When choosing clothes to wear, we ask students to be mindful that this is a school and therefore a learning environment where expression is encouraged as well as good judgment. The clothes students choose to wear should align with the following guidelines:

- Students may wear any clothing as long as they do not expose undergarments or private body parts.
- No clothing with profanity, alcohol, depictions of violence or drug references is permitted.
- No clothing with discriminatory, targeting or hateful language or imagery is permitted.
- Wearing hats is allowed.
- Footwear is required.
- Hoods must be off in common areas like cafeterias and hallways.
- Sunglasses in the building are not allowed, but can be worn outside during school activities.
- Members of the MHS staff (advisors, coaches, and teachers) have the authority to require different standards of dress in order to participate in certain activities, including physical education class, lab activities, field trips, and events, which take place in the classroom and beyond the school campus.

Students who arrive to school wearing what is considered "inappropriate attire" will be warned and given three options:

1. Call home to parent/guardian to see if they can bring a change of clothing
2. Change into something appropriate of their own
3. Borrow a shirt, sweatshirt, or pair of pants from the school's supply

****To avoid having to make this choice, please report to school dressed according to our dress code. Students who repeatedly violate the dress code or refuse to adhere to it will face disciplinary consequences. Disciplinary action of the dress code is at the discretion of the school administrator.**

Electronic Devices and Cell Phones

Students may possess cell phones and electronic devices provided the following procedures and rules are strictly adhered to:

1. Parents/guardians should call the school for any emergency situation. We will contact your child. Do not try to contact them by cell phone while they are in classes or school-related events. Students will be disciplined if they use their cell phones without teacher or administrative approval.
2. Cell phones and other electronic devices may be used before school, during lunch, and in class/study with either teacher or with administrative approval. Electronic devices should be used for academic purposes within the classroom.
3. The school will not be responsible for any lost, misplaced, or stolen cell phones or other electronics.

The use of personal electronic devices such as cell phones and ear buds/headphones is prohibited in the classroom unless the student has been given teacher or administrative permission. Students who violate this policy will be subject to the item being confiscated with the following consequences. ***Any student who fails to turn over an item to a teacher, teaching assistant, administrator, or other staff member may be subject to a suspension.***

1st Offense:

- Item will be confiscated and turned in to the Assistant Principal
- Item will be given back to the student by the end of the day
- Discipline report will be issued

2nd Offense:

- Item will be confiscated and turned in to the Assistant Principal
- A parent/guardian must retrieve the confiscated item
- Discipline report will be issued and the student and parent will be notified that the next infraction may result in inside suspension.

3rd Offense:

- Item confiscated and turned in to the Assistant Principal
- Parent/Guardian will be notified and must retrieve the confiscated item
- Student may lose their privilege to use electronic devices in school for the remainder of the school year
- Student may serve one day inside suspension

Note: Students may receive an Outside Suspension of 1-3 days for any future electronic device infractions, parents will be notified, and the item in question may be retained in the office during school hours for the remainder of the school year.

Possible Discipline Procedures for Bullying

Discipline procedures may include, but are not limited to the following, and are typically assigned in progressive order:

1. Meeting with a staff member and participation in a session(s) on the problem of bullying in our culture and in our school.
2. Apology to the victim.
3. Meeting for student and parents with School Administration.
4. Detention
5. Research of academic work on the topic of bullying.
6. Loss of extracurricular activities
7. Further counseling
8. In-school suspension
9. Outside suspension
10. Possible expulsion

The Building Administration will always contact the parent/guardian of the perpetrator and schedule a meeting to discuss the behavior with the student.

Possible Discipline Procedures for Harassment

The range of possible disciplinary procedures includes one or more of the following:

1. Participation in a session(s) on the problem of sexual harassment in our culture and in our school.
2. Apology to the victim
3. Detention
4. Research of academic work on the topic of sexual harassment.
5. Further counseling
6. Conference with parent/guardian
7. Inside Suspension
8. Outside suspension
9. Possible expulsion

Hazing

An Act Prohibiting the Practice of Hazing - Chapter 536, The Commonwealth of Massachusetts, 1985

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Adding the following three sections hereby amends chapter 269 of the General Laws:

Section 17. 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 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.

Section 18. 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. A fine of not more than one thousand dollars shall punish whoever fails to report such crime.

Section 19. Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, 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 that fails to make such report.

