



**MILLIS MIDDLE SCHOOL  
245 PLAIN STREET  
MILLIS, MA 02054**

<http://millispsms.ss9.sharpschool.com/>  
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**MILLIS SCHOOL COMMITTEE**

<b>Mr. Marc Conroy</b>	<b>Chair</b>
<b>Ms. Robyn Briggs</b>	<b>Secretary</b>
<b>Mr. Steven Catalano</b>	<b>Member</b>
<b>Ms. Denise Gibbons</b>	<b>Member</b>
<b>Ms. Kerri Roche</b>	<b>Member</b>

**ADMINISTRATIVE TEAM**

<b>NANCY L. GUSTAFSON</b>	<b>Superintendent of Schools</b>	<b>376-7000</b>
<b>MAUREEN KNOWLTON</b>	Principal, Millis Middle School	376-7014
<b>ROBERT MULLANEY</b>	Principal, Millis High School	376-7010
<b>JASON PHELPS</b>	Principal, Clyde Brown School	376-7003
<b>SUE ANNE MARKS</b>	Director of Student Services	376-7021
<b>CHARLES GRANT</b>	Director of Student Affairs and Athletic Director	376-7025
<b>JENNIFER STARR</b>	Director of Digital Learning & Innovative Educational Technology	376-7008
<b>JOAN LYNN</b>	Director of Curriculum, Assessment and Professional Development	376-7022
<b>JOHN ENGLER</b>	Director of Operations	376-7013

## **GREETINGS**

Dear Parents, Step-Parents and Guardians,

As you read through this Student Handbook, please know that our first priority is the well-being of each child in our school. We understand your hopes for a positive and successful educational experience and we recognize your concerns. As such, we will continue to strive to build relationships and a school culture that supports learning.

This handbook is available on our website to all Millis Middle School students and families. It contains valuable information regarding school policies and procedures, and we urge you to please take the time to review it carefully with your child. We ask that you sign and return the pages acknowledging FERPA Rights and review of the handbook at the beginning of the school year.

Enjoy these middle school years!. Remember that during these years, parents play a key role in assisting in the development of lifelong learners and encouraging family communication. Remember also, that during these years, your child will experience many rapid and sometimes difficult developmental changes -- physically, socially, emotionally, and intellectually. Through open lines of communication we can maintain a strong partnership that supports and benefits your child and ensures the best possible outcomes. Be assured that this journey through the middle years will result in your child's readiness for his/her future in high school and beyond. Please contact us any time we may be of assistance. We look forward to working with you to provide your child with the very best middle school experience possible!

Sincerely,

Maureen Knowlton  
Principal

## **MISSION STATEMENT**

The central purpose of our school is the achievement of academic excellence. Our school community strives to empower all students to succeed in a changing world.

## **MILLIS MIDDLE SCHOOL PHILOSOPHY**

The Middle School is dedicated to providing an environment of educational excellence and equal opportunity for all students. All students will have an opportunity to develop their individual talents and excel academically, physically, socially and emotionally. Students will have the opportunity to receive the care and support services needed to progress successfully through the unique period of adolescence; they will be exposed to a rich, varied and intellectually challenging curriculum designed for middle school students. The school environment will be safe, healthy, clean, attractive and conducive to learning and achieving. All students will be increasingly encouraged to be responsible for their learning, accountable for their actions, and respectful of the rights of others.

## **TEAM CONCEPT**

We believe middle school students need structure and guidance during these early adolescent years. The team concept has allowed middle school to focus on these needs. The team coordinates with other staff members, parents, and students in order to provide the most positive and meaningful educational experience possible. Parents/Guardians may request a meeting with the team at any time during the school year by contacting the team leader. Parents will also have the opportunity to schedule afternoon or evening conferences in the fall.

The Middle School has a Unified Arts Team comprised of art, music, technology, health, Spanish, library, and physical education teachers. Our Instructional Support Team is made up of counselors, special needs teachers, the school nurse and other instructional staff working to support all students.

The end result is that we function as one "family" dedicated to promoting a learner-centered atmosphere. We strive to meet the needs of each class, each child and every family at Millis Middle School.

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## **SCHOOL POLICIES**

### **SCHOOL HOURS**

The school day begins at 8:00 a.m. and ends at 2:20 p.m. Students should not arrive prior to 7:30 a.m. as there is no supervision for them. Prior to 8:00 a.m. middle school students should report immediately to the cafeteria (grades 6-8) or the auditorium (grade 5).

### **ATTENDANCE - Please call 376-7014 to report an absence.**

Students are expected to be in school every day unless they are sick. **Attendance is taken promptly at 8:00 a.m. Students arriving to their first class after 8:00 a.m. will be considered tardy.** A tardy or absence will be considered unexcused unless a parent/guardian contacts the office.

Unexcused and unjustified absences are taken seriously and will result in a required conference with the student, team leader, teacher and parent. Detention and/or other disciplinary action may be taken. Excessive absences accumulating to thirty-five (35) days or more could result in retention.

Because we are concerned for the welfare and safety of our students, we ask parents/guardians to **call the Middle School office at 376-7014 BEFORE 8:00 a.m. to register a child's absence or reason for being late.** By 9:15 am, our office will contact those who have not called in during the morning hours.

### **ABSENT NOTES**

A parent or guardian of an absentee should send a note to the office stating the reason for the absence. When a student has been absent from school for **five days or more due to illness**, a certificate of good health from a physician must be given to the school nurse. The school also requires such certification for any contagious or infectious disease regardless of the duration.

### **TRUANCY**

**Truancy is against the law.** Truancy is defined as being absent from school, class, study hall, or other assignments without permission of parents or school officials. Offenders will meet with the Principal and their parents at school. Detention and/or other disciplinary action may be taken. Students will be required to make up missed assignments. Students who are absent and whose parent or guardian has not called the school will be marked truant. The Commonwealth of MA requires schools to track chronic absenteeism. A student is considered chronically absent when they have missed 10% of school days in session at any given time during the year.

### **MAKE-UP WORK**

If absent, it is the student's responsibility to report to each teacher upon return and arrange to make up work missed. Students have the right to assignment extensions **equal** to the amount of time absent.

### **CALLING SCHOOL FOR ASSIGNMENTS**

Assignments may be obtained by calling fellow students, by emailing the teacher(s) or **if absent for more than two days**, by telephoning the office and making arrangements to have the team leader collect make-up work. Such **requests must be received by 9:00 a.m.** to ensure that all work can be collected. Requests made after 9:00 am. may require a 24-hour time span to collect appropriate materials. We feel that students who are ill should make up work at school when they return and are feeling better.

### **MESSAGES FOR CHILDREN**

If a parent/guardian must get a message to a child, please call the office. We will do our best to pass along the message as soon as possible. Emergency situations are **always** dealt with immediately.

**IT IS OUR GENERAL POLICY TO ASK STUDENTS TO TURN OFF THEIR PHONES AND KEEP THEM OUT OF SIGHT DURING THE SCHOOL DAY. PLEASE DO NOT CALL OR TEXT A STUDENT'S CELL PHONE DURING THE SCHOOL DAY.**

### **EARLY DISMISSAL**

Students who need to be dismissed early from school must bring a note from their parent/guardian giving a reason for the dismissal. The note should be brought to the principal's office before the beginning of school. Students will receive a pass from the office to be dismissed from class. They will report to the office at the assigned time to wait for the adult designated to sign them out of school. Should the student return to school, he/she should check in at the office again for a reentry pass. Every effort should be made to make appointments after school.

**For safety reasons, dismissals by phone are not allowed during the school day. A parent/guardian must come to the school office and sign for a student's dismissal. No student will be dismissed without consent of a parent.**

**STUDENTS MUST VISIT THE NURSE IN ORDER TO BE DISMISSED FOR ILLNESS. STUDENTS MAY NOT CALL OR TEXT THEIR PARENTS TO COME PICK THEM UP.**

### **FAMILY TRIPS**

Family vacation trips during the school year are not encouraged. If a disruption to consistent attendance must occur, an email or written note explaining the upcoming trip should be sent to the office at least a week in advance. Students are responsible for all work missed and will make up assignments upon their return to school. Students will have one day per day out of school to complete the work missed.

### **SCHOOL CLOSING / DELAYED START**

The Superintendent makes decisions about school closing, delayed start, or early dismissal due to unforeseen circumstances. These decisions are made in the best interests of students. Parents/Guardians may sign up for the school List serve on the Millis Public Schools website to receive phone or email messages.

### **AFTER SCHOOL CLUBS AND HOMEWORK CLINIC**

We have many clubs and activities that take place after school. In addition, students may remain for extra help, or be requested by a teacher to remain for one reason or another. Students are expected to go directly to their clubs or activities immediately following dismissal. Students will fulfill all academic or disciplinary responsibilities prior to attending any athletic, club or after-school function. **STUDENTS SHOULD NOT BE IN THE BUILDING AFTER SCHOOL IF THEY ARE NOT WITH A TEACHER.**

### **BUS POLICY**

Students riding the bus to and from school each day must have a bus pass. Bus passes are issued by the Central Office. Any students misbehaving or causing damage on a bus may lose their bus privileges and may be subject to disciplinary action. **Students must ride their regular bus home and may not ride a different bus without permission. A student must present written permission from a parent to the Middle School office in order to ride a different bus.**

### **TELEPHONE USE**

Student use of the office telephone is limited to school-related matters. **Use of cell phones is not permitted during the school day (this includes texting) unless a student has permission from a teacher.**

## **VISITORS**

Visitors to the Middle School must first sign in at the Millis High School main office before proceeding upstairs to the Middle School or to the nurse's office.

