

**MILFORD HIGH SCHOOL
STUDENT-PARENT/GUARDIAN HANDBOOK
2021-2022**



MILFORD HIGH SCHOOL

REQUIRED SIGNATURES

Milford High School Student –Student/Parent Handbook

I have read and understand the 2021-2022 Student/Parent/Guardian Handbook.

YES NO

I have read and understand the 2021-2022 MPS Bullying Policy.

YES NO

I have read and understand the 2021-2022 MPS Cell Phone Protocol.

YES NO

I give my child _____ permission to be dismissed
(1:20 p.m.) During any Pep Rally for the 2021-2022 school year.

YES - I give permission

No - I do NOT give permission

INTERNET

USER AGREEMENT FOR PARTICIPATING IN ELECTRONIC COMMUNICATIONS SYSTEM

I have read, understood, and agree to follow the district's Technology Responsible Use Policy in the student handbook.

YES - I agree to the Technology Use Policy

NO - I do NOT agree to the Technology Use Policy

*Name of Student: _____ Homeroom: _____

*Parent/Guardian Signature: _____ Date:

*Student Signature: _____ Date:

Please return this form to your A-Period teacher by Friday, September 10, 2021

**Principal
Joshua Olin**

**Associate Principal
Sissela Tucker**

**Assistant Principals:
Richard Piergustavo
Christine Ravesi-Weinstein**

**31 West Fountain Street
Milford, MA 01757**

Telephone: (508) 478-1110

Fax: (508) 478-1460

milfordpublicschools.com

CALL BACK SYSTEM

HOUSE A (508) 634-2392

HOUSE B (508) 634-2393

MAIN NUMBER (508) 478-1110

PRINCIPAL'S OFFICE EXTENSION 2122
ASSOCIATE PRINCIPAL EXTENSION-2170

HOUSE A OFFICE – EXTENSION 2220

HOUSE B OFFICE - EXTENSION 2172

GUIDANCE OFFICE - EXTENSION 2176

NURSE'S OFFICE - EXTENSION 2134

ATHLETIC DIRECTOR - EXTENSION 2605

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NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY

102-1
05

Distribution of Handbook

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and electronically distribute to each student a student/parent/guardian handbook setting forth the rules pertaining to the conduct of students. A student or parent/guardian may request a printed copy of the Handbook. The School Council shall review the student/ parent/ guardian handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

MISSION STATEMENT

The mission of Milford High School is to provide all students with a comprehensive education in a safe and inclusive environment. We believe in the value of a collaborative process that encourages an appreciation of diversity, good citizenship, and high ethical standards. We commit to a school community that will promote 21st century learning skills including intellectual curiosity, critical thinking, and personal responsibility in preparation for life-long learning.

21ST CENTURY LEARNING EXPECTATIONS

- I. The student will utilize various forms of technology and traditional media to plan, gather, and apply information in an ethical manner.
- II. The student will work both independently and collaboratively to achieve goals.
- III. The student will communicate clearly and effectively in their oral and written work and apply processes of analysis, evaluation, and originality.
- IV. The student will develop and apply a wide variety of critical thinking skills.
- V. The student will become an active and motivated learner, demonstrating innovation, adaptability, and a positive mindset.
- VI. The student will accept personal responsibility and demonstrate character with respect for diversity in culture, gender, and ethnicity.

CORE VALUES FOR STUDENT LEARNING

S strength
O pportunity
A chievement
R espect

NON-DISCRIMINATION POLICY

NON-DISCRIMINATION NOTICE and CIVIL RIGHTS AND SAFETY INFORMATION FOR SCHOOL PERSONNEL, PARENTS/GUARDIANS AND STUDENTS

ACCREDITATION STATEMENT

MILFORD HIGH SCHOOL is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by NEASC should be directed to the administrative staff of the school. Individuals may also contact the Association.

NAME OF COMMISSION

New England Association of Schools and Colleges Inc.
209 Burlington Road
Bedford, Massachusetts 01730-1433
(781) 271-0022

ALMA MATER

We shall always honor thee,
Milford High so true:
As we lift our voice in
reverence,
We must bid adieu.

Many friendships we
remember
For our future days,
We to you, dear Alma Mater,
Sing aloud your praise.

CHORUS

Through the years we will acclaim
The red and white, our pride.
Place our faith and trust in God
For him to be our guide.

VISITING MILFORD PUBLIC SCHOOLS

The safety of our students and staff is of paramount importance in the Milford Public Schools. We thank you in advance for your cooperation with the following district visitation protocol (revised August 31, 2015):

- During school hours, all school doors will remain locked and all visitors must use the main entrance at each of the schools;
- Staff members will use their employee-assigned access keys to enter the building;
- Under no circumstances is a staff member allowed to open any door in the school building to let visitors in without following the appropriate protocol;
- Visitors will not be allowed into the building during school hours without a scheduled appointment;
- Staff members and administrators, including managers and directors, are required to utilize the digital calendar to schedule and record all visitor and vendor appointments;
- Facilities Manager and Food Service Director will provide a roster of authorized, scheduled vendors/employees to Building Administrators, Administrative Assistants, and Volunteers (when and where applicable) and will provide regular updates to Building Administrators, Administrative Assistants, and Volunteers as changes occur;
- Authorized vendors must have an employer-issued ID in order to access any Milford Public School building;
- Authorized vendors without an employer-issued ID or who are not listed on the visitor authorization list must present their driver's license or picture ID to verify their identity before they will be granted access to the building. Once verified, a numbered Visitor Pass will be issued. Visitor Passes must be returned upon exiting the building. Visitors who fail to return the Visitor Pass may be excluded from all Milford Public School buildings until such time as the Visitor Pass is returned;
- School Visitors must sign in at the front desk and present their driver's license or picture ID to verify their identity before they will be granted access to the building. Once verified, a numbered Visitor Pass will be issued. Visitor Passes must be returned upon exiting the building. Visitors who fail to return the Visitor Pass may be excluded from all Milford Public School buildings until such time as the Visitor Pass is returned;
- To the extent practically possible, all visitors (including vendors, parents/guardians, etc.) are to be personally escorted by security staff (where applicable), building administrator, staff member, or volunteer to/from their scheduled appointment;
- Building administrators and/or other support shall immediately be called to aid security staff, staff members, and/or volunteers who encounter any issues related to visitor access;
- Families are expected to call ahead or send a note if they need to have their child dismissed as cited in the district attendance policy and in handbooks;
- When arranging a dismissal, include the name of the person who will be dismissing the child so that identification can be verified;
- Please do not use email to communicate last-minute or emergency messages;
- If you have changed any of your contact information, please be sure to update that information and promptly return the updated emergency contact form issued at the start of the school year to the school office.

Please be advised that visitors who arrive without an appointment, proper identification, and/or prior notice will experience significant delays and may not gain access to the building.

ATTENDANCE POLICY

A. General Requirements

1. Punctual and regular attendance is an extremely important part of your official school record. All students are required by state law to attend school daily. Please refer to district attendance procedures and protocol.
2. The attendance policy adopted by the school committee includes the following:
 - 2.a. **Absence** will be defined as: any student who has not been recorded as present in the first period class on any day school is in session will be officially recorded as absent from school. Absences are coded as either excused or unexcused. Absences are excused when the student provides documentation of a medical appointment, funeral, or court appearance. In addition, absences for school-approved field trips are considered excused. All other absences are unexcused. If a student or parent/guardian believes that an absence should be excused but the absence does not meet the aforementioned criteria, the student or parent/guardian may contact the student's Assistant Principal to request an administrative approval for an excused absence. Such requests are reviewed on a case-by-case basis.
 - 2.b. **Truancy** will be defined as: any absence from school without a parent/guardian call via the call-back system or a parent/guardian note within 48 hours of the student's return to school. A truancy CRA (Child Requiring Assistance) may be filed with the Milford District Court for chronic truancy cases.
 - o 2.b.1. There are instances when a student will be considered Truant even when a parent/guardian calls or sends a note. Absences for recreational events (professional sports contests, parades, a trip to the beach, etc.) will be considered a Truancy.
 - 2.c. At the time of any excused absence, the student should present documentation for that absence to their house office.
etc.
 - 2.d.2. Students will obtain and complete an Attendance Review Form for each class that they are seeking to excuse absences in. This must be completed within five business days after the official issue of the semester report card. It is the student's responsibility to obtain their report card immediately after the official issue of report cards.
 - 2.d.3. The House Administrator will determine if, in fact, the request

for a Review meeting is necessary. If documentation is accepted, credit will be reinstated.

2.d.4. If an Attendance Review Form and documentation is rejected, an appeal hearing may be requested. A parent/guardian must attend this hearing.

2.d.5. The Attendance Review Form can be accessed at the Milford High School website under forms and publication.

2.e. Warning letters will be sent when a student exceeds the following number of days allotted: 4 days in a quarter class, 10 days in a semester class, and 20 in a full-year class.

B. Specific Provisions

1. **Call Back** - When a student is absent, a parent/guardian is required to contact the appropriate House Office on the day of the absence.

Telephone Numbers: House A (508) 634-2392, House B (508) 634-2393.

If a phone call is not made on that day, a parent/guardian must notify the House Office with a written note within 48 hours of a student's return to school including a phone number at which the parent/guardian can be reached. Disregarding this policy will result in the absence being termed as truancy from school.

2. **Change of phone number or address** -Students must report all changes to the Guidance Department within 24 hours of the change.

3. **Tardy to School or Class - A student is tardy to school or class when not physically present in the assigned classroom at the end of the commencing bell.** Teachers must be consistent with their taking of attendance. All tardies are cumulative over the course of the school year. Tardies will be excused only if a student presents official documentation on original letterhead for medical, legal or educational reasons. This must be presented to the student's respective House A or House B secretary within 24 hours of the offense. Copies will not be accepted. The student's tardy will then be marked as "excused" in the X2 system. Examples of unexcused tardies are: "My car wouldn't start." "My ride was late." "It's my parents'/guardians' fault." "I overslept." See Discipline Code table under "tardiness" for details on consequences for this conduct violation.