Possible Hazing Discipline Procedures

Hazing: both verbal and physical is punishable by law and is prohibited on school property or in connection with school-sponsored activities.

Punishment may include but is not limited to the following:

Verbal Hazing

- Issuance of Discipline Report
- Detention
- Inside Suspension
- Outside Suspension
- Communication with parents

Physical Hazing

- Outside Suspension
- Counseling sessions regarding the offensive action
- Communication with parents
- Parent/guardian conferences

Detentions

- The teacher for such classroom infractions as creating a disruption, talking in class, or other classroom offenses may assign a student to a school detention.
- An administrator for various infractions may assign a student an office detention.
- Following fifth period, students will report to the designated detention room by 2:00 p.m.
- Students must be punctual to all detentions.
- Students will be given twenty-four hour notice before receiving a detention and they must arrange transportation. A late bus is provided on Thursdays at 3:30pm.

Tobacco and Nicotine Policy

If students are found to be in possession of tobacco and/or nicotine products or tobacco/nicotine-related paraphernalia, including pipes, lighters, papers, vaporizers, E-cigarettes, hookah pens, and cigarette holders on school property or on Martin Street from North Main Street to C & S Lumber (45 Martin Street), on Dewey Street, or at a school bus stop, the faculty and/or administration shall confiscate the tobacco/nicotine-related items and may return such items only to the parent/guardian of the student upon graduation or withdrawal from the Millbury Public School District. If a student is caught buying or selling these products on school grounds, they will face more severe consequences such as multiple days of out-of-school suspension. **The administration may also choose not to give these items back.**

Consequences for students engaging in the prohibited behavior will be provided in accordance with the Student Code of Conduct. Students who violate the school districts' tobacco use policy will be referred to the school nurse to obtain information required to complete a vaping/ tobacco-use diversionary program. Those students who do not complete the program within 5 weeks of original violation will be referred to administration for disciplinary action. Parents/guardians will be notified of all violations and actions taken by the school. Participants in any athletic or extracurricular activity will be required to read and sign that the student and parent/guardian understand the provisions of this policy.

1st Offense

- Student will be issued a 1 day outside suspension, a potential loss of privileges, and be required to participate in a school-based training that addresses the dangers associated with tobacco and nicotine-based products.
- Parent/ guardian notification including clarification of rules regarding second and third offenses and parental signature of awareness of the second and third provisions.
- Notification to athletic and activity directors (including extracurricular activities; band, chorus, drama, etc.).
- Suspension from two consecutive interscholastic events or two-week suspension from athletics and activities, whichever is the greater number of contests.

2nd Offense

- Student will be issued a 3 day outside suspension and a loss of privileges.
- Parent/ guardian notification.
- Notification to athletic and activity directors (including extracurricular activities; band, chorus, drama, etc.).
- A second offense any time during the school year will result in loss of athletic and activity eligibility for the season or for twelve consecutive interscholastic events or twelve weeks, whichever is the greater number of contests.

3rd Offense

- Student will receive a 5 day outside suspension and a loss of privileges.
- Parent/guardian notification.

- Notification to athletic and activity directors.
- A third offense any time during the school year will result in suspension from athletics and activities.

Subsequent Violations: Up to 5 days out of school suspension per violation and permanent loss of privileges.

Vaping or Electronic Devices that contain marijuana based products will be handled under the drug and alcohol policy not the tobacco/nicotine policy.

Drug and Alcohol Policy

Students are forbidden to be under the influence of alcoholic beverage and/or controlled substances on school property or in connection with a school sponsored event. If any student is suspected to be under the influence of drugs and/or alcohol, he/she will be subjected to an assessment by the school nurse.

Under the Influence:

First Offense: Minimum of a five (5) day outside suspension, notification of parents, possible police involvement, and a statement by a family physician that the student is able to return to school. **The principal and or assistant principal may require the student to attend counseling within the school to try and prevent any further incidents. The number of sessions will be set by the assistant principal and/or principal.**

Second Offense: Minimum of a ten (10) day outside suspension, notification of parents, possible police involvement, and a statement by a family physician that the student is able to return to school. **The student may be required to attend drug counseling at the expense of the student and/or family.** There may also be a possible Expulsion Hearing.

Possession of Alcohol, Drugs, or Drug Paraphernalia:

First Offense: Ten (10) day outside suspension, notification of parents, police notification/possible involvement, and a statement by a family physician that the student is able to return to school.