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## **MILLIS PUBLIC SCHOOLS - POLICIES AND PROCEDURES**

### **TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS**

**4.25.0**

Millis Public Schools have developed a policy to address the prevention of substance abuse in compliance with An Act Relative to Substance Use, Treatment, Education and Prevention Chapter 52 of the Acts of 2016, Mass. General Laws chapter 71, section 96 (as amended by St. 2016, c. 52, s. 15). The full text of the policy entitled Teaching About Alcohol, Tobacco, and Drugs can be found in the School Committee Policy Book on the Millis Public Schools website: [http://www.millisps.org/information/school\\_committee/district\\_policy\\_book/policy\\_4\\_25-teaching\\_about\\_alcohol\\_tobacco\\_and/](http://www.millisps.org/information/school_committee/district_policy_book/policy_4_25-teaching_about_alcohol_tobacco_and/)

### **PHYSICAL RESTRAINT OF STUDENTS**

**4.22**

The Millis Public Schools has established written procedures regarding appropriate responses to student behavior that may require immediate physical intervention. The full Physical Restraint Policy is available in the District Policy Book on the Millis Public Schools' website at the following link: [http://www.millisps.org/information/school\\_committee/district\\_policy\\_book/policy\\_4\\_22-physical\\_restraint/](http://www.millisps.org/information/school_committee/district_policy_book/policy_4_22-physical_restraint/)

### **NON-DISCRIMINATION AND COMPLIANCE WITH LAW**

The Millis Public Schools are committed to promoting multi-cultural understanding, appreciation and harmony, to insuring that no student is denied access to any educational program or other activity of the Millis Public Schools for reason of race, color, ethnic background, national origin, religion, gender, sexual orientation, gender identity, or homelessness, and to compliance with all applicable state and federal law, including state and federal civil rights and anti-discrimination laws relating to the employment practices, the educational programs and all other activities of the Millis Public Schools. Students and staff of the Millis Public Schools shall not, at any time, do or say anything that would, in any way, tend to cast any aspersion on the race, color, ethnic background, national origin, religion, gender, sexual orientation, or gender identity of any individual or group.

#### **Chapter 76: Section 5. Place of attendance; violations; discrimination**

Section 5. Every person shall have a right to attend the public schools of the town where he/she 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 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. 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.

### **Nondiscrimination Policy**

The Millis Public Schools has the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential regardless of race, color, religion, sex, national origin, age, disability or sexual orientation, gender identity, or homelessness. The public school system will do its part. It is committed to equal opportunity for all individuals and creating a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

It is the policy of the Millis Public Schools to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, disability, sexual orientation, gender identity or age (collectively known as the "actual or perceived protected class status").

\*The complete Millis Public Schools Nondiscrimination Policy may be found in the School Committee Policy Book and district website (School Committee policy #1.16) The entire online version of the Millis Public Schools School Committee District Policy Book can be found on the Millis Public Schools website at: [http://www.millisps.org/information/school\\_committee/district\\_policy\\_book/](http://www.millisps.org/information/school_committee/district_policy_book/)

### **NONDISCRIMINATION / ANTI-HARASSMENT PROCEDURES INVESTIGATION PROCESS**

Any individual who believes he or she has been harassed, or who has witnessed or learned about the harassment of another person in the school environment, should inform the School Principal or appropriate discrimination/harassment complaint official as soon as possible. If the principal/official does not address the problem in an effective manner, the individual should inform the appropriate discrimination/ harassment complaint official.

The discrimination/harassment complaint officials for the Millis Public Schools are:

Section 504 / Americans with Disabilities Act (ADA):

Millis High School Principal, Robert Mullaney, 245 Plain St. Millis MA [rmullaney@millisps.org](mailto:rmullaney@millisps.org),  
(508)376-7010

Millis Middle School Principal, Maureen Knowlton, 245 Plain St. Millis MA, [mknowlton@millisps.org](mailto:mknowlton@millisps.org),  
(508)376-7014

Clyde Brown Elementary Principal, Jason Phelps, 7 Park Road, Millis MA, [jphelps@millisps.org](mailto:jphelps@millisps.org)  
(508)376-7003

Titles VI, VII, IX, Chapter 622, Section 504/ADA and Age Discrimination  
Director of Student Services, Dr. Sue Anne Marks, 7 Park Road, Millis MA, (508)376-7021

### **EXTRACURRICULAR ACTIVITIES EQUAL ACCESS -EQUAL EDUCATIONAL OPPORTUNITIES**

**1.16.2**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

## **HARASSMENT**

**4.21.7**

The Millis Public Schools, in accordance with M.G.L. Chapter 76 Section 5 is committed to maintaining a school environment free from harassment and discrimination based on race, color, religion, sex, national origin, age, disability or sexual orientation, or gender identity. Any harassment or discrimination based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or homelessness will not be tolerated.

The Millis Public Schools procedures in regards to complaints of alleged harassment are as follows:

1. Student should notify a counselor, nurse, school psychologist, or teacher.
2. The matter is referred to the principal immediately.
3. When the principal receives a complaint of harassment, an investigation is conducted in a fair and expeditious manner. The investigation is conducted in such a way that confidentiality is protected to the extent practical under the circumstances.
4. If it is determined that harassment has occurred, the Millis Public Schools will take action as is appropriate under the circumstances, including disciplinary action.
5. Disciplinary measures will be based on the nature of the offense as well as the development level of the accused student.
6. Upon the completion of the investigation a written report is sent to the Director of Pupil Personnel Services (Coordinator of Title IX and Chapter 622). (The complete Millis Public Schools Harassment Policy may be found in the School Committee Policy Book and every classroom in Millis Public Schools.)

## **SEXUAL HARASSMENT**

**1.16.1**

Sexual harassment will not be tolerated in the Millis Public Schools. There is an extensive, detailed policy relative to sexual harassment which is posted in each classroom, school library and school office. Copies of this policy may be obtained by contacting any building principal, guidance counselor, or the



Superintendent of Schools. This policy covers student sexual harassment, staff to student sexual harassment, student to staff sexual harassment and staff sexual harassment.

If you feel uncomfortable because of comments or actions of others, speak to any faculty member with whom you feel comfortable. He or she will put you in contact with someone who can help you through the various steps of the policy.

**If you wish to speak directly with someone about any possible harassment issue, please call our Title IX Coordinator, at 508-376-7021.**

## **RACIAL HARASSMENT**

Racial harassment will not be tolerated in the Millis Public Schools. There is an extensive, detailed policy relative to racial harassment that is posted in each classroom, school library, and school office. Copies of this policy may be obtained by contacting any building principal, guidance counselor, or the Superintendent of Schools. This policy covers student to student racial harassment, staff to student racial harassment, student to staff racial harassment and staff to staff racial harassment.

If you feel uncomfortable because of comments or actions of others, speak to any faculty member with whom you feel comfortable. He or she will put you in contact with someone who can help you through the various steps of the policy.

**If you wish to speak directly with someone about any possible harassment issue, please call 508-376-7015.**

## **HAZING**

Hazing is prohibited in any Middle School club, organization, team or activity. There will be no acceptance of any activity that "willfully or recklessly endangers the physical or mental health of any student or other person." School must remain a place where children can learn in a safe and positive learning environment.

Students contributing to an act of hazing shall be suspended from school according to the suspension guidelines established by the School Committee, and the local police department shall be informed. Students convicted of hazing are liable to the legal ramifications of the law (Chapter 536), including a fine of not more than \$1,000.00 and/or imprisonment.

Any student who knows that another person is the victim of hazing is encouraged and expected to inform the principal or the police. Failure to report such an incident will require the school to so inform the police. By law, such a person may receive a fine not to exceed \$500.00

## **BULLYING**

**5.10.14**

The Millis Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- Wire;
- Radio;
- Electromagnetic; or
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person, as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

**Bullying is prohibited:**

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Millis Public Schools.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Millis Public Schools if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

**Prevention and Intervention Plan**

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The school principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

## **Reporting**

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are encouraged to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. The school staff will report the incident to the school principal or his or her designee.

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

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying or retaliation as soon as possible to any school staff member. School staff members must report the incident to the school principal or his or her designee.

A member of a school staff shall immediately report any instance of bullying or retaliation that the staff member has witnessed or become aware of to the school principal or his or her designee.

## **Investigation Procedures**

The school principal or his or her designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber- bullying Report Form, which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that a criminal act has occurred or criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the principal or his or her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies. Discipline may range from warnings to detentions to suspensions, balancing the need for accountability with the need to teach appropriate behavior.

The school principal will inform the parents or guardians of the victim about the Department of Elementary and Secondary Education's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.  
Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

### **Target Assistance**

The Millis Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying.

### **Training and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

### **Vulnerable Students**

The Millis Public Schools recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. The Millis Public Schools will provide age-appropriate instruction to support vulnerable students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

### **Publication and Notice**

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Millis Public Schools' website.

First Reading: May 24, 2016

Second Reading: May 24, 2016

Third Reading: June 21, 2016

Adopted: June 21, 2016

## **BULLYING PREVENTION PLAN**

The Millis Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying. The Millis Public School District is committed to working with students, staff, families, law enforcement agencies, and the community to create a culture that is respectful to all and to prevent issues of bullying. We take a pro-active approach through Peer Leadership programs and many other initiatives to create a culture that respects and values all. This plan was developed by Millis' Bullying Prevention Committee to clearly define the manner in which the Millis Public School will develop and implement the Bullying Prevention and Intervention Plan to ensure the emotional and physical safety of our students. Members of the team include the Millis School District Administration and the members of the Millis School District Faculty. We are soliciting public comment through Millis School Councils and broadly through our website and list serves. In the future, parents will access our plan/curriculum through our website, [www.millisps.org](http://www.millisps.org). In addition, parents will be made aware of the plan at Open Houses, Back-to-School Nights, and through newsletters, listserves, etc.

The Millis Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. School leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.

During the 2016-2017 school year, and every two years going forward, our schools will have utilized surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues through the MetroWest Adolescent Health Survey. Data from each school is collected and analyzed on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information helps to identify patterns of behaviors and areas of concern, and informs decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, in-school support services and outreach to families.