4. **Class cuts** – Anytime a student misses 15 minutes or more of a class without proper authorization, it is considered a class cut. **A zero will be given for all work missed with no opportunity for make-up. A class cut will be counted as one of the absences in a semester.**

5. **Dismissal**

To be dismissed from school a student should bring a parent/guardian note to their House Office before Homeroom Period. All dismissal requests are subject to administrative approval and may be verified by telephone and/or identification check, guardianship verification, or emergency contact verification checks.

In case of a student illness occurring during the school day, the student must report to the school nurse. If dismissal is necessary, the nurse will issue the proper slip. This dismissal will constitute an excused absence.

Any student sent home/dismissed from school due to an illness/discipline shall not be permitted to participate in any after school activities. Students who return to school after being dismissed must check in at their House Office.

6. **No school signal** - no school announcements will be carried on radio station WMRC: AM 1490, and local T.V. Channel 11, local news channels and Facebook, Twitter and the MPS website. When deemed appropriate the mass communication telephone messenger system will be utilized.

C. Additional Provisions

1. Policy adopted by the School Committee:

1.a. Policy on educational trips:

Parents/guardians may appeal to the Principal for a waiver of the attendance policy for a student who is planning to take an educational trip. Factors to be considered will include the educational value of the activities to be experienced while on the trip. An itinerary of the activities must be presented as part of the request.

Prior arrangements must be made with at least one teacher for a report on the trip. The student will be responsible for making up all schoolwork that will be missed while on the trip.

It is understood that vacation trips will not be waived and that educational trips should be scheduled during the school vacations whenever possible. Students taking vacations during non-school vacation periods run the risk of compromising their academics.

1.b. College Visitation Policy

1.b.1. Juniors and Seniors will be allowed three (3) days per senior year for college visitations. Additional visits require approval by the Principal.

1.b.2. The College Visitation Request Form must be completed one day prior to the visitation. Parent/guardian, counselor and administrative approval are required. **Counselors will not sign off on college visitation form unless the student has completed their Naviance requirements. College visitation forms can be found in the Milford High School Guidance Office or on the Guidance Website.**

1.b.3. Verification of the student's attendance at this appointment must be submitted to their Assistant Principal the next school day.

1.b.4. **College visits** during school time require that a parent/guardian accompany the student on the visit. (Saturday information sessions/tours/admissions interviews are available for students on most all campuses).

2. Extra-Curricular and Co-Curricular Eligibility

Participation in extra-curricular and co-curricular activities is a privilege conditioned upon satisfactory attendance, conduct, and academic performance. Extra-curricular and co-curricular activities include all activities that take place outside of the normal school day. These include athletics, performing arts, clubs, dances, proms, and senior activities.

Attendance

A student with an excused absence who is unable to attend a minimum of one-half the regular school session (in attendance by 10:56 a.m.) shall not participate in or attend any afternoon or evening extra-curricular and co-curricular activities on that day.

A student who arrives at school with an unexcused tardy shall not participate in or attend any afternoon or evening extra-curricular and co-curricular activities on that day.

A student reporting to school after 10:56 a.m. is still required to report to their Assistant Principal's office for an admission slip; however, any student who reports after this time will not be permitted to participate in any extra-curricular and co-curricular activity on that day.

A student participating in any school program held in the evening is expected to attend school at the regular time on the following day.

A student who does not meet this expectation is subject to the loss of eligibility.

A student with chronic absenteeism is subject to the loss of eligibility.

Conduct If a student is serving a suspension from school for misconduct, the student is ineligible to participate in extra-curricular and co-curricular activities during the period of that suspension. If a student is assigned three or more suspensions during a single school year, the student is ineligible to participate in extra-curricular and co-curricular activities for the remainder of the school year, starting on the first day of the third suspension. If a student is assigned a long-term suspension (10 or more days), the student is subject to the loss of eligibility for the remainder of the year.

Academics Performance Eligibility is determined on a quarterly basis, with eligibility for each quarter conditioned on academic performance in the previous quarter. To earn eligibility for participation, a student must secure during the last marking period preceding the activity a passing grade (65% or higher) in at least four major core academic courses.

A minimum of the equivalent to 24 credits must be passed per marking period:

- Term 1 eligibility is initially based on Term 4 grades from the previous school year
- Term 2 eligibility is based on Term 1 grades from that same school year
- Term 3 eligibility is based on Term 2 grades from that same school year
- If a student is participating in a co-curricular activity after the close of Term 4 (such as senior activities or athletic playoffs in the spring season), eligibility is based on Term 4 grades. With regards to participation in athletics, it is important to note that athletic seasons typically span two academic quarters. The fall season spans Terms 1 and 2, the winter season spans Term 2 and 3. In some instances, the spring season spans Terms 3 and 4. Otherwise eligible transfer students entering Milford High School from another school district must meet MIAA minimum requirements for academic eligibility. Incoming freshmen are automatically eligible.

A student cannot at any time represent Milford High School unless they are taking a full

course load which would provide credit equivalent to 24 quality credits per term. Ineligible students may try out for, and continue to practice with, athletic teams/activities.

- At the discretion of the advisor, program director, Athletic Director and/or Coach, students can be required to provide weekly/bi-weekly progress updates from their teacher(s) to ensure the student is working towards a passing grade. Failure to do so will warrant suspension from participation until the next progress report.
- A student receiving services under Chapter 766 whose IEP is a 502.4 or more restrictive prototype may be declared academically eligible by the principal provided that all other eligibility requirements are met. Students may not count for eligibility for any course taken during summer vacation, unless that course has previously been pursued and failed.

3. Make-up Work

3.a. If a student has an excused absence, it is the student's responsibility to request all missed assignments within 2 day of their return to school. Teachers will allow make-up work for excused absences from school. The time allocated for the completion of assignments is at the discretion of the individual teacher/department. When a student is truant or cuts a class, the student will receive a zero for all work assigned on that day.

3.b. Parents/guardians should email or call their students' teachers to request assignments when a student will be absent for two or more days. At least 24 hours' notice is needed before assignments can be provided.

3.c. When a student misses school for a **single-day** field trip:

- Any work due on the day of the trip must be submitted prior to departure
- The student must schedule make-up work in advance of the field trip
- If the student will miss an assessment on the day of the trip, the student is expected to take the assessment the next day, after school.
 - If the student has multiple assessments to make-up, or the teacher is not available the day after the trip, the student is expected to coordinate with teacher(s) to make-up the assessment at the earliest possible date
 - If the teacher agrees, the student may take the assessment prior to the trip
- If an assessment is scheduled on the day after the trip, the student is expected to complete that assessment on-time

When a student misses school for a **multi-day** field trip:

- Any work due during the trip must be submitted on-time or prior to departure unless the teacher grants the student permission to submit work late

- The student must schedule make-up work in advance of the field trip
 - If the student will miss assessments while away on the trip, the student must complete all make-ups within 5 school days of return
 - If the teacher agrees, the student may take the assessment prior to the trip
 - If an assessment is scheduled on the day after the trip, the student is expected to speak to teachers in advance of a trip and may request a postponement; any postponed assessment must be completed within 5 school days of return
4. Summer school attendance for credit in failed courses:
Students will be eligible for summer school under the following guidelines:
- a. Achieve a grade ranging between 55 and 64.
 - b. Students must have a 90% attendance rate.
 - c. Receive teacher recommendation.
 - d. May take only 2 summer school courses.
- Any variance from this policy must have administrative approval.

5. Reviews

Any student or parent who feels that this policy has not been applied to the student fairly or that there were extenuating circumstances not taken into account in the application of the policy may seek administrative review.

DISCIPLINARY POLICY

CAFETERIA

All food and drink, (excluding water), including lunches brought from home, must be consumed in the cafeteria. Food and beverages are not allowed in corridors or classrooms. **STUDENTS ARE NOT ALLOWED TO ORDER OR BRING IN TAKE-OUT FOOD DURING SCHOOL HOURS.** This policy should also apply to students who are off campus for credit during school hours. All students must report to and remain in the cafeteria during their scheduled lunch mod.

CELL PHONE PROTOCOL

Students are not permitted to use cell phones, earphones, or smartwatches during class. Students may use cell phones, earphones, and smartwatches before school, after school, during passing, and during lunch. Students who are late to class due to device use will be considered both tardy and in violation of this policy.

Cell phones, earphones, and smartwatches may not be visible or used at any time during class. If a student does not meet this expectation, staff will immediately dismiss the student to their House office. The student will place their cell phone and earphones into a locker in the House office and the student's parent or guardian must schedule a time to come to school to retrieve the devices. Students who fail to surrender their device when directed will be suspended for 2 days.

On the first offense, the student will be assigned to 1.5 hours of Saturday School. On the second offense, the students will be assigned to 3 hours of Saturday School. On a third offense, and any subsequent offense, the student will be suspended for 2 days.

Students who use such devices as part of an approved health plan, such as students with diabetes, will be permitted to use these devices in class for such purposes. Students who need to contact a family member during class must ask their teacher for a pass to their House office to seek permission to do so.

A student who uses a device (or whose device is visible) during an assessment will receive a zero on the assessment. This expectation includes the testing session, the time after a student turns in their test materials, during a break, or during any time designated to be part of the assessment period by the classroom teacher. The use of a cell phone or related device for any purpose, including but not limited to: text messaging, accessing the calculator function or Internet, and photographing test or answer booklets will result in an automatic zero for the assessment grade. Additionally, the use of any electronic device, including a cell phone, for the purposes of digital photography with the intent to distribute or disseminate assessment information will be considered academic dishonesty and subject to possible further disciplinary action.