Second Offense: Expulsion Hearing, police notification/possible involvement.

****Any alcohol, drugs, or drug paraphernalia will not be returned and will be handed over to the Millbury Police Department for disposal.**

Possession with Intent to Sell or Distribute Alcohol

The Principal or Assistant Principal will automatically suspend the student from school for ten (10) school days and may be subject to an expulsion. The Principal or Assistant Principal will immediately notify the police and follow up with a written report to the Superintendent as well as notify the parents.

Distribution or Selling of Any Prescription or Over-the-Counter Medication

In all cases where it has been established that a student has been distributing prescription or over the counter medication on any school property and/or during school events on or off the school property, they will be subject to an outside suspension to be determined by the Principal and may be subject to expulsion. The Principal or Assistant Principal will immediately notify the police and follow up with a written report to the Superintendent as well as notify the parents.

Controlled Substances and Weapons

****Administration withholds the right to waive progressive discipline at their discretion.**

Chapter 71, Section 37H Controlled Substances, Dangerous Weapons and Assaults on School Personnel

- A. Any student who is 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, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- B. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- C. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, at their discretion, suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- A. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion to notify the superintendent of their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- B. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

SECTION 37. Section 37L of said chapter 71 of the General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Felony Complaints/Convictions

Notwithstanding the provisions of Section eighty-four and Sections sixteen and seventeen of Chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said

principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of their right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five-calendar day following the effective date of the suspension. The superintendent shall hold a hearing with the calendar days of the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of their request for an appeal no later than five calendar days of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student. Added by St. 1993, c. 380, s 2.

Possible Infractions leading to an Inside or Outside Suspension – Administrator's Discretion

1. Disruption or obstruction of any lawful mission, process, or function of the school, insubordination
2. Damage, destruction of school property. Restoration will be made by the student/family
3. Wearing, possessing, and/or distributing sexually explicit materials
4. Leaving school grounds without permission
5. Theft of school or private property
6. Profanity directed towards any staff member, school employee, or student
7. Physical assault on a school employee
8. Physical abuse of a student or other person not employed by the school (fighting)

9. Verbal or written threat to any staff member, school employee, or student
10. Sexual Harassment (see Sexual Harassment Policy)
11. Bullying (See Bullying Policy)
12. Physical Hazing (Repeated Verbal Hazing)
13. Under the influence and/or in possession of drugs or drug paraphernalia
14. Being under the influence or in possession of alcohol
15. Being charged with a felony
16. Pressing an emergency call button, bomb scares, and false alarms
17. Repeated school violations
18. Using any tobacco/nicotine products or paraphernalia like hookah pens/vaporizers inside the school building

Suspensions and Extra Curricular Activities

A 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 G.L. c. 71, § 37H $\frac{3}{4}$ or 603 CMR 53.00.

The policy stated here reflects both inside and outside suspensions:

- Any student who receives a suspension will not be allowed to participate in any school-related or extra-curricular activities when that suspension is being served or that takes place on the same day as the suspension.
- A student who is suspended part way through the school day for the remainder of that day and for the entire next school day: their suspension begins immediately and the student will not be allowed to participate in an extracurricular activity on either day.
- A student who is suspended for multiple days which carry through a weekend and into the next school week: Their suspension would not only be on the school days in which the suspension is served but would also mean the student would not be allowed to participate over the weekend because they are still within the time confines of their suspension. This policy also includes being suspended during a vacation week.

Search and Seizure – Guidelines

- Student lockers, person, personal belongings, and vehicles are subject to search if the Administration has reasonable suspicion to believe that contraband, illegal material, or stolen goods are present. In determining whether there is paraphernalia, a school official may consider, among other things, the following factors: the presence of smoke or cigarette odor emanating from the student; observation of tobacco products or tobacco-related paraphernalia on or near the student's person.
- A school administrator may search, with a witness present, a student that has re-entered the school building after they left without permission.
- If at any time a student refuses to submit to a search the student may be immediately suspended from school for a period of up to ten (10) school days. Notification will be made to the Millbury Police.
- A second instance in which a student refuses to submit to a search within the same school year may result in an exclusion or expulsion hearing. Police will be notified.
- The Police, as deemed necessary, will conduct a search of the individual person.
- At the discretion of school administration, canine searches may be used during the year on school property.

Discipline Reports

Discipline Reports will be issued for the following and other infractions that may not be listed below.