### **Planning and oversight**

The Millis Public Schools Bullying Prevention and Intervention Plan has identified that the building principal (or his/her designee) as the individual who is responsible for receiving all reports on bullying. The building principal (or his/her designee) is responsible for collecting and analyzing building data on bullying to assess the present climate. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Millis Public Schools' Professional Development Committee, under the supervision of the Director of Curriculum, as well as building principals are responsible for planning for the ongoing professional development that is required by the law. The building principal (or his/her designee) is responsible for planning supports that respond to the needs of targets and aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of bullying and cyber-bullying. Each building principal (or his/her designee) is responsible for implementing the Millis Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent (or her/his designee) is responsible for developing new or revising current policies and protocols under the Millis Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating these policies. The School Committee is responsible for the approval of any new policy. The School Committee updated our policy in June of 2016 to adhere to new laws and regulations.

**The Millis Public Schools' Priority Statement:**

The Millis Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying, and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for creating respectful cultures and for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The building principal is responsible for the implementation and oversight of the Plan. Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

**DEFINITIONS**

Perpetrator is a student or staff member 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 by 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

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

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.

**Collaboration with Families****Advice for Parents and Adults About How To Deal With Bullying**

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

Kids who are bullied are more likely to

- Do poorly in school
- Have low self-esteem
- Be depressed
- Turn to violent behavior to protect themselves or get revenge on their bullies

Kids who bully are more likely to

- Do poorly in school
- Smoke and drink alcohol
- Commit crimes in the future

Parents can play a central role in preventing bullying and stopping it when it happens. Here are a few things you can do.

- Teach kids to solve problems without using violence and praise them when they do.
- Give children positive feedback when they behave well to help them build self-esteem. Help give them the self-confidence to stand up for what they believe in.
- Ask your children about their day and listen to them talk about school, social events, their classmates, and any problems they have.
- Take bullying seriously. Many kids are embarrassed to say they have been bullied. You may only have one chance to step in and help.
- If you see any bullying, stop it right away, even if your child is the one doing the bullying.
- Encourage your child to help others who need it.
- Don't bully your children or bully others in front of them. Many times kids who are bullied at home react by bullying other kids. If your children see you hit, ridicule, or gossip about someone else, they are also more likely to do so themselves.
- Support the bully prevention program in your child's school.

### **When Your Child Is Bullied**

Many kids are embarrassed to be bullied and may not tell their parents or another adult right away. If your child comes to you and asks for help with a bully, take it seriously. Many times, if kids aren't taken seriously the first time they ask for help, they don't ask again. Even if your child doesn't turn to you for help, you can watch for these warning signs that he or she is being bullied. Kids who are bullied often experience

- Withdrawal
- A loss of friends
- A drop in grades
- A loss of interest in activities he or she previously enjoyed
- Torn clothing
- Bruises
- A need for extra money or supplies
- Child does not want to ride bus, wants to be driven to school



If you think your child is being bullied or if your child has told you that he or she is being bullied, you can help. Parents are often the best resource to build a child's self-confidence and teach him or her how to best solve problems. Here are a few ways you can help:

- Talk to your child's teacher about it instead of confronting the bully's parents. If the teacher doesn't act to stop the bullying, talk to the principal.
- Teach your child nonviolent ways to deal with bullies, like walking away, playing with friends, or talking it out.
- Help your child act with self-confidence. With him or her, practice walking upright, looking people in the eye, and speaking clearly.
- Don't encourage your child to fight. This could lead to him or her getting hurt, getting in trouble, and beginning more serious problems with the bully.
- Involve your child in activities outside of school. This way he or she can make friends in a different social circle.

Some children seem to be bullied all the time, while others rarely get picked on. Why do some kids seem to attract all of the bullies? Kids who are bullied often:

- Are different from other kids, whether by size, race, sexually, or have different interests
- Seem weak, either physically or emotionally
- Are insecure
- Want approval
- Won't tell on their bullies

Through various ways, the staff of the Millis Public Schools will support students who may be more vulnerable to being targets of bullying and provide them with the skills and strategies they need to prevent or respond to bullying.

Parents or guardians seeking assistance or wishing to file a claim/concern may access the Massachusetts Department of Education's problem resolution system [atcompliance@doe.mass.edu](mailto:atcompliance@doe.mass.edu). For more information please see <http://www.doe.mass.edu/pqa/prs/>

### **When Your Child Is a Bully**

It's hard for any parent to believe that their child is a bully, but sometimes it happens. But just because your child bullies doesn't mean that he or she will bully forever. Parents are one of the best resources to help their child stop bullying and start interacting positively with their classmates.

#### **Your child may bully if, he or she**

- Lacks empathy and doesn't sympathize with others
- Values aggression
- Likes to be in charge
- Is an arrogant winner and a sore loser
- Often fights often with brothers and sisters
- Is impulsive

#### **What you can do to stop your child from bullying**

- Take it seriously. Don't treat bullying as a passing phase. Even if you're not worried about long-lasting effects on your child, another child is being hurt.
- Talk to your child to find out why he or she is bullying. Often, children bully when they feel sad, angry, lonely, or insecure and many times major changes at home or school may bring on these feelings.
- Help build empathy for others and talk to your child about how it feels to be bullied.

- Ask a teacher or a school counselor if your child is facing any problems at school, such as if your child is struggling with a particular subject or has difficulty making friends. Ask them for advice on how you and your child can work through the problem.
- Ask yourself if someone at home is bullying your child. Often, kids who bully are bullied themselves by a parent, family member, or another adult.

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

The Millis Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 37O and provide annual professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

### **Annual staff training on the Plan:**

Annual training for all school staff on the Millis Public Schools Bullying Prevention and Intervention Plan includes staff responsibilities under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

### **Ongoing professional development:**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyber-bullying.
- Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.
- Additional areas identified by the school or district for 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;
  - using positive behavioral intervention strategies;
  - applying constructive disciplinary practices;
  - teaching students skills including positive communication, anger management, and empathy for others;
  - engaging students in school or classroom planning and decision-making; and
  - maintaining a safe and caring classroom for all students.

**Written notice to staff:**

Each school provides all staff with an annual written notice of the Millis Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the mandated training.

**ACCESS TO RESOURCES AND SERVICES**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyber bullying. Schools will also address the emotional needs of these students' families. The Millis Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and bystanders. The schools provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

**Identifying resources:**

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Millis Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

**Counseling and other services:**

Guidance counselors, nurses, school adjustment counselors and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. Guidance counselors, adjustment counselors and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

The Millis Administrative Team is committed to a proactive approach to preventing bullying through establishing an accepting, respectful and caring culture and building student leadership capacity in our school district. Clearly, this is the key component to reduce bullying in our schools. We are very proud of the positive contributions of staff members and the accomplishments of each school. Some of these include: numerous high school academic awards, a community-wide drama program, team sportsmanship recognition by the state and individual sports awards, a thriving Spanish Immersion program, and a nationally recognized anti-bullying program in the middle school. These programs were highlighted because they promote a high level of school spirit, student engagement, and more importantly the building of positive relationships with our students that must be maintained to promote a healthy school culture.

Below is a list highlighting activities offered at various schools that, put all together, create a seamless and comprehensive approach to building a healthy and respectful culture:

One-on-one and small group counseling  
 Case management services  
 Crisis intervention  
 Social Competency Program (Open Circle)  
 MARC K-5 Curriculum: Bullying and Cyber-bullying Prevention  
 Facilitating classroom meetings to resolve problems  
 School counseling curriculum on issues of respect, sexual harassment and student success skills  
 Leadership Group  
 DARE  
 High School Mentor Program  
 Save one Student Program  
 Social skills groups  
 Study skills/time management groups  
 Parent-teacher conferences  
 Parent workshops (online internet safety night for parents)  
 Transition planning  
 Parent guidance  
 Behavioral plan development  
 Classroom observations  
 Peer Tutoring Program  
 CAP (Credit Achievement Program/Drop-Out Prevention)  
 Grade Level Team Meetings  
 STAT(Student Teacher Assistance Team)  
 IST( Instructional Support Team) Meetings  
 AI's Pals to Open Circle

## **ACADEMIC AND NON-ACADEMIC ACTIVITIES**

The Millis Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

### **Specific bullying prevention approaches:**

- Bullying prevention curricula is informed by current research, which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula
- Initiatives will also teach students about the student-related sections of the Millis Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

## **Policies and Procedures for Reporting**

This process applies to only situations where bullying is alleged. Disciplinary incidents will be reported using the school disciplinary action process.