CHEATING/PLAGIARISM

Cheating is to act dishonestly; to trick, mislead or fool. Plagiarism is taking from others their ideas, writings, etc. and passing them off without attribution as one's own. Any form of cheating, plagiarism, or conspiring to cheat is an act of dishonesty and is strictly prohibited. All parties involved in such dishonesty, including students who aid or abet, are in violation of this policy and are subject to the following disciplinary action. These students shall receive a grade of zero for the test or academic work with no opportunity for makeup. Students may also be subject to additional discipline as determined by the administration. Students who conspire with other students to cheat (ex. stealing exams, providing term papers, etc.) will be subject to Saturday School, suspension or external suspension. All forms of cheating must be reported to the House A or House B office and parent/guardian notification by the teacher is mandatory. A cumulative record of offenses will be recorded in the House offices.

Students can avoid plagiarism by:

1. Citing the author's words each time they are quoted.
2. Citing each paraphrased passage of someone else's work.
3. Including a works cited list at the end of each assignment that involves research or quoting/paraphrasing of a source. This includes research papers, compositions, essays, poster projects, etc.

COMPLAINTS

A parent, student or community member who would like to make a complaint must do so in writing. All complaints must be specific and signed. Anonymous complaints will not be considered.

DETENTION/OFFICE DETENTION

Detentions may be issued by individual classroom teachers to students in response to student violations of classroom policies and procedures. Detentions may also be issued by administrators to students to be served with a classroom teacher in response to discipline notifications from that teacher. Failure to comply with issued teacher detentions will result in the student being issued an office detention. **A detention will be assigned at the discretion of the teacher or administrator.**

Students must arrange their schedules to attend detentions. The Assistant Principal will determine timing of office detentions. Students must provide their own transportation. Office detentions supersede teacher detentions.

Students who are assigned office detention are expected to use this time to prepare and complete academic lessons. Students who become disruptive or non-compliant during office detention will be subject to disciplinary procedures stated in the Student Conduct.

POLICY ON DRESSING AND GROOMING

Milford High School and guardians share the responsibility for developing standards of good taste and cleanliness in personal appearance. All students are expected to dress and groom themselves neatly, in clothes that are suitable for school activities, and that will not and that will not call attention to themselves or the school in an adverse manner. Students' clothing or accessories should not disrupt or cause disorder or violate reasonable standards of health and safety. Judgments whether clothing or accessories disrupt or cause disorder or violate reasonable standards of health and safety will be made by the administration. While in school, students should adhere to the following expectations to ensure that their clothing or accessories do not disrupt or cause disorder or violate reasonable standards of health and safety:

- Students are expected to wear clothing that demonstrates an appropriate level of modesty.
- Students are expected to wear clothing that will not be distracting to other members of the school community due to inappropriate messages, styling that is overly revealing, etc.
- Students will not be allowed to wear clothing or body art that display messages that are obscene, sexist, racist, or disparaging to other groups, are gang-related, and/or display or promote the use of drugs/alcohol/tobacco.
- Students will not be allowed to have bare feet or wear footwear that may create a safety hazard for the student.

Exceptions may be made to this policy by the administration for religious or medical reasons.

PROFANITY

It is our expectation that students will communicate with each other and all members of the school community with respect. Any student using vulgar or profane language at Milford High School will face consequences as outlined in the Student Conduct.

SMOKING POLICY

M.G.L. Chapter 71: Section 2A. Student use of tobacco products

Section 2A. It shall be unlawful for any student, enrolled in either primary or secondary public schools in the commonwealth, to use tobacco products of any type on school grounds during normal school hours. Each school committee shall establish a policy dealing with students who violate this law. This policy may include, but not be limited to, mandatory education classes on the hazards of tobacco use.

The Milford Public Schools are committed to having a smoke and tobacco free environment for all school buildings, school sponsored functions and facilities in the school community. Therefore the prohibition of the use of tobacco, and possession of products and smoking related products on school property, at school sponsored functions and vehicles used in the transportation of students is strictly enforced. Violations will include smoking on school grounds and possession of tobacco products by students and will result in the consequences as listed in the Student Conduct. Smoking and the use of tobacco products are also prohibited at all school-sponsored events regardless of where they are held. Smoke detectors may be used to monitor smoking on the premises.

Extended School Consequences: When a student receives a citation for a tobacco violation, they have 21 days to pay the fine to the Town Clerk. If they choose to complete a tobacco education program (eight sessions) if available, they must do so in a timely manner. The student must present a certificate of completion from the tobacco education program they participated in to the school administration within one month of the violation date. The administrator will issue a non-complete letter to the proper authorities if a tobacco program is not complete within one month's time.

MHS students in violation of the school's tobacco, drug or alcohol policy who are members of any school athletic team, club, leadership organization or musical co-curricular organization will be subject to the penalties imposed by the MIAA as well as the Milford High School Student Conduct.

MIAA Policy: Students involved in incidents involving drugs, tobacco or alcohol will be suspended from teams (groups or organizations) in compliance with the MIAA policy that will take effect on July 1, 2007. This policy will be published by the Milford High School Director of Athletics for distribution for each athletic season.

DISCIPLINE CODE

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations consistent with law, which may relate to the study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in public schools in the District.

A school's primary goal is to educate students. However, the Committee is aware of the statutory responsibility to maintain a proper atmosphere for learning. Conduct by any student that interferes or disrupts such an atmosphere shall not be tolerated.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules and procedures consistent with the law and with School Committee policy. These building rules, to be detailed in each school's handbook shall be an extension of the District policies by being more specific as they relate to each individual school.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the intensity of the consequence. In addition, consequences will be applied in a progressive manner, meaning the consequences for a second incident will be more intensive than the consequence for the first incident.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

1. Students are reminded that they are responsible for and will be held accountable for conduct that has a direct, detrimental effect on the general welfare of the school so long as:
 - a. Said conduct is reasonably reasonable related to school activity.
 - b. Said conduct presents a direct and immediate threat or ongoing disruption to the well-being and order of the school or classroom; and
 - c. Except as provided in Policy File ACE: Bullying, the conduct in question either takes place on school property, going from or coming to school (or school-related activity), or involves a staff member or the property of a staff member.
2. Where the conduct occurs of school grounds and does not meet the criteria outlined above, that behavior is subject to review and discipline so long as the conduct in question would so interfere with the discipline, good order, and management of the school that disciplinary action is necessary.

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event;
- Possession of a controlled substance while on school grounds or at a school-sponsored event;
- An assault on a school administrator, teacher, teacher's aide, or other staff person;
- A felony charge or conviction;

Some violations of the code of conduct will subject a student to disciplinary action up to and including Saturday school, detention, in-school suspension, out-of-school suspension, or expulsion under the provisions of M.G.L. chapter 71, §37H3/4.

Violations of the code of conduct subjecting a student to disciplinary action up to and including Saturday school, detention, in-school suspension, out-of-school suspension, or expulsion include:

- Violating the Milford Public Schools' Acceptable Use Policy for the Internet;
- Unacceptable imagery in projects/school workschoolwork including images related to drugs/alcohol, racism, violence, and sexuality;
- Fighting (including physical contact between two or more persons) or otherwise disrupting in a school setting or school sponsored activity that causes a disturbance to others;
- Alcohol or drug use and/or possession of related paraphernalia in school or school sponsored activity, including unauthorized use or distribution of prescription medication;
- Arson or use of a combustible material, product, or device that poses a fire hazard or safety risk to staff/students;
- Assault and/or battery or other violent behavior (student on student, student on staff);
- BullyingBulling or cyber bullying
- Cheating or conspiring to cheat;
- Cutting class;
- Consumption of food or drink in the building or classroom excluding cafeteria (with the exception of bottled water in a clear container);
- Detention cuts (with teachers);
- Disruption to the learning environment;
- Disruption of school assembly;
- Extortion;
- Failing to attend Saturday school;
- Failure to check into school;
- Insubordination; failure to comply with reasonable requests of school staff;
- False emergency call to police or fire, or false alarm of fire;
- Forgery, including but not limited to false dismissal note, phone call, or signature;
- Gambling;
- Harassment policy violation;
- Hazardous driving on school grounds;
- Hazing;
- Inappropriate behavior; obscene behavior, vulgar behavior/language; profanity; including inappropriate gesturing and posturing;

- Inappropriate bus conduct;
- Leaving school building or school grounds without authority;
- Negligent endangerment resulting in or with the potential for personal injury to student, school visitors, or school personnel;
- Non-compliance with discipline call-down to office;
- Non-compliance with school policy;
- Office detention cuts;
- Oppositional behavior;
- Parking/driving violation or failure to register vehicle;
- Plagiarism;
- Possession of a weapon in school or school activities or on school grounds;
- Removal from class by an administrator;
- Smoking and/or tobacco use or possession of tobacco product including vape, possession of a lighter, matches or other flammable device;
- Tampering with or destruction of video surveillance equipment;
- Tardiness;
- Theft;
- Threats;
- Truancy;
- Unauthorized use or display of electronic devices such as iPod/music player, laser pointer, headphones, cell phone or the use/display of playing cards or dice during school hours or school sponsored activity;
- Vandalism;
- Unauthorized filming, taping, or recording without prior consent;
- Violating non-discrimination and civil rights policies.

Conduct violations may be reported out to colleges and universities as well as become part of a student's permanent record at Milford High School.

Legal references:

1. M.G.L. Chapter 71 §37H, 37H1/2, 37H3/4, 37L
2. M.G.L. Chapter 76 §16, 17
3. 603 CMR 53.00-
4. M.G.L. Chapter 222 of the Acts of 2012
5. MASC Selected Massachusetts General Laws of 2014

DISCIPLINARY CONSEQUENCES AND DUE PROCESS

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

Saturday School

Saturday school students may be assigned to Saturday school for either an 8-9:30 a.m. or 8-11:00 a.m. session. Students must arrive on time and bring school work. Only water is permitted.

Suspension

A suspension is a short-term or long-term removal from regular classroom activities. Short-term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.

The principal or their designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

Trespass charges may be filed in the District Court against students who violate the provisions of this paragraph.