Infraction	Disciplinary Action
Assembly misconduct	Detention, Suspension, and/or loss of privilege to attend
Being in an unauthorized area	Detention or Suspension
Being on school grounds without permission	Detention or Suspension
Bomb scares or false alarms	Suspension and Police Notification
Bullying	See Bullying procedures on page 26
Bus infractions	Reprimand, Detention, Suspension, and/or temporary/permanent removal from school bus
Consuming food or drink outside of the cafeteria without permission. No open container in building after 1st bell rings to 1 st period class unless it is water..	Detention or possible suspension depending on repeat infractions
Cutting class	Detention or possible suspension depending on repeat offenses
Detention skipping	Skip a teacher detention = 1 Office Detention Skip an office detention = 2 detentions or in-school suspension
Dishonesty or lying	Detention or Suspension
Dress code violations	Change of clothing, parental notification, confiscation of hats, and possible detention or suspension
Driving to endanger on school property	Detention or Suspension and/or loss of driving privileges
Drug and alcohol abuse	See policy on Drug/Alcohol Use on page 30
Electronic devices	All confiscated devices will be sent to main office and given to an administrator. 1 st offense: the student may pick up device at end of school day. 2 nd Offense: Parent/guardian must pick up device from school. Subsequent Offenses: Suspension and possible loss of use of device in the school for remainder of school year.
Excessive unexcused tardiness	Detentions, parent/guardian conference, loss of privileges, and suspensions are possible
Failure to attend administrative detention	In-School Suspension or Outside Suspension for repeated infractions
Failure to follow directions during emergency drills	Detention or suspension
Failure to have hall pass	Possible Detention for repeated infractions
Failure to report to the main office when directed	Detention or Suspension
Failure to turn in handbook signature page	Detention
Felony violations: being charged with or convicted of a felony	See M.G.L. Ch 71. 37H ½ Possible Suspension or Expulsion

Fighting	3-5 days Suspension. Consequence could be longer depending on severity and repeated infractions.
Forgery related to school matters/documents	1-3 days Suspension
Gambling	Suspension
Harassment	See Harassment procedures on page 27
Horseplay which endangers other students or staff	Detention, Suspension
Illegal or unauthorized parking	Loss of parking privileges and possibly car being towed
Inciting other students to act violently toward any person	Suspension
Insubordination or insolence (e.g. failure to follow a reasonable faculty directive or boldly disrespectful in speech or behavior)	Detention, Suspension
Leaving school building and or grounds without permission	Detention or Suspension
Offensive language or obscene gesture to a student	Detention or Suspension
Offensive language or obscene gesture to a teacher or faculty member	Suspension
Plagiarism or cheating	Grade of zero "0", possible parent/guardian conference, possible suspension, and possible exclusion from extracurricular activities
Possessing tobacco or smoking within school zone	See tobacco policy on page 29
Possession of obscene and offensive material	Confiscation of material and detention or suspension
Public displays of affection	Warning, Detention, or Suspension
Repeated Infractions	Progressive Discipline (Detention or Suspension)
Selling items for personal profit	Suspension
Smoking tobacco or using tobacco products in the school building	Suspension
Stealing	1-5 day Suspension and police notification
Threats, assaults, or harassment directed at student/staff member	Suspension or possible expulsion
Throwing food during lunch or purposely making a mess	Clean up cafeteria and possible Detention or Suspension
Throwing snowballs or any other object that may injure others	Detention or Suspension
Truancy	Detention or Suspension for repeated infractions
Uncooperative behavior that causes an excessive disruption in the school or interferes with student learning	Suspension and possible police notification for Disturbing a School Assembly
Vandalism	Suspension, restitution, and possible police notification

Extracurricular Activities

Academic Guidelines
Extra-Curricular Activity

- A student will not be able to participate in any school activities on any particular day they are absent from school. Students absent from school on Friday may **not** participate on that day or during the weekend. Students absent on the day preceding a vacation may **not** participate on that day or on the vacation days.
- Students who arrive late to school (after 10:00 a.m.) must see the Principal and present their reasons for being late in order to participate in said practice or game. Students must present their note upon arrival at school.
- Students, in order to continue to participate in any extracurricular activity, must receive 30 out of the possible 35 credits during the previous marking period.
- Eligibility for the next school year will be based on the student's fourth quarter and final grades from the previous school year.
- Field trips should not be scheduled during the last week of any academic quarter.
- Any student who, in the opinion of MJ/SHS staff, has acted in a way which violates the spirit of the club or organization to which they belong to, or are applying for, may be dismissed from said group.