### **Step One: Complete Incident Report Form**

#### **If a staff member or other adult witnesses or reports incident:**

- Staff member completes incident report and gives to the building Principal
- **If a student reports incident to staff member:**
- Acknowledge student's feelings
- Determine if there are safety issues that must be addressed immediately
- Staff member completes incident report and gives to the building Principal

### **Step Two: Conduct Investigation**

#### **Interview Target of bullying:**

- Interview the target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Do not ask to see target in the alleged aggressor's presence
- Encourage target to report any additional incidents with the alleged aggressor

#### **Interview the student accused of bullying:**

- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses.
- Document the witness account
- Make the alleged aggressor aware of consequences of retaliation against target and reporter

#### **Contact parent of target and alleged aggressor**

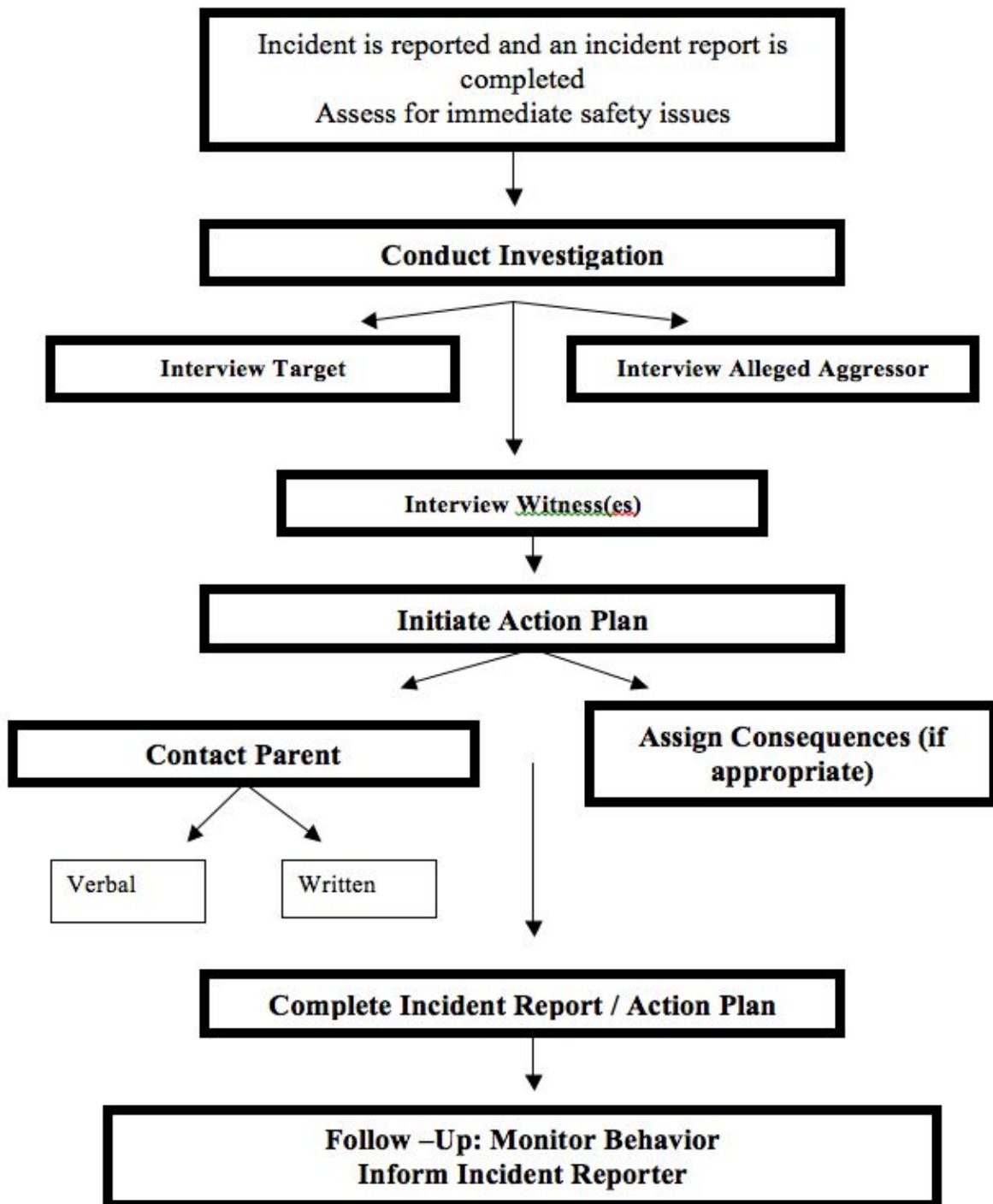
### **Step Three: Assign Consequences if needed**

- Assign appropriate consequence
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope s/he is right and that nothing happened, but you will continue to monitor behavior
- No discipline will be taken until anonymous reports are verified
- Any student that knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action
- Monitor safety of target

### **Step Four: Document Incident and Consequences / Follow-up / Implement procedures for restoring a sense of safety for a target, reporter, witness or interviewees**

- All names of target, reporter, witness and interviewees will be kept confidential
- Two check-ins by Principal or designated personnel on day immediately following conclusion of investigation
- One check in per day on the two following days
- Document outcome of investigation on the Incident Report Form / Action Plan Form Follow up: provide update to appropriate staff member(s)
- Monitor students' behavior
- Notify teachers who have contact with target and aggressor
- Notify police if the action may be of a criminal nature

# PROCESS FOR RESPONDING TO A REPORT OF BULLYING FLOW CHART



## **PROHIBITION AGAINST BULLYING AND RETALIATION**

The Millis Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, on school buses and at school bus stops or in school-related activities. Schools will investigate promptly all reports and complaints of bullying, cyber bullying, and retaliation, and take prompt action to end that behavior and restore the target's (regardless of student's legal status) sense of safety. The Millis Public Schools will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

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

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- the following statement will be included in the student code of conduct, the student handbook, and the staff handbook and will be disseminated widely through student assemblies, newsletters, the news media, on our website and list serves.
- 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.

## **RELATIONSHIP TO OTHER LAWS**

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

## **ACADEMIC EXPECTATIONS**

Although abilities vary, each learner is expected to demonstrate effective effort and produce his/her best work. We expect learners to be involved in goal-setting and self-reflection, and we expect them to take ownership of their learning.

### **Report Cards**

Report cards are issued three times a year, during the months of December, March and June. The Middle School began the transition to Standards Based Report Cards during SY2016-17. This system reports mastery of grade level standards using a proficiency scale and rubric, rather than traditional letter grades.

Each marking period is approximately sixty days long. Teachers explain and discuss their grading policies at the beginning of the year and before report cards are issued. The report card will contain the grade the student has earned in each subject area or level of mastery of each content standard. Teacher comments may address behavior, effort, and achievement level. The number of days absent and tardy each trimester will also be noted on the report card.

Progress Reports may be sent home in the middle of the marking periods, however parents are encouraged to regularly monitor student progress on PowerSchool. Final report cards, for grade levels with traditional letter grades, will also indicate a "final grade," which is an average for the entire year.

### **Traditional Marking System**

<b>A+</b>	<b>=</b>	<b>98 - 100</b>	<b>C</b>	<b>=</b>	<b>73 - 77</b>
<b>A</b>	<b>=</b>	<b>93 - 97</b>	<b>C-</b>	<b>=</b>	<b>70 - 72</b>
<b>A-</b>	<b>=</b>	<b>90 - 92</b>	<b>D+</b>	<b>=</b>	<b>68 - 69</b>
<b>B+</b>	<b>=</b>	<b>88 - 89</b>	<b>D</b>	<b>=</b>	<b>63 - 67</b>
<b>B</b>	<b>=</b>	<b>83 - 87</b>	<b>D-</b>	<b>=</b>	<b>60 - 62</b>
<b>B-</b>	<b>=</b>	<b>80 - 82</b>	<b>F</b>	<b>=</b>	<b>Less than 60</b>
<b>C+</b>	<b>=</b>	<b>78 - 79</b>	<b>INC</b>	<b>=</b>	<b>Incomplete</b>

**Modified Marking System** - A comment noting use of curriculum accommodations and/or modifications may be noted if appropriate for any student.

### **Honor Roll for Traditional Grading**

**Principal's List** - Students must earn at least an A- or better in all letter-graded subjects

**Honors Requirements** - Students must earn at least a B+ average, with only one B in letter-graded subjects

**Merit Requirements** - Students must earn at least a B average with, only one B- in letter-graded subjects

### **Standards Based Reporting**

Report cards are issued three times during the school year, in December, in March, and in June. Each grading period is approximately sixty days long. Teachers will explain their grading systems at the beginning of the school year to both students and parents. The report card will contain the grade that represents the student's level of mastery of each standard in a content area at the time the report card is issued. A proficiency scale of 1-4 will be used and a student's level of proficiency will be determined by rubrics designed specifically for each standard.



Student conduct, effort and citizenship will be addressed on a separate scale of Learner Expectations. Teacher comments will address both academic performance and Learner Expectations. The number of days absent and tardy will also be listed on the report card.

Narrative progress reports will be sent home at the mid-point of each trimester and parents are encouraged to monitor assignment completion and mastery through PowerSchool. Please contact the middle school office.

### **Promotion/Retention**

The Millis Public Schools is committed to the best total and continuous development of all students, at the rate and level best suited to them academically, socially, and emotionally. In evaluating student achievement, each teacher will utilize a variety of information available, including classroom measures of content and skill mastery, standardized assessments, and observations of performance when making placement decisions. Students will normally progress from grade to grade, except when, in the judgement of professional staff, such exceptions are in the best educational interest of the student involved. It is recognized that each case is different. Such decisions will consider the following: goals for the retention; expectations for the child; the student's overall ability, motivation, and learning rate; demonstration of learner expectations; age and peer relationships; and parental attitude. The primary reason for retention should be failure to demonstrate mastery of grade level course content. Exceptions to promotion will only be made after prior notification and explanation to a student's parent/guardian. The final decision will rest with the building Principal.

### **Middle School Mastery of Course Standards**

#### **5.2.2**

A variety of information is gathered to determine successful course completion. Classroom measures of content and skills, performance tasks, and observations provide information relative to mastery of course standards. The following represents criteria for successful course completion:

Students receiving traditional grades must demonstrate a year-end average of 60% or better in a course.

Students receiving standards-based grades must achieve grade level mastery (3) in a majority of the standards identified for a course on the report card at the end of the year. If a student does not demonstrate successful course completion, then the student will either successfully complete a summer school course or school-designed instructional program, which may include tutoring in the content area, at the discretion of the Principal. If a student fails to demonstrate mastery of the content and skills of two or more courses, then the student will be considered for retention.

### **HOMEWORK**

#### **What is homework?**

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

#### **What are the objectives of homework?**

##### **The objectives for homework are:**

1. To develop independent work habits in the learner.
2. To give added practice for skills being developed in an area.
3. To use as a diagnostic tool for individual or class teaching.

4. To give the learner the opportunity to organize and plan time.
5. To give the learner opportunities to use resources in the community.
6. To enable the learner to get more out of his/her classroom time with the teacher.
7. To broaden learning through independent research and discovery.