Suspension is the ultimate form of school discipline and one that is not imposed lightly. There are two types of disruptive conduct that are subject to suspension: “gross misconduct” and “persistent disobedience.” Specifically, gross misconduct is defined as “willful and malicious acts that seriously disrupt the educational environment”. Persistent disobedience includes acts that also have a disruptive effect, especially when they are repeated over a period of time. **Any student whose continued presence in school poses a safety threat to the general welfare of the school or who willfully interrupts or disturbs the school or other assembly of people met for a lawful purpose may be suspended, arrested, excluded, and/or expelled. (M.G.L. Chapter 272, Section 40.)**

Suspension will be invoked according to the Student Conduct or for other infractions that in the judgment of an administrator warrant such action.

Administration shall require that parents/guardians take responsibility by supporting an improvement plan developed for the student after a 3rd suspension. Oppositional, non-compliant repetitive school offenders who are disruptive to teachers, fellow students and to the school community will be subjected to higher level discipline, while parents and guardians will be required to work more closely with the school in supporting student improvement plans. **Any student suspended a 3rd time during the school year shall lose the privilege of participating in as well as attending any school sponsored co-curricular activities for the remainder of the school year** including athletics, dances and proms. The privilege to drive an automobile on school grounds will also be revoked.

Additionally, the student will do the following:

1. Return to school after the 3rd suspension with a parent or guardian to attend a contingency hearing with the respective house assistant principal.
2. The student will be placed on an improvement plan designed by the assistant principal that will include specific behavioral expectations as well as

- requirements for parental/guardian cooperation in supporting the plan in the best interest of the student.
3. Improvement plans may include parental/guardian responsibility to monitor student attendance by calling the school, attending meetings with teachers, drug testing their children, arranging for private counseling or evaluation outside of school, etc.
 4. **Any student suspended for a third time may be considered a habitual school offender and may be reported to the Milford District Court.**

Any student *failing* to *fulfill* the expectations of their personal improvement plan or violating school policy to involve a fourth suspension, may be suspended for the remainder of the subsequent marking period and required to attend an expulsion hearing with the principal, assistant principal, guidance counselor and parent or guardian. At this meeting, various options may be considered.

Special education students and students with 504 plans, who violate the school Student Conduct, will be required to attend a manifestation determination hearing if the infraction involves suspension of the student to determine if the violation is a result of the student's disability. Special education students may not be suspended more than ten days without a Manifestation Determination meeting being held. (See "F" below).

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving short-term suspension or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

The student, upon returning from suspension, is responsible for all make-up assignments, which should be completed within five school days, or upon the discretion of the teacher.

Student Due Process Rights

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

1. **DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H1/2).**

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

that the principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long-Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H1/2, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H1/2.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H3/4)

Notice and Principal's Meeting

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

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

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

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

a. Short-Term Suspension

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

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

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

b. Long-Term Suspension

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

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

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

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

Emergency Removal

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

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

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

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

Superintendent's Hearing

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

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

day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

Discipline and Students with Disabilities

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

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular Student Conduct of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from their program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any

- existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
 5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

STUDENT RESPONSIBILITIES

AGE OF MAJORITY

MHS recognizes the transition to adult status of a student who becomes 18 years of age during their high school career, but 18 or older students are subject to the same regulations as are all other students. Only in cases where a student maintains documented economic independence is the student excused from rules governing attendance and other matters requiring parental awareness.

IDENTIFICATION CARDS

All students are issued their first photo ID cards at no charge.

The student ID card serves as identification at school dances voting procedure, registration for the SAT, PSAT, ACT and other school functions. Your student ID card is often required by employers and by banks when cashing checks.

The student ID also serves as a library card and charge card for school breakfast and lunch. Books and AV materials may not be taken from the school library/media center without your card. Parents/guardians/students may add monetary value to the student ID for purchase of breakfast or lunch (contact the Director of Food Service for details 508-478-1110 x1440). You are personally liable for obligations incurred by the use of your student ID card.

In order to provide a familiar, safe and secure learning environment at Milford High School, students must have their ID badges at all times. ID badges must be in your possession at all times.

It is the responsibility of each student to replace their badge if it is lost, misplaced or damaged. A fee will be charged for a replacement. Please see House A or a designee for a replacement appointment between 7:30 a.m. and 7:45 a.m.

Students that exchange, deface, destroy or otherwise falsify an ID badge are subject to the discipline code. Students that become persistent problems with badges will lose student privileges, e.g.: co-curricular sports, clubs, proms, and class or senior activities.

A student is required to show their identification card upon request of any member of the Milford High School Staff. This ID card or the individual student pin number may be required to purchase a lunch in the cafeteria.

Failure to carry or refusal to show an ID card will result in disciplinary action – Office detention/Saturday school/suspension.

LOCKERS

1. Lockers are school property.
2. Students are responsible for the contents of their lockers and must not share their lockers or locker combinations with other students.
3. Students are required to maintain the cleanliness of their lockers throughout the school year.
4. Students are permitted to use those lockers to store personal items. The school is **NOT** responsible for lost or stolen items.
5. Certain items are forbidden to be kept in lockers, i.e. guns, knives, weapons, drugs, alcohol, or any illegal items.
6. The administration can open lockers and search for forbidden items with or without students' consent if they have reasonable suspicion to do so.

LIBRARY MEDIA CENTER

It is the mission of the Milford Public Schools Library Media Center program to provide free and open access to all forms of information and ideas for all students and staff. The Library Media Center program follows the school system mission statement as we support the educational curriculum, foster reading and literacy in our students and teach patrons how to locate, evaluate, synthesize, and effectively use information. The ultimate goal of the Milford Public School Library Media Center program is to create students who are lifelong learners and capable of accessing information anywhere at any time.

The Library Media Center at Milford High School provides a rich learning environment for the high school community. The Library Media Center offers a variety of resources to meet academic needs and to nurture a love of reading. The collection, which includes print, media and computer resources, has been developed to support the Massachusetts Curriculum Frameworks and to support the intellectual development of our community of learners. Information skills are taught both to classes and to individuals. Technology skills are woven into the information literacy curriculum. The Library Media Center collection of 25,000 volumes is designed to meet the academic and personal information needs of all students and faculty. The Library Media Center also receives numerous magazines and four newspapers. Computers are available for research purposes. Students have access to online resources.

The Library Media Center is open from 7:40 am until 2:40 pm, Monday – Thursday and from 7:40 AM – 2:20 PM on Fridays. Students are encouraged to visit the Library Media Center either individually or with a class.

LOST OR VANDALIZED BOOKS, MATERIALS OR EQUIPMENT

The Milford School Committee requires restitution of the replacement cost of any lost or vandalized books, materials or equipment.

Textbooks are the property of Milford High School. Students are personally responsible for the care of books issued to them. All books should be covered at all times.

Textbooks must be turned into your specific classroom teacher by the last day of the semester.

Procedure for noncompliance:

1. The individual teacher will submit a form letter to their respective House Office stating the cost of the book. The House Office will mail the letter home.
2. Students will immediately lose all privileges until the book is returned or the fee is paid. This includes all co-curricular clubs, sports class activities, senior activities, formal dances, parking privileges, graduation exercises etc. Until a student has met their commitment for the year, credit on the final report card will be denied.
3. Payment must be submitted to your House Administration. Money orders /checks ONLY. Make checks payable to: Town of Milford.

LOST AND FOUND

Items that are found within the building are brought to House A, on the first floor, House B, on the second floor or to the Security Booth located at the front entrance. Students may check in these areas before school, at lunch or after school to check for lost items. Students who lose items may report them to either House A or House B.

NON-SCHOOL CONDUCT

Students are reminded that they are responsible for and shall be held accountable for non-school conduct that impacts Milford High School in the following ways:

- a. The conduct presents a direct and immediate threat to the well being and order of the school;
- b. The conduct places Milford High School students at risk of being injured, is unsafe, dangerous, or irresponsible;
- c. The conduct causes conflict and disputes among students that negatively impact the educational climate of the school.

Students in violation of the non-school policy shall be subjected to review for disciplinary purposes and are subject to sanctions imposed by both school administration and any co-curricular organization in which they have membership. Sanctions include, but are not limited to: loss of privileges (attendance at dances, proms, and other co-curricular activities), suspension or exclusion from athletic teams or other school organizations, school service or suspension.

PARKING REGULATIONS

A student driving an automobile is subject to the following regulations:

- 1.
2. 3. A student must have a driver's license and registration to be considered for a parking space.
4. Students are expected to follow all posted driving instructions and to drive with extreme caution on school grounds. All operators and passengers of motor vehicles are required to properly fasten seat belts when driving on school property.
5. Student drivers/passengers are not allowed to leave school grounds without appropriate dismissal procedure.
6. Cars parked illegally will be towed.
7. Violators of driving or parking regulations will be subject to Discipline Code penalties.
8. A documented report of reckless or dangerous driving on school grounds may result in loss of driving/parking privileges without prior warning.

PREGNANCY

Pregnant students are encouraged to continue in school. The student and her physician, in cooperation with parents/guardians and school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the education program of the student is disrupted as little as possible, that health counseling services, as well as instruction is offered; and that return to school after delivery is encouraged. Child care may be available within the building under some circumstances.

Students will be required to submit official medical documentation to the school nurse verifying pregnancy. Any changes in health/pregnancy status should also be discussed with the nurse.

SCHOOL DANCES

1. Dances are conducted for students attending Milford High School. School dances are not

open to non-MHS students.