Academic Eligibility (including but not limited to sports, clubs, band, chorus, etc.)

- Incomplete grades may not be counted toward eligibility.
- A student cannot count for eligibility any subject taken during the summer vacation unless that subject has previously been pursued and failed.
- Students receiving services under 603 CMR 28.00 whose individualized education plan is a 502.4 or more restrictive prototype may be declared academically eligible by their Principal provided that all other eligibility requirements are met.
- Ineligible students will not be able to practice with a team at any time and in order to participate on a team, a student must be academically eligible at the start of the season/activity.

Class Dues

Each class incurs expenses during the course of its years at Millbury High School. For this reason, classes must either perform certain fund-raising functions and/or students must pay class dues. Each member is obligated to do his or her fair share in the fundraising work and/or pay class dues as assessed. Students who do not pay their class dues may be refused an opportunity to participate in school activities including but not limited to school sponsored dances, homecoming events, Winter Carnival, Prom, Senior Semi, Senior Trip, etc. The senior class treasury for unpaid expenses will not subsidize seniors who do not pay their dues in full by the end of their senior year. This may limit participation in Senior Week activities.

Clubs and Activities

The following clubs may have meetings at times designated by the group:

- | | |
|--------------------------------|------------------------------------|
| ● National Honor Society | ● Math Team |
| ● Peer Education | ● Best Buddies |
| ● Robotics Team | ● Gay Straight Alliance Club (GSA) |
| ● Student Council | ● Social Issues Club |
| ● Yearbook | ● Reflector- School Newspaper |
| ● Business Club | ● Student Advisory Council |
| ● Environmental Council (Club) | ● Drama Club |
| ● Creative Writing Club | |

*For eligibility guidelines, please see Academic Guidelines section.

Musical Activities

BAND – Includes the marching, stage, jazz, and dance band. The band participates at all home football games and town functions as well as presenting Holiday and Spring Concerts.

CHORUS – Auditions are open to all high school students. The chorus participates in the Blackstone Valley and Central District Music Educators Festival, as well as presenting Holiday and Spring Concerts.

National Honor Society

Students must achieve and maintain a cumulative scholastic average of 90 or the equivalent thereof. This average is cumulative beginning in grade 9. Students in grades 11 and 12 are eligible for membership. In addition to the scholarship requirements students must also meet requirements for service, leadership, and character.

Horace Mann Award

The Horace Mann Award is given to students who have averages of 90 or better for two consecutive years.

Senior Honor Group

The Senior Honor Group consists of those students who are members of the National Honor Society.

Student Advisory Council

School committees of cities, towns, and regional school districts shall meet at least once every month during the months that school is in session with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town, or regional school district.

Officers:

- There should be, at the minimum, a chairperson and a recorder/secretary for the student advisory council.
- Each student advisory council should have the power to establish, at its discretion, other officers as needed.
- The student advisory council members, not in a general election by the student body, should choose all officers.
- The responsibilities of the chairperson, or their designee should be able to:
 - Attend every regular and special open school committee meeting. If unable to attend, it should be their responsibility to secure another student advisory council member to serve as their designee.
 - Add items to the school committee's agenda after approval by the other student advisory council members. Said items should be added in accordance with the school committee's own procedures.
 - Be the official representative of the student advisory council.
 - Meet with the Superintendent and the Principal on a regular ongoing basis in order to inform them of the activities of the student advisory council and to gather suggestions and reactions.
 - Establish and maintain liaisons with the advisor to the student government, faculty members, and appropriate outside organizations.

Additional information may be obtained from the building principal.

Student Council

The Student Council assumes the role of leading the Student Body towards establishing and maintaining school spirit. This council is composed of students elected by the student body. It meets with the advisor(s) to study school problems and mutual concerns.

Athletics Program

Millbury High School has a well-organized and diversified athletic program for all the boys and girls who are interested in participating in interscholastic programs. For more information on the program, consult the Athletic Department Handbook which may be obtained through the athletic website provided below or a print copy may be obtained through the office.