#### **Respective Responsibilities:**

##### **STUDENTS**

1. Record the directions for homework in an assignment notebook.
2. Make sure the directions are clearly understood.
3. Maintain an appropriate study environment.
4. Accept responsibility for completing assignments and keeping material in order.
5. Complete written assignments individually unless instructed otherwise.
6. Budget time properly for long-term assignments.
7. Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching.
8. Comply with each teacher's homework policy, particularly regarding penalties for late papers.
9. Self-correct homework to avoid repetition of errors in the future.

##### **PARENTS**

1. Provide a suitable place for study.
2. Establish a consistent study time.
3. Check in with students about assignments.
4. Oversee long-term assignments and assist students in learning to budget time accordingly.
5. Encourage students to accept responsibility for completing homework assignments.
6. Assist with- but do not do- the work.
7. Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching.

#### **Guidelines for Homework Assignments at Grade Levels**

At the Middle School, independent reading may be required nightly. Other homework will be given as needed. In addition to these guidelines for daily assignments, students may also be assigned short and long term projects as determined by the teachers.

##### **Kindergarten**

One 15-minute assignment per week and additional assignments are optional.

##### **Grades One**

Approximately 15 minutes three times a week.

##### **Grade Two**

Approximately 30 minutes four times a week.

##### **Grade Three**

Approximately 45 minutes four times a week.

##### **Grade Four**

Approximately 60 minutes four times a week.

##### **Grade Five**

Approximately 60 minutes four times a week.

##### **Grades Six**

Three to five assignments each night lasting approximately 90 minutes in total per night.

##### **Grades Seven and Eight**

Assignments in all subjects. Students should be studying and doing homework for a minimum of 1 1/2 to 2 hours.

##### **Grades Nine through Twelve**

Assignments in all subjects. Students should be studying and doing homework for a minimum of 2 to 2 1/2 hours.

**MILLIS PUBLIC SCHOOLS**  
**ACCEPTABLE USE POLICY (AUP)**  
**COMPUTER NETWORK POLICY FOR STUDENTS**

**Purpose**

The purpose of the Millis Public Schools' computer network is to advance and promote education for pre-kindergarten through grade 12. It is intended to assist its users in the collaboration and exchange of information among all that are concerned with education.

**Goal**

The goal of the Millis Public Schools is to promote innovation and educational excellence for all learners pre-kindergarten through grade 12. To achieve this goal, the network must provide high quality information and communication resources to the educational community in an equitable, cost-effective manner, while promoting a safe and secure environment for use of the network and respect for the individual rights of all users.

**Users**

Primary users of the Millis Public Schools' network are teachers, administrators, other educators, and students. Under certain circumstances, network administrators may permit a non-educator to use the network, provided the individual demonstrates that his/her use furthers the purpose and goals of the network and public education in general.

**Statement of Responsibility**

The use of the network is a privilege. The user is responsible for what he/she says and does on the network. Communication with thousands of others is quick and easy. Therefore it is important for the user to stop and think before communicating and to show respect for other people and for their ideas.

It is beneficial for all users to keep the network running efficiently. Each user must take responsibility for keeping down costs and avoiding system disruption.

Network administrators will make reasonable efforts to maintain reliable service. They cannot, however, absolutely guarantee that the system will always be available or operating correctly. Student users should assume that none of their data is private or confidential. Any communication or data may be subject to review by network or school administration.

Internet access is available on every computer with network access in the Millis Public Schools. In general, the Internet is itself a complex network of regional, state, national, and international networks. This requires users to adhere to the same rules and guidelines outlined here for our network, as well as to any additional network policy procedures required, when the Internet connects them to other networks.

## **RESPONSIBLE STUDENT USE OF THE NETWORK/INTERNET**

### **SECURITY AND SAFETY**

Students **will**:

- Be responsible for all activity/use under their account/access.
- Be responsible for the security and privacy of their passwords.
- Respect the privacy of others concerning mail, files, and other intellectual property.
- Respect all network security provisions and reasonably protect the computers and software from viruses and file damage.

Students **will NOT**:

- Use other students' accounts and/or passwords.
- Lend accounts or passwords to other students.
- Reveal any personal information about themselves, their families, or other students, other than their **first name** and **school district**, in any emails, chat room postings, or other Internet forums.
- Attempt to meet any previously unknown person or persons contacted through the Internet.
- Deliberately attempts to alter or destroy data of another user, including by use of a virus.
- Harass or intimidate other network users either through email or Internet postings.
- Alter the configuration of a computer or network without permission of instructional staff.
- Damage, vandalize, or violate the security of any computer, computer system, or network.

### **BEHAVIOR AND PROPERTY**

Students **will**:

- Be polite and act responsibly and appropriately when using the network/Internet.
- Accept the responsibility to use the network only for educational purposes.
- Use language that is considered acceptable, non-threatening, and non-offensive.
- Respect the copyright laws and licensing associated with intellectual property, including, but not limited to, the works of artists, poets, writers, songwriters, and software producers.
- Understand that use of the network is a PRIVILEGE not a RIGHT.
- Understand that violation of this policy will result in possible loss of network - Internet privileges and or other disciplinary action.

Students **will NOT**:

- Use the network for the transmission of any material in violation of any U.S., State, or Local regulations including, but not limited to the following: copyrighted material; threatening, racist, sexist, obscene, and pornographic material; or information protected by trade secret.
- Download files or programs and will not join listserves, newsgroups, or chat rooms without expressed permission of instructional staff.
- Use the network for commercial purposes, product advertisement, or political lobbying.
- Use the network for illegal activities, or in support of illegal activities.
- Use computers - network to play non-educational games or other non-academic activities.
- Intentionally waste resources such as paper, ink cartridges, ribbons, disks, storage space, etc.
- Use the network for any purpose that is inconsistent with the educational purpose intended.

## **CONSEQUENCES**

Appropriate behaviors for network use follow the general guidelines for all appropriate behaviors and are outlined in individual school handbooks. Specific consequences for inappropriate network/Internet behavior are as follows:

- Any violation of the Acceptable Use Policy may result in the cancellation of network privileges and disciplinary action. Network and school administrators will determine what is appropriate use of the network and computer systems. The administration of the Millis Public Schools may direct network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of computer or network related problems might be denied access to the network.
- Tampering with computer security systems will be considered vandalism, destruction, and defacement of school property.
- Vandalism will result in cancellation of privileges, disciplinary action, and possible legal action. Vandalism in this instance is defined as any malicious attempt to harm or destroy computer system hardware and/or user data on our network or other networks on the Internet and includes, but is not limited to, the downloading, uploading, or creating of computer viruses.
- The Millis Public Schools makes no warranties of any kind, whether expressed or implied, for the services it is providing. The Millis Public Schools will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused for any reason.

### ***Network Guidelines for Student Use***

Certain behaviors have gained acceptance on the network - some because they avoid misunderstanding and maintain privacy and others because they help other users avoid a waste of time or help conserve system resources. As the user joins the on-line community, these behaviors should be practiced:

- Include name and school at the bottom of email messages.
- Keep all passwords private.
- Check email frequently and delete or file outdated messages.
- Never be vulgar or offensive, no swearing.
- Never publicly criticize or anger others.
- Be careful when using sarcasm and humor; without face-to-face communications, a joke may be misinterpreted or viewed as criticism.
- When quoting in a message, attribute the quotation to its author or source.
- Use all capitals only to highlight a word; if used for an entire message, people will think the user is shouting.
- Make the "subject" as descriptive as possible.
- Never send personal messages to conferences, discussion lists, or newsgroups.
- Briefly restate or quote any question being answered.
- Keep messages in the electronic mailbox (or trash) to a minimum because overload slows down the operation of the network.
- Limit line length and avoid using control characters, so messages can be read on any system.
- Remain within the disk quota.

### **For More Information**

Please direct questions or concerns about the Millis Public Schools Network to the following school personnel:

Technical Issues:	Computer Systems Manager
Instructional Issues:	Principal
Policy Issues:	Superintendent's Office

## **DISCIPLINE POLICY**

### **STUDENT CODE OF CONDUCT**

Most students conduct themselves in a mature and responsible manner. They understand the rules and consequences of the school and demonstrate a desire to cooperate with their teachers, have pride in their school and are eager to take part in the many activities offered at the school and desire to be successful. All students need structure and a clear understanding of limits; however, some students need more reinforcement of limit setting than others do.

We believe the key is found in two words, respect and pride. Students need to respect themselves, know who they are, expand that concept of respect to include peers, adults and property. We believe respect results in pride for who they are and what they are capable of achieving. With pride, a person can set his/her goals higher and higher.

### **FIRE DRILL BEHAVIOR**

The school conducts several fire drills to prepare students and staff for an emergency. Students must consider the drills to be serious. Each student should be aware of the route to the outside from each of his/her classrooms. When the fire drill bell rings, classes should move quickly and quietly outdoors and should remain together as a group. In the event that some other directions are to be given, classes should remain sufficiently away from the path of emergency vehicles until their teachers give them further instruction.

### **SERIOUS OFFENSES**

The infractions listed below may result in action taken by the teacher, team leader or principal:

1. Cutting class(es)
2. Cheating
3. Forging
4. Snowball throwing
5. Littering school grounds
6. Failing to report after school for any staff member
7. Use of a cell phone during school without permission.
8. Plagiarism
9. Any other infraction deemed serious and not listed above

### **MAJOR OFFENSES**

**Infractions listed below demand consideration of immediate suspension of up to five days.** The severity of the infraction may prompt a recommendation of expulsion.

1. Fighting, profanity or obscenity and gambling
2. Verbal or physical assault on a staff member or student
3. Stealing or destruction of school or another individual's personal property
4. Possession or use of tobacco or tobacco products or personal vaporizers/e-cigarettes
5. Possession or use of alcohol, drugs or any other illicit substances
6. Possession of any dangerous weapon
7. Possession and/or igniting explosives or incendiaries of any kind
8. Verbal or written threats directed toward staff or students
9. Tampering with fire fighting equipment or tampering with alarm system
10. Chronic truancy
11. Repeated serious infractions and other infractions deemed serious, but not listed above

## **SUSPENSION PROCEDURE**

No suspension shall exceed five consecutive school days unless the Superintendent or her designee has granted prior approval of said action.