2. If an MHS dance is open to outside students (Proms), the MHS student who wishes to bring an outside guest, may do so **only** with prior administrative approval, which must be requested at least two weeks prior to the event. Forms are available in the House Offices. Guests must be in at least the 9th grade and not exceeding 20 years of age. School administration may contact the guest's school, work, or juvenile officer for behavior reports.
3. Students are required to show Milford High School Identification Cards. Guests will be required to show a license or some other form of identification.
4. Students absent from school, dismissed by the nurse on the day of a school dance or who are on suspension will not be allowed to attend.
5. **Once the students enter the dance, they will not be permitted to leave until 30 minutes before the end of the dance.** At no time is any student allowed to go to their car unless that student is leaving for the night. Once a student goes to their car, they will not be readmitted to the dance and they will forfeit the price of admission.
6. After 9:00 p.m. no tickets are to be sold. If a special situation arises whereby a student is unable to attend before 9:00 p.m., they may be admitted only after receiving prior administrative approval.
7. Individuals who are not attending the dance ARE NOT TO LOITER on the patio or on school grounds
8. 9. The administration reserves the right to exclude any student or guest for reasonable cause.
10. Students must conduct themselves in an appropriate, tasteful manner. Any dancing or behavior that is offensive and/or that simulates sexual activity, including grinding, will not be tolerated. Students will be asked to stop the behavior. If a student is non-compliant, a parent/guardian will be called to notify them that their child is participating in behavior that is inappropriate for the school setting. They will be asked to pick up their child.

SCHOOL SUPPLIES

The Milford Public Schools values the partnership between home and school and appreciates the support offered by families where the purchase of school supplies is concerned. Please be advised, however, that no student enrolled in the Milford Public Schools is to receive a list of **required** supplies for any academic subject or classroom. Teachers may **recommend** a reasonable supply list (e.g., binders, notebooks, markers, index cards, etc.) to guide families who wish to purchase items for their child. It is the position of the Milford Public Schools that supplies will be provided, by the school, for students who are unable to provide such.

SHADOWING

Students interested in transferring to or attending Milford High School may be allowed to shadow a Milford High School student for one day. A parent/guardian will be required to meet with the guidance supervisor at least one week prior to the shadow date requested. A note containing parent/guardian name, phone number where parent can be reached in case of emergency must be presented to the administrator in charge at this time. Administration reserves the right to reject requests for reasonable cause.

WORK PERMITS

Students must request work permits through the Office of the Superintendent of Schools at 31 West Fountain St., Milford, MA from 8AM-3PM. Students must provide proof of age and have secured legitimate employment.

VISITING GUEST POLICY (STUDENTS)

As a general policy, students will not be allowed to bring guests to school. Any exception to this policy must be approved by the principal or assistant principals.

MILFORD HIGH SCHOOL POLICIES

ACTIVITIES

The activities program is in keeping with the philosophy and objectives of the school. The various club and activity programs make it possible for every student to find something of interest. This allows for self-expression and for development of leadership in various fields of interest. Many of these activities have a carry-over into adult life. The number and kind of activities vary from year to year as needs change.

ACTIVITIES - ELIGIBILITY RULES

All co-curricular activities will be governed by the following academic eligibility rules:

1. Incomplete grades may not be counted toward eligibility.
2. A student who repeats work upon which they have once received credit cannot count that subject a second time for eligibility.
3. Students may appeal this policy to the principal or his designee in regards to formal dances or proms.

ACADEMIC ELIGIBILITY

A student must secure during the last marking period preceding the contest (e.g. second quarter grades and not semester grades determine third quarter eligibility) a passing grade (65% or higher) in at least four major core academic courses. A minimum of the equivalent to 24 credits must be passed per marking period.

In addition, a student must have secured passing grades for the previous school year in the equivalent of 24 credits. All of those credits must carry quality points (subjects without quality points include: physical education, health, and music). Otherwise eligible transfer students entering Milford High School from another school district must meet MIAA minimum requirements for academic eligibility. Incoming freshmen are automatically eligible.

A student cannot at any time represent Milford High School unless they are taking a full course load courses which would provide credit equivalent to 24 quality credits per term.

Ineligible students may try out for, and continue to practice with, athletic teams/activities. At the discretion of the Athletic Director and/or Coach, students can be required to provide weekly/bi-weekly progress updates from their teacher(s) to ensure the student is working towards a passing grade. Failure to do so will warrant suspension from participation until the next progress report.

A student receiving services under Chapter 766 whose IEP is a 502.4 or more restrictive prototype may be declared academically eligible by the principal provided that all other eligibility requirements are met.

Students may not count for eligibility any course taken during summer vacation, unless that course has previously been pursued and failed.

Reviewed by Policy Sub-Committee: 6/29/16

MSC First Reading: 7/21/16

MSC Approved: 8/18/16

ALCOHOLIC BEVERAGE AND/OR ILLEGAL SUBSTANCE

Voluntary Admission of Drug or Alcohol Problem

If a student voluntarily confides a drug or alcohol problem to a teacher, the teacher will refer the student to their student adjustment counselor. The counselor will make an assessment and identify community programs available to the student. The counselor will advise the student of their confidentiality protections under the law.

Appearing Under the Influence

If, in the opinion of the teacher, a student may be under the influence of drugs or alcohol, they must immediately report it to the student's administrator. If in the judgement of school officials, the student appears to be under the influence of drugs or alcohol, the parent will be notified and the student will be sent home under appropriate supervision. If necessary, the administrator, student, parents/guardians, adjustment counselor and nurse will have a conference as soon as possible to determine facts and develop a treatment option.

Under the Influence

If a student is found by a teacher or administrator or admits to being under the influence of drugs or alcohol and no contraband is found, they will be disciplined in compliance with the school discipline code. The administrator, adjustment counselor, student, and nurse will have a conference as soon as possible to determine facts and develop a treatment option. In addition, the student must enter a counseling program before returning to school.

Distribution or Possession of Drugs

If a student is found by a teacher or administrator selling, distributing, or in possession of drugs, the parent will be notified as soon as possible that the student will be subject to expulsion by the principal. Where the amount of drugs indicates distribution by the student, the police will be called to the school and to take custody of the student. The police will be given any drugs which have been confiscated.

School Activities/Functions

The use, possession, serving, or consumption of any alcoholic beverage or illegal substance on school property or at school functions, is prohibited. Further, any student or guest shall be barred from any school sponsored activity, if in the judgment of school officials, they have been involved in any of the above mentioned activities prior to or

during their attendance at or participation in said school sponsored activity. The parents/guardians will be called to pick up their child when appropriate.

All students enrolled in the Milford Public Schools and any guest(s) attending Milford Public Schools functions, irrespective of age, shall conform to this policy.

Any student violating any part of the above shall be disciplined in accordance with the discipline code policy

File: JK Discipline Code.

Adoption Date: May 1993

Amended: 12/17/09

Reviewed MSC - No Revisions: 11/17/16 & 12/1/16

MSC Approved: 12/1/16

ALCOHOL DETECTION TEST: When there is a reasonable suspicion that a student has consumed alcohol in school, on school property, or during or prior to a school sponsored activity, an Alcohol Detection Test may be administered by school administrators. The refusal to take the test raises the inference that the student had or has been using alcohol and may result in suspension.

ALCO SCREEN TEST: The Schematics ALCO-Screen Saliva Alcohol Test is intended for use as a rapid, highly sensitive method to detect the presence of alcohol in saliva and to provide a semi-quantitative approximation of blood alcohol concentration. The test is administered by having the subject place a test strip in his or her mouth long enough to be saturated with saliva. Two minutes after the test strip is removed from the mouth, a color change (if any) on the reactive pad will indicate the presence or lack of presence of alcohol. A color change of green or blue indicates the presence of alcohol and a positive result.

BREATHALYZER: Although the alcohol breathalyzer testing device measures blood alcohol levels, our purpose is to determine if a student has used alcohol prior to, during, or at any school sponsored activity.

NOTE: Students at any school-sponsored activity may be tested by school administrators only. Testing will be done on a systematic basis unless a student shows overt signs of inconsistent behavior that might give administrators reasonable suspicion that the student is under the influence. Reasonable suspicion includes, but is not limited to; erratic behavior, slurred speech, strong foreign odor on clothing or breath, glazed and glassy eyes, unsteady gait, angry agitated state, information offered by students, faculty, staff, or anyone wishing to remain anonymous, leaving school grounds or returning to school grounds during scheduled hours.

DRUG TESTING - Students who violate the Milford High School Drug/Alcohol Policy as well as any student who has been arrested, convicted or adjudicated for matters related to involvement with drugs may be subjected to the following:

1. At the request of the school administration, a student may be asked to produce the results of a periodic drug test, which will be the responsibility of the student to arrange and pay

for as well as supply the administration with the results within specific time frames.

2. A student who fails to produce the results of a drug test or produces a drug test which reveals continued drug use, may be suspended from school until a clean drug test is produced. Students in this category will also lose their privileges to participate in co-curricular programs, activities, and athletics or attend school- sponsored activities. Privileges may be reinstated at the discretion of the administration.

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the Milford School District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education in grade PreK-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program shall also include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guideline of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Adoption Date: 12/1/16

Source: MASC March 2016

Legal Reference: M.G.L. 71:1; 71:96

SUBSTANCE USE PREVENTION AND EDUCATION POLICY

Introduction

The Milford Public Schools, in accordance with mass General Laws (c.71, s.96) and with recommendations and guidance from the Massachusetts Department of Public Health and the Department of Elementary and Secondary Education has developed and will implement a policy regarding substance use prevention and education for our students. The Milford Public Schools will notify parents and guardians of all students in our district of the policy regarding substance use prevention and will post the policy on the school's website.

Goals

Implementation of an evidence-based substance abuse curriculum for grades Pre K – 12 that teaches self management, social, legal, health consequences and refusal skills that will empower students to make healthy choices and avoid alcohol and substance use.

Provide parents, guardians and community members ongoing educational opportunities and resources to prevent substance abuse.

Leadership

Leadership at all levels will play a critical role in developing and implementing the substance use prevention and education policy. This is accomplished by utilizing a team approach involving school administrators, school committee, educators, nurses, counselors, resource officers, athletic director and coaches, students, families and outside community agencies. The Milford Public Schools Wellness Advisory Committee, composed of school and community leaders, will play a key role in implementing and overseeing these programs.

Professional Development

All Milford Public Schools staff will be provided training opportunities to ensure they are aware of policies and procedures for alcohol and substance use prevention, education and intervention.