Academic Eligibility

- For a student-athlete to be eligible for participation in interscholastic athletics at Millbury Jr./Sr. High School they must receive 30 out of the possible 35 credits during the previous marking period.
- Eligibility for the fall season will be based on the student's fourth quarter and final grades from the previous school year.
- A student-athlete must earn 30 credits both for the school year and for the fourth term to gain eligibility for the fall season. Special care must be taken to ensure both quarter 4 and final grades adhere to this guideline.
- Only academically eligible student-athletes will be allowed to participate in any MIAA sponsored event for Millbury Jr./Sr. High School.
- If a student-athlete becomes ineligible during the season, e.g., grades come out in the middle of the season and he/she does not earn the appropriate amount of credits, the student-athlete is not allowed to participate in athletic competition until the next marking period.
- Subjects taken during the summer vacation may not be used for eligibility unless that subject has been previously pursued and failed during the previous marking period or academic year.
- If, in your opinion, there is any doubt concerning your eligibility, you should consult the Director of Athletics or the Principal of Millbury Jr./Sr. High School.

Athletic Code of Conduct

The following Millbury High School Athletic rules, regulations, and expectations of conduct are to be adhered to by all interscholastic team members:

1. Any athlete who, in the opinion of his/her coach, the Athletic Director, or the Principal, has acted in a way which violates the spirit of sportsmanship, teamwork, or the positive nature of competition may be suspended or dismissed from the team. This is not limited to on-field behavior.
2. Attendance is mandatory at both practices and games. The Head Coach must approve all absences from practices or contests in advance. Missing a practice because of a teacher or office detention is not an excused absence.
3. Family vacations are not excused absences and we ask that every effort be made by families not to schedule such vacations during school sports season. Students who miss practices or games for this purpose are not guaranteed playing time upon their return.
4. No athlete may participate in any way with their team on any day in which they are absent from school. Students absent from school on Friday may **not** participate on that day or during the weekend.

Students absent on the day preceding a vacation may **not** participate on that day or on the vacation days.

5. Athletes who miss more than half of the school day, per the attendance policy, or who leave school grounds during the school day without permission, are considered absent. In order to participate in athletics a student must arrive at school prior to 10:00 and cannot be dismissed prior to 11:00. A student whose tardy is excused will be allowed to participate in athletics that day.

NOTE: Student-athletes are reminded that Millbury High School is an academic institution and that a full day of classes are expected of all students. If a student is habitually tardy, coaches and administrators may deem him or her ineligible, along with the inability to participate in athletics when an office detention for tardiness must be served.

6. Courtesy and obedience must be shown to all staff members and officials. ***Disrespect or a lack of sportsmanship will not be tolerated.*** Any such violations may result in disciplinary action at the discretion of the head coach.
7. All team members must go and return on the team bus for every athletic contest unless granted permission by the athletic department. In order for permission to be granted, a **signed** "Travel Release Form" must be presented *at least one day prior* to the scheduled event. The form must also indicate which parent/guardian is transporting the student athlete. No permission will be given without a parent signature.
8. Destruction or vandalism of personal, athletic, or school property will not be tolerated. Confirmed violation of this rule shall result in suspension or dismissal from the team, depending on the severity of the act.
9. Student-Athletes are responsible for all equipment or uniforms issued to them. Student-Athletes who lose or damage equipment will be required to pay replacement costs for comparable equipment. Future athletic participation may be disallowed until proper return of equipment is adhered to.
10. Student-Athletes are expected to represent their team and school in a positive and respectful manner when attending school-sponsored events as spectators. Any athlete whose actions as a spectator are deemed inappropriate may be subjected to a suspension or ultimate dismissal.
11. Hazing is illegal and will not be tolerated in any form. Please reference the Athletic Department Hazing Policy for intended consequences.
12. No student-athlete will be allowed to practice or play unless the athletic office has deemed the student academically and physically eligible. Academics will be checked through the guidance office while physical exams within the prior 13 months must be on file with the nurse for the student-athlete to be eligible for participation.
13. Student-Athletes will report all injuries to their coaches. If a player visits a doctor for an injury sustained through participation in Millbury High School Athletics, that athlete will not be allowed to resume participation without completing the MIAA Return to Action Form. For further information on return to play situations as well as concussions, please visit the athletic handbook.
14. Parents/guardians are responsible for picking up their children at the conclusion of games and practices. The supervisory responsibilities of team coaches within the town of Millbury conclude at the end of practices or games. For out-of-town competitions, the supervisory responsibilities of coaches

conclude once the team has returned to MHS.