In suspension cases the applicable procedure as noted below shall be used:

1. A student shall be given a hearing prior to suspension, and the reason for suspension shall be discussed.
2. Before sending a student out of the school building, the parent or guardian shall be notified by telephone that this is being done.
3. If the parent or guardian cannot be reached by telephone, the student shall be kept in the school office until dismissal time.
4. If the suspended student is disrupting the school process, in a situation where the parent cannot be reached by telephone, the police shall be called and the situation explained.
5. In all suspension cases where a parent or guardian cannot be reached by telephone, a follow-up certified letter shall be sent to the parent or guardian on the same day as the suspension, if possible. This letter will make it clear to the parent or guardian that the pupil will not be reinstated until a satisfactory parent-school conference has been held.

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

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## **MASSACHUSETTS GENERAL LAWS - CHAPTER 71, SECTION 37H EXPULSION/EXCLUSION**

Any student who is found on school premises or at a school-sponsored or school-related event, 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 ninety-four C, including, but not limited to marijuana, cocaine, or heroin may be subject to expulsion from the school or school district by the principal.

Any student who assaults a principal, assistant principal, teacher, teacher aide or other educational staff on school premises or on school-sponsored school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with a violation of either paragraph (a) or (b) will be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the

opportunity to present confidence and witnesses at said hearing before the principal. After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (2) or (b).

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 days from the date of the expulsion in which to notify the superintendent of his 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.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

#### **MASSACHUSETTS GENERAL LAWS - CHAPTER 71, SECTION 37H1/2 FELONY COMPLAINT OR CONVICTION OF STUDENT; SUSPENSION; EXPULSION; RIGHT TO APPEAL**

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter 76:

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 his right to appeal and the process of 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 days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the 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 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, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. 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.

**MASSACHUSETTS GENERAL LAWS - Chapter 71, Section 37H3/4**  
**SUSPENSION OR EXPULSION ON GROUNDS OTHER THAN THOSE SET FORTH IN SECS. 37H or 37H1/2**

This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5

calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

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## **DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS**

According to the Individuals with Disabilities Education Act and Mass General Laws, a child with a disability may be suspended up to ten (10) days in any school year for violating school rules to the extent that such a removal would be applied to students without disabilities. Additional procedural safeguards apply prior to any suspension beyond ten (10) consecutive days or more than ten (10) cumulative days (if there is a pattern of suspension) in any school year. After a child with a disability has been removed for more than ten (10) school days in the same year the school must provide services during any subsequent days of removal.

School personnel may order change in the placement of a student with a disability to an interim alternative education setting for not more than forty-five (45) calendar days if a student: (1) carries a weapon to school or to a school function, (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function. A hearing officer may also order a change in placement of a student with a disability to an interim alternative setting for not more than forty-five (45) days. If the removal of a student will constitute a change in the student's placement as defined by federal special education law, the student's IEP team shall meet to review the student's educational program and the misconduct

When suspension of students with disabilities exceed ten (10) consecutive school days or a pattern has developed for suspension exceeding ten (10) cumulative days it is considered a change in placement. If the school has not already conducted a functional behavioral assessment and implemented a behavioral intervention plan the school shall convene the IEP meeting to develop an assessment plan. After developing the plan, the school shall develop appropriate behavioral interventions and implement those interventions. If a child with a disability has a behavior plan the IEP team shall review the plan and determine if modifications are necessary.

If an action is contemplated regarding removal of a child with a disability from the child's current placement for more than ten (10) school days a review must be conducted between the child's disability and the behavior subject to disciplinary action. Parents will be notified and provided notice of parent and student rights.

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

For more information on these procedures, contact the Millis Public Schools Department of Student Services.

### **DISCIPLINE OF STUDENTS WITH 504 PLANS**

Students with 504 Accommodation Plans have similar protections to those with IEPs. The 10-day suspension limit applies to students with 504 plans, as does the requirement to hold a manifestation determination before suspensions of more than 10 days or expulsions. Further, a 504 student whose offense involves drugs or alcohol and is currently using drugs or alcohol can be suspended or expelled like any other student and has no right to a manifestation determination.

### **EDUCATION DURING SUSPENSION**

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

## **STUDENT RESPONSIBILITIES**

### **STUDENT SUPPLIES**

Students are expected to bring with them supplies that are needed to accomplish tasks in each class. The minimum supplies each child should bring to class include:

Pens, pencils, a calculator, notebooks, assignment notebooks, a ruler and any other materials requested by individual teachers.

### **RESPONSIBILITY FOR TEXTBOOKS**

All textbooks must be covered. If a student loses a schoolbook, the student will be issued a second book so as not to impede educational progress. At the end of the school year, payments must be made for lost books. The child's final report card will not be issued, and at the beginning of the next school year books will not be issued until his/her book account is cleared. If the books are returned, the payment will be refunded. Lost or damaged books will be assessed as follows:

<b>first year:</b>	<b>cost of book</b>
<b>second year:</b>	<b>75% cost of book</b>
<b>third year:</b>	<b>50% cost of book</b>
<b>fourth year:</b>	<b>25% cost of book</b>

### **LOCKER ASSIGNMENTS AND USE**

Each pupil will be assigned a locker by his/her homeroom teacher.

Students may go to their lockers—before school in the morning, after second period, before and after lunch, and after dismissal at the end of the day or at the discretion of each team.

Valuable articles should not be left in lockers but checked in at the office if they must be brought to school at all.

Students are reminded that the lockers are the property of Millis Middle School. Under no circumstances may they leave anything that is prohibited by the school in the locker. THE LOCKER MAY BE OPENED AND INSPECTED BY THE PRINCIPAL OR HIS/HER DESIGNEE AT ANY TIME.

### **STUDENT DRESS**

All students are expected to dress in a manner that will be a credit to their family, to our school, and to our town. All clothing should be neat, clean, appropriate, and safe for school wear and activities, including class trips. Forms of attire that are disruptive to the educational process or unsafe will not be allowed. Shoes must be worn and tied at all times. Hats must be taken off inside the school building, unless special permission is given. The Principal will determine whether certain attire disrupts the educational process.

### **LATE TO CLASS**

Students are required to provide a late slip to explain tardy arrival to any class. Those who are late without a valid explanation or pass may be required to stay after school. The office does not issue passes for students who are late to class.

### **USE OF RESTROOMS**

Restroom use is permitted as needed, however it is disruptive to have students leaving and entering classrooms during a lesson. Students should try to limit the use of restrooms to before school, during lunch and in between classes.

### **VALUABLES**

Students are advised to be especially careful regarding their personal belongings. The office should be notified immediately when any item is lost. **THE SCHOOL WILL ASSUME NO RESPONSIBILITY FOR ANY LOST OR STOLEN ARTICLES, BUT WE WILL TRY TO AID IN THE RECOVERY OF SUCH ARTICLES. THE RESPONSIBILITY FOR THE LOSS OF ANYTHING LIES SOLELY WITH THE STUDENT.** Students assume responsibility for any personal digital devices brought to school.

### **LOST AND FOUND**

We urge all students to put their names or some mark of identification on any and all articles of clothing. Each year we accumulate 5-10 cartons of unidentified clothing. Unclaimed clothing is donated to charity at the end of each trimester.

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## **STUDENT SERVICES**

### **COUNSELING**

Counseling services are available here at Millis Middle School. Our School Adjustment Counselor works with students in general education and students with special needs on a regular daily basis. The School Adjustment Counselor is an advocate for our students and provides support for school-related social/emotional challenges. The counselor meets with team leaders, staff and administrators in order to provide consultation and facilitate a better understanding of our students. Parents and students should feel free to contact our counselor at 508-376-2024.

### **STUDENT SUPPORT**

The Instructional-Support Team consists of school staff who work together with general education teams to help all students. Some students receive instruction or intervention through our Tiered System of Support. If a student does not make effective progress with support, he/she may be referred for a Special Education evaluation, which may result in an I.E.P. (Individualized Educational Plan). This plan is put into place only after a student is found eligible for services following a team evaluation. Services through the Tiered System of Support are coordinated through each-general-education team and the team leader. If parents have concerns about a child at any time, they should contact a teacher, the team leader, or principal.

## **SCHOOL HEALTH SERVICES**

Millis Public Schools employ nurses who are responsible for serving the Millis Public Schools. During the school day the nurses perform a number of duties, including but not limited to, administering first aid, providing assistance for injuries or illnesses that occur during the school hours and manage chronic conditions that a child may have. They are responsible with state mandated school health regulations.

The health office is located on the first floor. It is for use by students who have to leave regular class activities due to illness or injury. Students must obtain a pass to the Health Office from the teacher. The nurse will issue a return pass. With parental permission, the nurse only will dismiss students from the health office. Students must be accompanied out of school by a parent or an adult designated by a parent or guardian.

**STUDENTS MAY NOT CALL OR TEXT SOMEONE, WITHOUT PERMISSION, TO COME PICK THEM UP IF THEY ARE NOT FEELING WELL.**

All accidents should be reported to the nurse. The health office is for the sick and injured. This service should not be abused. The nurse will report chronic visitors to the health office to the principal.

## **EMERGENCY INFORMATION**

At the beginning of each academic year, families are asked to fill out an emergency form identifying relatives or friends school personnel should contact in the event of illness or injury when a parent/guardian cannot be reached at home or at their place of business. **Parents/guardians should notify the school promptly of any changes in the list of emergency contacts.** These will be available via Millis website.

## **ILLNESS AT SCHOOL**

A student must receive permission from his/her teacher to visit the nurse.