Access to Resources and Services

School counseling personnel, nursing services and contracted community agencies will work closely in identifying and referring students with substance abuse issues. Each school in the Milford Public Schools district has an identified team of social-emotional support staff available for students in need of assessment, counseling and referral. Community based providers are available for referral and intervention as needed.

Academic and Non-Academic Strategies

In accordance with the Massachusetts Comprehensive Health Frameworks, the Milford Public Schools provide developmentally appropriate, evidenced based alcohol, tobacco and drug education and prevention programs in grades 6 – 12.

Through collaboration with the Athletic and Nursing Departments, all student athletes' parents/guardians and coaches will attend a mandatory program on opiate misuse among athletes prior to each sports season. They will also be provided with informational handouts provided by the MIAA – Substance Abuse Prevention Facts for Teens and Parents/guardians.

The Milford Public Schools presently employs a part time Wellness Nurse who is responsible for various health and wellness initiatives dealing with behavioral health and substance abuse issues.

Students in grades 8 and 10 will participate in state mandated SBIRT (Student Brief Intervention Referral and Treatment). This verbal screening tool will be used to help keep all students healthy and provide appropriate prevention, intervention and referral for possible substance abuse by a trained screener.

Policies and Protocols

The Milford Public Schools has policies in place for: voluntary admission of drug or alcohol problems, appearing under the influence, distribution or possession of drugs and prohibiting substance or tobacco use, on school property or at any school sponsored or school related activity, function or program whether on or off school property. Any student charged with a violation of these policies may be expelled or suspended in accordance with the district's Discipline Code (File JK). School staff discusses these policies annually with students and policies are posted on the district's web site and in the Milford Public Schools Student Handbook which requires parents'/guardians' signature to ensure they have received this handbook annually.

Narcan Administration and SBIRT Screening Protocols have been developed and approved by the Milford School Committee.

Collaboration with Families

The Milford Public Schools believes that families are essential partners in our efforts to prevent substance abuse. Our district is committed to providing ongoing informational and educational parent programming throughout our district.

Adoption Date: 12/1/16

APPOINTMENTS TO MEET WITH TEACHERS OR COUNSELORS

Parents/guardians who wish to meet with any teacher of their student, may contact the teacher directly to make an appointment. Each student is assigned a guidance counselor to advise students on academic, personal, and college and career planning. In addition to the services of the guidance department, Milford High School also offers counseling services to all students by the School Adjustment Counselors. Students may make an appointment to speak to an adjustment counselor regarding personal issues, whether related to school or not. Parents/guardians may contact teachers, guidance counselors or the adjustment counselors by calling: 508-478-1110 at extension 2176 or via email. All school personnel contact information is posted at: **WWW.MILFORDPUBLICSCHOOLS.COM/HIGHSCHOOL.**

SEARCH BY SCHOOL OFFICIALS

Students may be searched for drugs and/or weapons and/or stolen items if school administration has reasonable suspicion to do so.

Searches conducted by school administrators may include, but are not limited to, searches of lockers, cars, clothing, handbags, book-bags, satchels, coats, hats, shoes, stocking, wallets and any other personal items or containers.

Any student refusing to cooperate with administrators when a search is requested will be subject to suspension for up to 90 days. Police may be called to the school if deemed necessary by the administration.

Reasonable suspicion includes, but is not limited to: erratic behavior, slurred speech, strong foreign odor on clothing or breath, glazed and glassy eyes, information offered by students, faculty, staff or anyone wishing to remain anonymous, leaving school grounds or returning to school grounds during school hours, etc.

ATHLETIC PROCEDURES AND REGULATIONS

Any member of a team representing Milford High School is subject to all regulations of the Massachusetts Interscholastic Athletic Association, the Hockomock League and Milford High School. In general, candidates are reminded that to be eligible they must:

1. Be academically eligible.
2. Be under the age of 19 before September 1.
3. Be eligible for interscholastic competition for no more than 12 consecutive athletic seasons (defined below) beyond the 8th grade. In no case may a student be eligible to participate in more than four of each of the seasons defined as follows:
 - “Fall” - coinciding with the dates of the fall season.
 - “Winter” - coinciding with the dates of the winter season.
 - “Spring” - coinciding with the dates of the spring season.
4. Have a signed parent permission slip.
5. Obtain a physical examination, a record of which will be on file in the health office before practicing or competing in any sport.
6. Be responsible for all athletic equipment issued; the student must pay for lost or stolen equipment.
7. Report all injuries to their coaches and fill out the necessary forms.
8. Adhere to the Athletic Code of Behavior and the training rules prescribed by the coaches.

The Athletic Code of Behavior form must be submitted prior to each sport season. These forms are available in the Athletic Director's office.

Competition in the following sports is available in season:

Baseball	Field Hockey	Soccer	Tennis
Basketball	Football	Softball	Volleyball
Cheerleading	Golf	Swimming	Winter Track
Cross Country	Ice Hockey	Spring Track	Wrestling
	Lacrosse		

GRADING PROCEDURE

Grading Practices on the Syllabus

At the start of each new course, teachers will give each student a syllabus and an explanation of their specific grading practices and their classroom expectations. Teachers will include a list of planned major assessments for each term in the syllabus, but this list is only intended as a guide and is subject to change. This document must be signed by the parent/guardian and the student, and returned to their respective teacher.

Grade Scale

Term grades and course grades are reported on a 100-point scale. GPA is reported on a 4.0-point scale.

Progress Reports, Report Cards, and Transcripts

Progress Reports are issued at the midpoint of each term. Progress Reports are designed to provide students and families with approximate feedback on the student's performance midway through the term.

Report Cards are issued at the end of each quarter. Report Cards are designed to provide students and families with the specific numeric grade that will be used to calculate the student's course grade.

Transcripts are issued by request and are typically used for applications to post-secondary programs and for scholarships. The transcript is the student's official grade report from Milford High School. It includes only course grades for grades 9, 10 and 11. For grade 12, it includes both term grades and course grades. The transcript also reports the student's cumulative GPA and class rank.

Term Grades

With the exception of Physical Education and Independent Studies, term grades consist of:

Percentage	Category
70	Assessments
30	Homework, Classwork, and Participation

In Physical Education, term grades consist of:

Percentage	Category
25	Preparation
25	Affective
25	Psychomotor
25	Cognitive

These categories will be explained on Physical Education course syllabus.

In Independent Studies, the supervising teacher will establish a clear grading procedure with the student at the outset of the Independent Study.

The Assessments Category

Examples of Assessments

An assessment is a task designed to measure a student's performance against specific learning standards, and where the teacher issues a grade indicating the extent to which the work meets those standards. Assessments may include, but are not limited to: quizzes, exams, essays, research papers, projects, performances, debates, simulations, and lab reports. In addition, tasks may be divided into different components, each counting as an individual assessment. For example, a multi-week art project could be divided into three different assessments: a project proposal, the finished work, and a narrative reflection. Similarly, a research paper could be divided into multiple assessments, including an outline, an annotated bibliography, a first draft, and a final draft. These examples are meant to be illustrative and not exhaustive.

Required Number of Assessments

The Assessment Category must include at least 4 assessments per term, except in the fourth term for seniors, when teachers must include at least 3 assessments.

Weighting Assessments

Teachers may score assessments as either weighted or unweighted. When a teacher uses an unweighted approach, all assessments have the same point-value. When a teacher uses a weighted approach, different assessments have different point-values. The course syllabus will explain whether or not the teacher will issue different weights for assessments, and if so, the syllabus will explain how assessments will be weighted.

If the teacher elects to use a weighted approach, the teacher may do so in a number of different ways. For example, a teacher may distinguish between major and minor assessments and indicate the weight of each. To illustrate, the teacher may state that quizzes are minor assessments that will comprise 40% of the assessment category, whereas exams are major assessments that will comprise 60% of the assessment category.

Alternatively, teachers may assign different point values to each assessment to reflect their respective weights. To illustrate, the teacher may state that a quiz is worth 10 points, an exam is worth 50 points, and a research paper is worth 100 points. These examples are illustrative and not exhaustive. Teachers may employ other approaches to weighting but must explain that approach on the course syllabus.

Maximum Weights

No single assessment may count for more than 20% of the term grade. If the teacher administers 4 unweighted assessments, each assessment counts for 17.5% of the term grade.

In the fourth term for seniors, when a teacher may include only 3 assessments, no single assessment may count for more than 30% of the term grade. If the teacher administers 3 unweighted assessments, then each assessment counts for 23.33% of the term grade.

The Homework, Classwork, and Participation Category

Homework, classwork and participation may be treated either as distinct components or as a single component. Homework may not count for more than 20 of the 30 points in this category.

Teachers may issue a single score for this category in each term or they may assign scores for specific pieces of work or for periods of time. For example, a teacher may issue a single participation score at the end of the term, or the teacher may issue 3 participation scores during a term at 3 week intervals. In addition, the teacher may issue scores for each individual homework assignment, or may issue a single homework score at the end of the term. The syllabus will explain the teacher's specific approach for each course.

Course Grades

For each 6-credit course, teachers will calculate student grades in the following manner:

Percentage	Category
20	Term 1
20	Term 2
10	Mid-Year Exam
20	Term 3
20	Term 4
10	Final Exam

For each 3-credit course, teachers will calculate student grades in the following manner:

Percentage	Category
45	Term 1
45	Term 2
10	Final Exam

For each 1.5-credit course, teachers will calculate student grades in the following manner:

Percentage	Category
100	Term 1

Final Exam Exemptions for Seniors

A Senior who earns a score of at least 88 percent for all grades in a course (Terms 1, 2, 3, 4 and the Midyear Exam) and who has no more than 6 unexcused class absences in a full year course, or 3 or fewer unexcused absences in a semester course, may choose to not take the Final Exam in that course.

Advanced Placement (AP) Exams

Students enrolled in Advanced Placement (AP) courses are expected to complete the AP exam. Students who fail to complete the exam will receive Honors-level credit for the course, not AP credit. Fee waivers are available for students facing economic hardship.