15. Millbury High School will adhere to the consequences of the MIAA Drug, Alcohol, and Tobacco use policy. Any MHS student athlete who, after investigation, is deemed to have been in possession of or has consumed drugs, alcohol, or tobacco will adhere to the consequences of the MIAA rule.
16. Millbury Memorial Jr/Sr High School has a memorandum of understanding with the Millbury Police Department. Therefore any student, after investigation, who is found to have been at a party and in the presence of drugs, alcohol, or tobacco will serve an athletic suspension as outlined in our Athletic Handbook. Students whom, after verification, were found to have left the party will not be subjected to such consequences.

*It is important for both students and parents/guardians to be aware of the dangers associated with posting photos on Internet websites such as Facebook, Instagram, Twitter, and other electronic social networks. *Several times in recent years MHS student-athletes have served athletic suspensions for photos which show students violating the substance abuse policy.* Students and parents/guardians need to be aware that these sites are only semi-private and can lead to serious problems if not maintained in a respectful manner.

The Head Coach may make suspension and/or dismissal decisions for infractions of the athletic code of conduct. Appeals may be made to the athletic director.

*****For any further questions please direct your attention to the Millbury Athletic Handbook which is online through the Athletic Department's Web Page at www.millburyathletics.com**

Concussions

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head or body.
- Can change the way your brain normally works.
- Can occur during practices or games in any sport or recreational activity.
- Can happen even if you haven't been knocked out.
- Can be serious even if you've just been "dinged" or "had your bell rung."

All concussions are serious. Concussions can affect your ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most people with a concussion get better but it is important to give your brain time to heal.

What are the symptoms of a concussion?

You can't see a concussion, but you might notice **one or more** of the symptoms listed below. It can also be you "don't feel right" soon after, a few days later, or even weeks after the injury.

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems

- Confusion

What should I do if I think I have a concussion?

- **Tell your coaches and your parent/guardian.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one of your teammates might have a concussion.
- **Get a medical check-up.** A doctor or other healthcare professional can tell if you have a concussion and when it is OK to return to play.
- **Give yourself time to get better.** If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and may cause more damage to your brain. It is important to rest and not return to play until you get the OK from your health care professional that you are symptom-free.

How can I prevent a concussion?

Every sport is different, but there are steps you can take to protect yourself. Use the proper sports equipment including personal protective equipment. In order for equipment to protect you, it must be:

- The right equipment for the game, position, or activity.
- Worn correctly and the correct size and fit.
- Used every time you play or practice.
- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.

If you would like additional information regarding what is a concussion or how to prevent one, you may pick up a fact sheet in the main office.

Opioid Awareness

On March 14, 2016 Governor Charlie Baker signed landmark legislation into law to address the deadly opioid epidemic plaguing the Commonwealth. The bill is titled An Act relative to substance use, treatment, education and prevention. This new law includes multiple provisions including a 7-day limit on every opiate prescription for minors (with certain exceptions), a mandate for a verbal screen for substance use disorders in students and a requirement that information on opiate-use and misuse be disseminated to all students participating in an extracurricular athletic activity prior to their athletic season. This information can be found at the DPH sports concussion website (www.mass.gov/sportsconcussion) at:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/community-health/dvip/injury-prevention/substance-use-disorder.html>.

Here you will find information on substance use and misuse, where to get help for your child, resources and a link to the Dept. of Public Health Bureau of Substance Abuse Services.

Thank you for continuing to ensure the safety and health of all our student-athletes.

Further information can be obtained at <http://helpline-online.com/> and on our athletic website at www.millburyathletics.com under the Information tab click Documents.

APPENDIX A: Millbury Public Schools Alleged Bullying Incident Reporting Form

Anti-Bullying Law Criteria:

Bullying is the **repeated** use by one or more students or a member of a school staff, 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 target or damages target's property
- places target in reasonable fear of harm or damage to his/her property
- creates a hostile environment at school for the target
- infringes on the rights of the target at school or at a school event
- materially and substantially disrupts the education process or orderly operation of a school

Target's name

Grade

Aggressor's Name

Grade or Title (if staff)

Date of Incident

Date reported to staff

Reporter

Location of bullying incident:

- | | | |
|--|---------------------------------------|--------------------------------|
| <input type="checkbox"/> Classroom (room #, if known: _____) | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Hall |
| <input type="checkbox"/> PE/Art/Music | <input type="checkbox"/> Recess | <input type="checkbox"/> Lunch |
| <input type="checkbox"/> Online | <input type="checkbox"/> Other: _____ | |

Student(s)/School Staff member(s) involved:

Name(s) of Target(s)	Name(s) of Aggressor(s)	Name(s) of Witness(es)

Please describe the Incident (use of separate sheet of paper if necessary):

This page to be completed by MPS Staff Members Only

Investigator (name and role): _____

Investigation Procedures Conducted: _____

Reported to:	Date	Form of Communication (e-mail, phone, letter, meeting)
<input type="checkbox"/> Principal		
<input type="checkbox"/> Guidance		
<input type="checkbox"/> Parent/Guardian of Target		
<input type="checkbox"/> Parent/Guardian of Aggressor		
<input type="checkbox"/> Parent/Guardian of others involved		

Resolution: _____

Consequence: _____

Additional comments: _____

(Attach additional pages if necessary)

Investigator Name

Investigator Signature

Date

Principal Name

Principal Signature

Date

APPENDIX B: Millbury Public Schools Alleged Sexual Harassment/Title IX Reporting Form

Today's Date: _____

Information Regarding the Complainant

Name of the Complainant: _____

Complainant's Phone Number: _____

The Complainant is (please check one): faculty student parent not affiliated with the school

Information Regarding the Alleged Victim (if he or she is not the Complainant)

Name of the alleged victim: _____

The alleged victim is (please check one): faculty student parent not affiliated with the school

Title IX Coordinator's Initial Conversation with the Complainant

Date of Conversation: _____

Title IX Coordinator discussed supportive measure(s): Yes No

Complainant desires supportive measure(s): Yes No If yes, what is provided and if no, why not:

Title IX Coordinator discussed formal complaint process: Yes No If yes, explain why Title IX Coordinator is filing formal complaint.

Complainant is interested in informal resolution (please check one and only discuss if formal complaint is filed)

Yes No

Information Regarding the Respondent

Name of the Respondent: _____

Respondent's phone number (if known): _____

The respondent is (please check one): (please check one): faculty student parent not affiliated with the school

Information Regarding the Alleged Misconduct (sexual harassment, sexual violence, domestic violence, dating violence, sexual assault or stalking)

Time and date of the alleged misconduct: _____

Location of the alleged Misconduct: _____

Witnesses or third parties who may have information regarding the alleged Misconduct, along with phone number, if known: _____

Please provide a brief description of the alleged Sexual Misconduct (please feel free to use a separate paper to continue your description, if desired):

Please provide the relief that you are seeking: _____

I would like the school to investigate the above complaint. Yes No

I am interested in informal resolution. Yes No

Signature

Date

Title IX Coordinator's Initial Conversation with the Respondent (if applicable)

Date of Conversation: _____

Title IX Coordinator discussed supportive measure(s): Yes No

Respondent desires supportive measure(s): Yes No If yes, what is provided and if no, why not:

Respondent is interested in informal resolution: Yes No If yes, obtain written consent from the respondent for informal resolution

Informal Resolution (if applicable)

Date of Informal Resolution: _____

Result of Informal Resolution:

To be completed by Title IX Coordinator

Designated Investigator: _____

Designated Decision Maker: _____

Anticipated Completion Date: _____

Title IX Coordinator Name

APPENDIX C: Millbury Public Schools Observation Agreement Form

No observation shall be conducted without a signed agreement (Observation Agreement form) between the observer and Millbury Public Schools, acknowledging the conditions set forth in this policy

Name of student or program to be observed: _____

School: _____ Grade: _____

Parent/Guardian: _____
Printed Name Signature*

Name of Observer: _____

Contact Information: Phone: _____ Email: _____

Proposed dates for the observation: ___/___/___ ___/___/___ ___/___/___

What is the focus of your observation?

Academics Behavior Environment Therapies

Other (please specify): _____

What setting are you requesting to observe?

Integrated Class Therapy Sessions Special Education Class

Other (please specify): _____

My signature indicates that I have read and understand the "Procedure of the Millbury Public Schools regarding In-School Observations by Parents and their Designees."

Signature of Observer

Date

*Millbury Public Schools requires a parent/guardian's signature to indicate the parent/guardian's informed consent to observation of the student by a third-party designee. Parental consent for observation is separate and distinct from parental consent for the release student records.