- At the time of the visit the nurse will record the student's name, time of arrival, reason for the visit, assessment of the problem and intervention.
- Parents/guardians will be notified when there is serious illness or injury, repeated visits during the school day for the same complaint or frequent visits to the nurse.
- Parents/guardians will be asked to pick up their child if their child's recorded temperature is 100 degrees or more.
- In the event that a student requires immediate medical attention (911) will be called, the parents/guardians will be contacted if possible and the student will be sent to the Emergency Room (preference to the designated hospital, if possible.)
- **Only those injuries or illnesses occurring in school or on the school bus going to or from school, or on the school grounds during school hours are the responsibility of the school personnel. The school nurse will not treat children injured outside of school hours. The treatment or the arrangement for treatment of home injuries, illnesses, rashes, etc., is the parents/guardians responsibility.**
- The school nurse may not legally diagnose a child's medical condition.

- The school has the responsibility for immediate first aid care as well as notifying parents, who, in turn, have the responsibility for transporting the student home or to a doctor at their expense. It is the responsibility of the parent to arrange for the taxi if this is the means of transportation of choice. Under no circumstances shall any school personnel call a taxi for a child.
- The discretion of the school nurse will be used when the parent/guardian cannot be reached for a reason that would require parental notification. If the child needs to be treated, a memorandum from the Health Office will be sent home.
- Accidents are to be reported to the school nurse and the Principal. This includes any and all accidents. The teacher in charge of the class or activity in which the accident occurred must submit an accident report to the office before the end of the day. This report must include the assessment of the school nurse.
- Treatment and after-care of injury or illness is the responsibility of the family and their family physician.
- No student shall be dismissed without being accompanied by a responsible adult, or with parental permission. It should be made certain that a qualified adult will be there when the injured or sick child arrives home.

### **RETURNING TO SCHOOL FOLLOWING ABSENCE**

**When a child has been absent from school for five (5) days or more due to illness or hospitalization, a note from their physician stating that they may return to school is required.** The school also must have a physician note for any contagious or infectious disease regardless of the five-day rule. (Some examples are: measles, mumps, chicken pox, etc.)

- If the student was not treated by a physician the school nurse will consult with the school physician, if necessary, to determine a proper course of action. If it is determined that the student needs to be evaluated by a physician prior to returning to school, the parent will be notified and will be responsible for making an appointment with a physician.
- Do not send your child back to school if he/she has a temperature of 99.6 or above.
- Your child should be fever free for a full 24-hours before returning to school.
- If your child's physician prescribes an antibiotic for a contagious or infectious condition such as strep throat or conjunctivitis, your child may not return to school until he/she has received **a full 24-hour dosage of the prescribed antibiotic.**

### **PHYSICAL EDUCATION PROGRAM**

If a student is unable to participate in Physical Education/Health, they must submit a note from their physician stating the reason for and duration of restriction. All Health Office forms will be available via the Millis website.

- All long-term medical restrictions from physical education must be renewed yearly.
- Any fracture, sprain, etc. that requires a cast, crutches, ace bandage, sling or splint will automatically exclude a student until a physician's note is received.
- Instruction for outdoor excess should be included in the physician's note as well.

Please refer to the following website for the state laws applicable to school nursing: **[www.doe.mass.edu](http://www.doe.mass.edu)**

## **ADMINISTRATION OF MEDICATION AT SCHOOL**

The school nurse cannot administer medications of any kind solely on parent or guardian request unless we receive **a written order from a physician and a parental authorization form.**

**Medications will be administered at school only under the following conditions:**

1. Acetaminophen (Tylenol) may be given by the school nurse with written and/or one time telephoned permission of a parent.
2. A written note from the doctor must accompany the medication requesting that the dose be administered at school. The order must also include the name of the medication, dose to be administered, time(s) for administration, any known allergies or side effects, and the reason for medication. The only exception to this policy for prescription medications requiring administration for ten (10) days or less. Under these circumstances the pharmacy or manufacturer-labeled container may serve as the doctor's order if the school nurse has no questions. Each time a prescription medication is changed or the dosage is adjusted, a new order **must** accompany all medications. Physician's orders may be brought in or faxed to the Health Office.
3. State law (105CMR210.005) requires written authorization by the parent/ guardian, which contains approval to have the school nurse administer the medication. A parental authorization form, which is available in the Health Office, **must** accompany all medications.
4. All medications must be plainly labeled and brought to school in the original pharmacy or manufacturer-labeled container.
5. **When it is necessary for a child to take medication at school, a parent/guardian or a responsible adult must bring the medication to school. The student should not bring medication to school.** There is a safety factor to consider regarding bottle breakage or other children taking the medication. Please contact the school nurse if you require special arrangements.
6. There shall be a new licensed prescriber order for all medications at the beginning of each academic school year. A new licensed prescriber order will also be required when there are any changes made in the type or dosage of medication.
7. **No student will be allowed to carry any medications (this includes inhalers unless he/she has a physician's letter/order allowing them to carry them) during the school day. All medications are to be brought to and kept in the Health Office.** The school nurse will dispose of any medication left in the Health Office after the last day of school.

## **PHYSICAL EXAMINATIONS**

Massachusetts State Law requires that children have a physical examination at intervals throughout his/her school career. The Millis Public Schools require physical examines when entering kindergarten and before entering grades 3, 7 and 10. A yearly physical examination by a physician is required if a child participates in interscholastic sports. Parents may have examinations performed by a private physician.

## **IMMUNIZATIONS**

All students must be immunized as required by the state law (Massachusetts Department of Public Health 105CMR220.000) before visiting or being admitted to school. **This requirement applies to all newly enrolled students, transfer students, visiting students and exchange students.** Parents should realize that a "booster" of tetanus toxoid should be given prior to entering the 7<sup>th</sup> grade.



## **NEW STUDENT ENROLLMENT**

All incoming students must register with the nurse. Documents that are required are:

- Complete copy of student record from previous school (M.G.L.Chp71, Section 37L.)
- Birth certificate copy
- Complete immunization record
- Current physical exam report
- Completed student registration form
- Health history form
- Medical and Emergency Information Form
- Proof of Residency

The nurse must review and sign the Student Registration Form before enrollment.

## **SCREENINGS**

As required by the Commonwealth of Massachusetts, students are screened for vision, hearing and postural deviations. Parents will be notified of any problems that are discovered during the screening. In order for a child to be excluded from postural screening, written verification from a physician stating that this exam has been done must be given to the Health Office.

## **HEAD LICE**

Periodically, school health personnel examine the hair and the scalp of each student for the presence of head lice and nits. A student who has head lice and or nits will be sent home with directions for treatment. **A student may not return to school until seen and determined by the school nurse to be lice and nit free.** If you child has been exposed to or treated for head lice, even on a weekend or during vacation, please inform the school nurse.

## **STUDENT INSURANCE**

Student accident insurance is available to all students enrolled at Millis Middle School. The insurance form is distributed to each student early in the school year. When the insurance form is distributed, please take it home and investigate the coverage contained.

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## **STUDENT ACTIVITIES**

### **STUDENT COUNCIL**

The Middle School has its own Student Council that provides leadership in developing school and community service programs. The Student Council represents all the students in the Middle School. The student body elects officers each September, while each class elects Student Representatives. Candidates are required to have and maintain a C cumulative average, and demonstrate appropriate conduct. Any suspension will mean a probable loss of involvement in Student Council; the Principal will make the final decision. Members work with the faculty and administration to help formulate school policies. The council sponsors a range of student activities.

## **EXTRACURRICULAR CLUBS**

Students are encouraged to make full use of their school by signing up for after school clubs and activities. Activities normally begin at the close of school and last for at least one hour. If a student chooses to remain until the close of the program, transportation will be the responsibility of the parent. Activities that have been offered in the past include Chess Club, Scratch Club, Art Club, Pop Culture Club, Yoga Club, Spanish Culture Club, and Video Media Club.

## **SCHOOL DANCES**

The Middle School Student Council may sponsor dances for grades five and six during the year. An 8th grade Promotion Dance may be held in June. **Dances are open to Millis Middle School students only.** Once a student enters the dance, he/she will not be allowed to leave until the end of the function. If a student must be dismissed early, a parent or other family member must come in person before the student is allowed to leave. Parents are requested to leave a telephone number where they can be reached during the dance.

## **MEDIA CENTER**

The Media Center is a place for serious research and study. Students are expected to go about their business quietly. Students may use these facilities under the direction of a teacher, or independently. Students must report to the media center with a pass if they arrive independently. No more than three students are permitted entry under one pass.

Any student being disruptive will be directed to return to his/her regular class by the librarian. Chronic offenders may be denied a media center privilege. Students are required to return all books on time so that they may be available to other students.

## **MIDDLE SCHOOL SPORTS**

The Middle School offers sports opportunities for middle school students in grades 7 and 8. The program has been established to provide a fun learning experience for all students. Middle School sports may include: football, soccer, volleyball, softball, and baseball. Students will need insurance coverage vis-a-vis a home policy or the school insurance program to participate.

Representing the Middle School on a sports team is a privilege and students are expected to maintain good academic standing and demonstrate appropriate behavior both in school and on the sports field. If a student's behavior is considered to be unacceptable by teachers, administrators, or the coach, then the student may be placed on probation or removed from the team. The final decision rests with the building Principal and Athletic Director.

Middle School students in 7th and 8th grade may also participate in sub-varsity sports depending on the year. Due to safety and developmental issues, the participation of middle level students in high school interscholastic athletics, should be restricted.

Procedures for 7th and 8th grade athletes to participate at the high school level:

1. No middle school student will be allowed to replace a position that could be held by a high school student.

2. Middle school students are only allowed to play at the lowest available level.
3. In order for a middle school student to participate, s/he must register on [www.familyid.com](http://www.familyid.com).