Absences and Grades

When a student is absent from school or class, the student may complete missed work, except when the absence is due to a class cut or truancy. When a student cuts a class or is truant from school, the student will receive a grade of zero (0) for any missed classwork or assessments. The student will not be permitted to complete the missed work for credit.

If a student's absence or tardy is unexcused, the student may complete missed work or assessment. The work must be completed within 2 school days, subject to the teacher's availability. If the absence occurs on Friday or on day preceding a vacation, the work must be either submitted electronically within 48 hours, or in the case of in-class assessment, the student must contact the teacher to schedule a time to makeup that assessment upon returning to school. The student's grade on that assessment will be reduced by 10% per day. For example, if a student misses a test on Wednesday due to an unexcused absence and takes the test on Thursday, the grade is reduced by 10%. If the student takes the test on Friday, the grade is reduced by 20%. The student may not take the test after Friday.

If a student's absence or tardy is excused, the student must complete the missed work or assessment within 4 school days. The student's grade will not be reduced as long as the work is completed within 4 school days. Any work submitted after 4 school days may be subject to a grade reduction of 10% per day. Students within multiple consecutive excused absences may request an extension from their Assistant Principal.

Academic Consequences for Poor Attendance

Any student with 6 or more unexcused absences in a term in a course will not be issued a grade in that course. Instead of receiving a numeric grade, the student's report card will show an "N" for the term grade. "N" indicates that the student has not met the school's attendance expectations; the comment of "failure due to attendance" will be noted on the student's report card. For the purpose of determining eligibility for extracurricular activities, an "N" will be treated as a failing grade.

A tardy arrival to class beyond 20 minutes is considered an absence for the purpose of this policy.

Full-Year Courses

A student with 6 or more unexcused absences in the first, second, or third term of a full-year course will receive an "N" for a grade. If the original earned grade is below 64%, that grade will not be replaced with a "N." If the student meets the attendance expectations in the subsequent term, the "N" will be converted to the original earned grade. If the student does not meet the attendance expectations in the subsequent term, the "N" is converted to a 64.

A student with 6 or more unexcused absences in the fourth term of a full-year course will receive a 64 for the term, not the original earned grade.

A student with 6 or more unexcused absences in two or more terms in a full-year course, and who earns a passing grade in that course, will receive a grade of 65 for the course.

Semester Courses

A student with 6 or more unexcused absences in the first term of a semester course will receive a "N" for a grade. If the original earned grade is below 64%, that grade will not be replaced with a "N." If the student meets the attendance expectations in the subsequent term, the "N" will be converted to the original earned grade. If the student does not meet the attendance expectations in the subsequent term, the "N" is converted to a 64.

A student with 6 or more unexcused absences in the second term of a semester course will receive a 64, not the original earned grade.

A student with 6 or more unexcused absences in both terms in a semester course, and who earns a passing grade in that course, will receive a grade of 65 for the course.

Term Courses

A student with 6 or more unexcused absences in a term course, and who earns a passing grade in that course, will receive a grade of 65 for the course.

Course Scheduling and Scheduling Changes

Students, counselors, parents/guardians and teachers spend a great deal of time and effort developing each student's academic program for the upcoming school year. Students are to review the Course Catalog and decide what electives and alternatives they would like to select. During the course selection process, each student may meet with their counselor to

plan, select a proper program and review the teacher's recommendations which are referred to parents/guardians for review.

In order to minimize changes in their program, students should carefully select their courses for the following year. It is the student's responsibility to read the course information in Course Catalog. Since staffing is determined by student choices, the courses they select will be the ones they must take next fall.

If a student is scheduled for a course that they are selected for and then chooses the drop that course, the course will remain on the transcript with a grade of "Withdraw Fail" (WF). For the purposes of calculating GPA and rank, a WF is the equivalent of a F. A grade of WF is not considered when determining eligibility for extracurricular eligibility.

If the administration recommends that a student drop a course due to medical circumstances, or other extenuating circumstances, the course will be removed from the transcript

EXTRA HELP

Faculty members are available for extra help on Monday, Tuesday, Wednesday, and Thursday from 2:20 – 2:40 p.m. with the exception of the monthly faculty meeting. Students may also make appointments at other times with individual teachers for extra-help at the discretion of the teacher.

TUTORING POLICY

Tutoring will take place with those students who meet one the following criteria:

1. The student has a medical issue that necessitates absence from school for more than 10 consecutive school days and verified by a physician using the appropriate forms and documentation.
2. The student meets the criteria set forth by a Special Education Team meeting or a 504 team meeting that necessitates tutoring.
3. The student has a disciplinary issue that necessitates absence from regular day school in excess of ten school days.

SHORT TERM TUTORING (Four weeks or less):

Teacher is responsible for:

Providing the materials

Tutor is responsible for:

Contacting the teacher when necessary

- Grading the student
- Classroom teacher is the teacher of record
- Receiving lesson plans and materials from the teacher
- Returning the student's completed materials to the teacher

LONG TERM TUTORING (Longer than four weeks):

Long term tutoring occurs if it is anticipated that the student may not return before the end of the school year or will be out longer than a semester.

Tutor is responsible for:

- Developing lesson plans and evaluation instruments using the appropriate curriculum guide with the teacher's approval.
- Assessing student progress
- Assigning the grade
- The tutors' name will be the teacher of record in the temporary file.

All students must complete four years of high school and satisfy all graduation requirements in order to receive a Milford High School Diploma. All seniors shall be required to earn 75% of credits, regardless of prior credits earned during grades 9, 10, and 11 to be eligible for a Milford High School Diploma. The class of 2019 as well as the succeeding classes must also pass the MCAS Test (Massachusetts Comprehension Assessment System) to receive a Milford High School Diploma.

HONOR ROLL

The following will be used to compute the Honor Roll eligibility:

HIGH HONORS - Average of 90% or better in all courses bearing quality points.

No grade below 85%, quality points or non-quality point courses.

HONORS - Average of 85% or better in all courses bearing quality points.

No grade below 80%, quality points or non-quality point courses

If a student passes a course with a grade sufficient to earn Honor Roll status, but loses credit due to poor attendance, that student will not qualify for the Honor Roll. See also **Discipline Code Table under Tardy to School**.

NATIONAL HONOR SOCIETY

In order to be inducted into the Milford High School Chapter of the National Honor Society (NHS), a student must have completed at least ten terms of high school. The NHS has four criteria: scholarship, leadership, character and service; a member of the NHS is expected to be outstanding in all areas, displaying exemplary behavior in the classroom, the school and the community. Candidates will be considered in March of their junior year and October of their senior year.

Once the scholastic eligibility has been determined, the entire faculty will assist a five- member faculty committee appointed annually by the principal in the selection process by assessing the candidates' qualities of leadership, character and service through a portfolio completed by the student. The NHS Faculty Committee will make the final selection of candidates.

Once a student has been inducted into the NHS, they must maintain the academic requirement, must adhere to the NHS Code of Behavior and must successfully complete the service obligations.

For additional detail regarding NHS, its academic requirement, details regarding the portfolio and selection and requirements for maintaining membership, please visit the Milford Public Schools website where you can find a copy of the by-laws for the MHS chapter, and all applicable forms.

PROGRESS REPORTS

The progress reports will be issued according to the following schedule per term:

1. Parents/guardians may view their child's progress at any time via the X2 Family Portal.
2. The regularly scheduled progress report will be issued to cover the first four weeks of the term.
3. The report cards will be issued as scheduled (approximately every 45 days).

Graduation Requirements

To earn a Milford High School diploma, a student must

- complete all distribution requirements,
- earn a minimum number of overall credits,
- earn a Competency Determination (CD) in English, Mathematics, and Science/Technology through the Massachusetts Comprehensive Assessment System (MCAS).

Distribution requirements are as follows:

Distribution Requirement	CREDITS
English Language Arts (four 6-credit core courses)	24 (4 Years)
Mathematics (four 6-credit core courses)	24 (4 Years)

History and Social Sciences (three 6-credit core courses and US Government)	21 (3.5 Years)
Science (three 6-credit core courses)	18 (3 years)
Foreign Languages (two 6-credit courses)	12 (2 Years)
Practical Arts/Fine Arts	12 (4 Classes)
Physical Education	9 (4 Classes)
Health	3 (2 Classes)

Students enrolled in English Language Development (ELD) courses (English Language Learners) must earn 12 credits in two years of mainstream English Language Arts courses. ELD 1 and ELD 2 may substitute for 12 credits of the English Language Arts distribution requirements.

Students must earn at least 130 credits to qualify for a diploma.

Students may request an administrative waiver of distribution requirements or the minimum credit requirement. The Principal will make the final determination on such requests.

Students earn CDs by earning passing scores on MCAS assessments, or by the successful completion of an Educational Proficiency Plan, or by the successful completion of a MCAS appeal. Please see the website of the Massachusetts Department of Elementary and Secondary Education for detailed regulations.

GPA and Rank

Milford High School calculates both GPA to assist in post-secondary planning, to determine eligibility to apply to various honor societies, and to establish class rank for the purpose of naming a Valedictorian and Salutatorian. While Milford High School calculates both a “cumulative” and “core” GPA to assist in post-secondary planning, Milford High School uses the “cumulative” GPA for all other aforementioned purposes. The cumulative GPA includes all courses on the student’s transcript. To calculate GPA, Milford High School uses the methodology prescribed in the [2016 Reference Guide for Undergraduate Admissions Standards for the Massachusetts State University System and the](#)

[University of Massachusetts](#) published by the Massachusetts Department of Higher Education. Milford High School only calculates rank for students who were enrolled as a full time student at Milford High School throughout all four years. Milford High School publishes an annual School Profile showing the GPA distribution by decile, thereby permitting colleges and universities to establish non-ranked students' relative achievement.

Courses accepted for transfer, including Dual Enrollment courses offered outside of the school day, are not included in GPA.