### **MIDDLE SCHOOL STUDENTS' PARTICIPATION** **IN HIGH SCHOOL SUB-VARSITY SPORTS**

Adhering to MIAA regulations, students in grade 8 who are participating in high school sub-varsity sports, must maintain a passing grade of 60% or better in all subjects during the 2018-19 school year in order to maintain athletic eligibility.

In order to participate in sub-varsity high school athletics, students receiving standards-based ratings must:

First Two Trimesters:

Maintain an average score greater than 2 of all standards reported in all subjects

OR

Maintain an average score equal to 2 of all standards reported in all subjects AND attains a U in their learner expectations.

Third Trimester:

Achieve grade level mastery (3) in a majority of standards in all subjects. Any student who does not achieve this may utilize summer offerings to gain mastery level in order to participate in fall athletics.

## **HEAD INJURY/CONCUSSION POLICY For Extracurricular Athletic Activities**

**5.11.3.2 (REVISED)**

Millis Public Schools have developed a policy to address the prevention, identification and proper handling of head injuries and concussions in students. It is in compliance with Massachusetts General Laws Chapter 111, section 222, and accompanying regulations 105 CMR 201.000: Head Injuries and Concussions in Extracurricular Athletic Activities. This policy outlines definitions, roles and responsibilities, training, participation requirements, and reporting requirements. The full text of this policy can be found in the School Committee Policy Book on the Millis Public Schools Website at [http://www.millisps.org/information/school\\_committee/district\\_policy\\_book/policy\\_5\\_11\\_3\\_2-head\\_injury\\_concussion\\_policy](http://www.millisps.org/information/school_committee/district_policy_book/policy_5_11_3_2-head_injury_concussion_policy)

## **TRI-VALLEY LEAGUE PRINCIPALS - GUIDING PRINCIPLES**

1. High school interscholastic athletics are intended to provide athletic opportunities for students in grades 9-12. A major emphasis of these programs is to ensure maximum participation.
2. In instances where local communities have chosen for educational reasons to configure their secondary programs other than 9-12 the T.V.L. Principals will abide by M.I.A.A. regulations pertaining to their participation.
3. The T.V.L. Principals acknowledge the position of the Middle Level Principals Association that, due to safety and developmental issues, the participation of middle level students in high school interscholastic athletics, should be restricted.
4. Nonetheless, in instances of extenuating circumstances where the maintenance of an existing athletic program is in jeopardy, due to low participation, the T.V.L. Principals will consider the inclusion of middle level students.

### **GUIDELINES**

1. No middle school student will replace a position that could be held by a high school student.
2. Waivers will be sport and level specific and determined on a case-by-case basis.
3. Waiver requests for the following year will be submitted at the May meeting unless these are extenuating circumstances.
4. If approved, waivers will be granted on an annual basis.
5. The approval of all waivers must be by unanimous vote of the T.V.L. Principals

## **MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION Interscholastic Athletic Eligibility Rules**

The violation of any rule may result in forfeiture of a game won or the elimination of a student from participation for one year. A mistake could spoil a season. If there is any doubt concerning eligibility, consult your principal or athletic director. The rules apply to all teams (i.e. varsity, sub varsity and freshman girls' and boys' sports).

A student is not eligible who:

1. Was not a member of a school for the previous two (2) months, exclusive of summer vacation, and who has not received a report card preceding the contest. (Reference: rule #65)
2. Transferred from any school to a MIAA member school. (Reference: rule #66) (\*)

3. Has not secured during the last marking period preceding the contest (e.g. second quarter marks and semester grades determine third quarter eligibility) passing grades in the equivalent of four major subjects. To satisfy this equipment, a student must have passed sufficient courses so as to be earning for that marking period credits totaling the equivalent of four 1-year major English courses. A student cannot at any time represent a school unless that student is taking courses that would provide credit equivalent of four 1-year major English courses. To be eligible for the fall marking period, students are required to have passed for the previous academic year that equivalent of four 1-year major English courses. The academic eligibility of all students shall be considered as official and determining only on the date when report cards for that ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility. (Reference: rule #67)

**\*At the end of each marking term middle school students must pass five core subjects with a 60 or better to remain eligible.**

4. After first entering Grade 9, twelve (12) consecutive athletic seasons have passed, regardless of participation. (Reference: rule #68) (\*\*)
5. 2. Becomes 19 years of age before September 1. (Reference: rule #69)
6. 3. Has graduated from any secondary school. (Reference: rule #70)
7. 4. Was "persuaded" or influenced to transfer to the present high school by a coach, athletic director, principal or other person connected with the school. (Reference: rule #56)
8. 5. Practices or plays more than once in any one day with a school team and a non- school team. (Reference: rule #60)
9. 6. Is put out of a game for fighting or flagrant unsportsmanlike conduct. This includes but is not limited to, the use of threatening, abusive or obscene language. If it is the second time during the season, then you are disqualified from any further participation in that sport season for one full year. (Reference: rule #63)
10. 7. Physically assaults an official. (Such a student is ineligible in all sports for one full year.) (Reference: rule #63)
11. 8. In the judgment of the game official, willfully, flagrantly or maliciously attempts to injure an opponent, in any sport. (Such a student will be immediately excluded from participation in that sport season for one year.) (Reference: rule #63)
12. 9. During the season of practice or play uses or consumes, possesses, buys/sells or gives away any beverage containing alcohol, any tobacco product, steroids, marijuana or any other controlled substance. (Reference: rule #71)
13. 10. Additionally only awards of no intrinsic value and approved by the MIAA may be accepted by a student as a result of participation in school or non-school competition in a sport recognized by MIAA. (Reference: rule #62)
14. 11. A student is not eligible for MIAA tournament participation unless he/she is regularly present and actively participated in all school team practices and competitions. (Reference: rule #99)

**\*\*There are some exceptions or variations to this rule. Consult your principal or athletic director if there is any possible doubt.**

The MIAA has established a procedure that provides a full and multifaceted review of all requests to set aside an eligibility requirement for an individual high school student. The waiver process (#93) is published in the MIAA Blue Book.

**IT SHOULD BE NOTED THAT THE MIAA RULES LISTED ABOVE ARE MINIMUM REQUIREMENTS AND EACH SCHOOL MAY EXCEED THESE SHOULD THEY SO CHOOSE.**

## **PHOTOGRAPHING OR VIDEOTAPING STUDENTS**

Articles about students and photographs of assemblies, classroom activities, and many events that occur during the school day may be published in print, video, or on social media (website, Twitter, etc.)

**Some parents may not wish their child to be photographed, videotaped, or have their work displayed in print media (newspaper articles, newsletters, etc) or on social media (website, Twitter, etc). *Should you wish to have no photos, videos, or any of your child's work displayed, please draft a letter stating this and send it to the school office so that it may be included in your child's records.***

**\*\*IF YOU ALLOW THESE THINGS FOR YOUR CHILD THEN NO LETTER IS REQUIRED.**

## **STUDENT RECORDS**

1. School district shall provide a complete copy of a student's school records to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district.
2. Incoming students must provide a complete copy of their student record from their prior school (M.G.L.Chp71, Section 37L).

## **RELEASE OF STUDENT INFORMATION**

A school may release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent: provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

**Although I had previously requested under Massachusetts Department of education 603.CMR 23:00: Student Records, Section 23.07 A that the above listed information relative to my son/daughter \_\_\_\_\_ not be released, I am now rescinding this restriction.**

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Attended by Son or Daughter

## **Required Notification of Rights under FERPA (The Family Educational Rights and Privacy Act for Elementary & Secondary Schools)**

**The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. Their rights are:**

The right to inspect and review the student’s education records. In no event shall such access be delayed more than two consecutive business days after the initial request unless the requesting party consents to a delay.

The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate.

They should write the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).

A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

I have reviewed this handbook with my child.

\_\_\_\_\_  
Parent, Guardian, Step-Parent Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
DATE

## **POWERSCHOOL PARENT / STUDENT ACCESS**

### **Acceptable Use Guidelines**

1. The sole purpose of PowerSchool Parent/Student Access is to provide academic/attendance data to parents/guardians for *their* student(s) only and to provide this same data to the student.
2. The parent/guardian is given a username and password specific to each student that attends the Millis Middle School. It is the sole responsibility of the parent/guardian to protect the security of this username and password. Each student will be issued a different username and password and will be expected to secure his/her access. The district accepts no responsibility in the event the username and password is shared, given, stolen, or in any other way, becomes the possession of a person other than the parent/guardian/student. In the event of a username and/or password being compromised, the parent/guardian can contact the Millis Middle School office to have them changed.
3. Only one parent/guardian is given the access information via U.S. mail. The district does not give this information in person, over the phone, email, or fax. The parent/guardian and student must sign and return an agreement before this information is mailed home.
4. Users of this system shall not use a username and password that has been assigned for use to another individual. Individual student information should be kept confidential.
5. The PowerSchool Parent/Student Access system is secured by SSL encryption, the recommended industry standard. Users of the system should be aware that most email communications are not encrypted, nor can they be guaranteed to be private.
6. Student access differs from parent access only in that students cannot email their teachers through the system. Students should always go to their teachers directly about their academic progress.
7. Email communication between parents/guardians and teachers should be kept to informational dialog (i.e. work passed in, grade received, meeting dates). Information that is personal in nature should not be communicated via email but rather through a teacher conference.
8. Abusive language or harassment of any kind will not be tolerated and will result in immediate termination of access.
9. Should misuse of the above conditions occur, access will be terminated.



## Request for PowerSchool Parent/Student Access

This form should be completely filled out and returned to your student's homeroom teacher. By signing this agreement you acknowledge that you have received and read the PowerSchool Parent/Student Access – Acceptable Use Guidelines.

I, \_\_\_\_\_, am the parent or guardian of \_\_\_\_\_

And I wish to request electronic access to his/her grades and attendance. I have read the guidelines document with my child. My child and I will adhere to these guidelines.

### My current mailing address is:

Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Student name (Please Print) \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent/Guardian name (Please Print) \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_