Dual Enrollment courses offered during the school day are included in GPA. Virtual High School courses (VHS) completed through Milford High School are included in GPA.

Independent Studies may be weighted as AP-level courses, with prior approval of the Principal, and will be included in GPA.

Criteria for the Selection of the Valedictorian and Salutatorian

The student selected to be valedictorian must meet the following criteria:

- The student must have been enrolled as a full time student at Milford High School throughout all four years.
- The Valedictorian will be the student ranked number one based on the calculation of the weighted cumulative grade point average at the END of the junior year.
- The Salutatorian will be the student ranked number two based on the calculation of the weighted cumulative grade point average at the END of the junior year.

Transfer Students

Credit transfer, grade-level placement, course-placement, and grade-transfer decisions are the ultimate responsibility of the principal, but these guidelines are designed to ensure consistency and predictability in the transfer process. Guidance counselors will apply these guidelines during the intake process for transfer students. Students and families may request a meeting with the principal if they feel there are circumstances that warrant exceptions to these guidelines.

I. Transfer credits and the MHS transcript

A. The MHS transcript will list all courses accepted for transfer credit.

II. Credit conversion

A. All credits accepted for transfer will be converted to the MHS credit scale:

1. full-year course = 6 credits
2. one-semester course = 3 credits

B. No student will be awarded more than 42 credits for one year of high school courses completed at another high school.

III. Courses eligible for transfer

A. Only courses completed in an accredited secondary school in grade 9 or higher are eligible for transfer.

IV. Transfer credits and distribution requirements

A. Transfer credits may be used to fulfill distribution requirements (i.e. 4 English courses, 4 math courses, 3 social studies courses, etc.).

1. In such instances, the transcript will list the closest MHS course equivalent.

• *Examples:*

- i.Math 1 CP (Algebra 1) – Brazil, 6.0 credits
- ii.History 9 CP (World History 2) – California, 6.0 credits
- iii.Science 10 CP (Chemistry) – Ecuador, 6.0 credits

1. English courses completed outside of the United States are eligible to fulfill distribution requirements.

a. If an English Learner (EL) places into English Language Development (ELD) 3 or higher, transfer credits in English will count toward the distribution requirement in English.

b. If the EL places in ELD 1 or 2, transfer credits in English will count toward the distribution requirement in World Language.

V. Grade-Level Placement: Grade placement will be determined by calculating the minimum number of years of study the student will need to complete to fulfill both distribution and credit requirements

A. In general, students will not be permitted to enroll in two English courses concurrently.

1. *Example:* a student may not enroll in both English 11 and English 12

B. In general, students will be permitted to complete two math or science courses concurrently when prerequisites are met for both courses.

VI. Graduation requirements will be waived for students who were not able to complete MHS-required courses prior to transfer.

- *Example:* A student transfers to MHS after grade 10. The student did not complete physical education in grades 9 and 10 prior to transfer. The student is required to complete only two physical education courses, not four.

VII. The World Language requirement will be waived for international transfer students who are enrolled in ELD courses at MHS or who are native speakers of a language other than English. In some cases, however, such students will be advised to enroll in World Language courses, especially if the student hopes to gain entry into a selective college or university in the United States.

III. Course Placement for International Transfer Students

- A. Course placement in English and Math will be based on the student's performance on a placement test at intake.
- B. Course placement in other subjects will be based on a review of transfer credits.

X. Grade-Transfers

- A. Students who were enrolled in another school during the same year may transfer grades from similar courses.

- o *Example:* A student transfers from Delaware where they were enrolled in grade 10 English, Geometry, Chemistry, and US History. They completed term 1 in Delaware and have a report card from her high school. They are enrolled in these same four courses at MHS. MHS teachers will transfer her grades from Delaware for the first term for the purpose of calculating the course average.

- B. Students who do not have grades for transfer and enroll at MHS during the first semester will choose one of the following options with respect to grades:

- The student may elect to accept a grade of 50 for the first term or for missing assignments from the current term.
- The student may elect to complete major assessments from the past and/or current term for full credit. The grade for the past term will be calculated using scores from the major assessments.
- 1. In such instances, the guidance counselor will communicate clear deadlines for the completion of past assessments to both the student, family, and teachers at the time of intake.

2. Course grades will be calculated at the end of the school year. Students who elect to complete major assessments assigned prior to enrollment at MHS will not receive extensions beyond the end of the school year to complete those assessments.
- C. Students who do not have grades for transfer and enroll at MHS after January 1 may choose one of the previous options with respect to grades, or they may elect to audit one or more courses.
 - In courses where the midterm assessment is a cumulative exam, the student may elect to complete the exam instead of completing all missing major assessments from terms 1 and 2. The score on the exam will serve as the grade for both terms 1, 2, and the midterm assessment

X. Transfers from Non-Accredited Schools, including Non-Accredited Home Schools

- If the student enters from a non-accredited school (schools not approved by the Massachusetts State Department of Education or by comparable agencies), the principal or their designee will make temporary placement in view of available evidence, with permanent placement to be at the grade or level best suited to the student's academic, social, and emotional development as indicated by observation and testing.
- Home school students entering public school are treated as students entering from non-approved schools unless the Home School operator provides satisfactory evidence of accreditation.
- Written examinations may be administered and graded by the principal or his designee for the purpose of course placement. Student scores from the recognized standardized test may substitute for the required comprehensive written examinations.
 - The examination administered for students in grade 9-12 will cover the individual subjects appearing on the official transcripts. Subject examinations will be administered only one time. Students will receive credits only for individual courses when they pass the examination. A grade of "P" will be entered on the transcript. These grades will not be used in calculating the student's GPA.

SECURITY RULES

1. **Students may enter the building each day after 7:00 a.m. Students are not allowed in the building after 2:40 p.m.** without supervision by faculty or a staff member or parent/guardian. Students who violate this policy will be trespassing and will be subject to discipline.
2. **ALL VISITORS MUST REPORT TO THE SECURITY BOOTH TO REGISTER WITH THE LOBBY GUARD SYSTEM AND RECEIVE A VISITOR'S BADGE,** that must be worn at all times. Only visitors with official school business will be allowed on the premises. Upon completion of the visit, the visitor must sign out and return the "Pass" to the VISITOR'S SECURITY BOOTH. All visitors must register. When a "stranger" is seen in the building without a "Visitor's Badge," an administrator must be notified immediately.
3. For purposes of school safety, all students are to be aware of school rules concerning lockers and personal property defined elsewhere in this handbook (see Student Responsibilities).
4. All students should report potentially serious confrontations between students to an administrator, teacher, or counselor so they may be mediated before someone is hurt.
5. Milford High School will be registered with the statewide State Police K-9 program. This program will be utilized when the administration judges that the welfare of the students is at risk.
6. All students should feel that Milford High School is a safe environment in which they may learn and fully develop their potential. If there is something that is keeping any student from feeling safe in school, s/he is urged to see an administrator or counselor as soon as possible.
7. Video surveillance equipment will be used to monitor activity at Milford High School 24 hours a day. Any student caught violating codes of conduct will be subject to the discipline code.

SPORTSMANSHIP

Webster has defined sportsmanship as "conduct becoming a sportsman, involving honest rivalry and graceful acceptances of results." This is a fair definition and one we should adhere to in all of our activities dealing with students from other schools.

Athletes and fans particularly should be aware of the Sportsmanship Award given to the Hockomock League school selected by the members of league teams of all levels. Criteria for the award for athletes include respect of opponents, attitude toward officials, respect for rules of the game and care of equipment and property. Criteria for fans include respect for players, respect of officials and behavior at home and away games.

This is basically common courtesy that is expected of Milford High School students, coaches, and advisors involved as participants or as spectators of any event involving students from another school or from Milford High School.

WITHDRAWAL FROM SCHOOL AND TRANSFER

Students may withdraw or transfer by following the procedures listed below:

1. Obtain appropriate forms and information from your Guidance Counselor.
2. Secure authorization withdrawal or transfer note from your parent or guardian for a minor child.
3. Have the forms filled out by teachers, return all schoolbooks and property and make sure all fees are paid.
4. Meet with the principal.

VIDEO SURVEILLANCE EQUIPMENT

Video Surveillance equipment is in use at Milford high School and will be used where necessary to identify any and all individuals in the building. Destruction/tampering with video surveillance equipment will result in disciplinary action. See discipline code.

DISTRICT-WIDE POLICIES
MILFORD PUBLIC SCHOOLS

ATTENDANCE PROCEDURES AND PROTOCOL

In accordance with the General Laws of the Commonwealth of Massachusetts (Chapter 76, Section 1) students are required to attend school during the number of days required by the Board of Education. The education of children is a responsibility shared by both school and parent/guardian(s). It is important for a student to be present in school each day to ensure continuous learning. Students should be home when they are ill; otherwise all efforts should be made to have them in school. To the greatest extent possible, all appointments should be made before or after school and recreational trips should be scheduled during school vacations. Regular attendance is necessary in order to achieve academic success. Time lost from class is very difficult to make up, particularly in terms of student interaction and exchange of ideas. Therefore, it is important to attend school regularly and to be absent or dismissed only for serious matters.

- Any student who reports to school after 11:00AM, or who is dismissed before 11:00AM, will not be eligible to participate in any co-curricular activities that are scheduled for the same day. Prom dismissal must take place after third period on a full-day schedule. However, there may be certain instances when the above ruling could be waived and the student would be eligible to take part. In such cases a student should consult the building principal before the absence occurs.
- Any student who has had chronic attendance may be prohibited from attending certain field trips. This decision will be made after a joint meeting has taken place with the team, guidance counselor, student, and an administrator.

School Attendance:

1. For the purpose of this policy, an absence will be defined as occurring any time a student is not present at the start of the school day, and does not check in (as late, tardy to school) with the school's office.
2. A tardy to school will be defined as occurring any time a student arrives late to school and needs to go to the school office in order to be considered present and attending school for the remainder of the school day. For the purpose of this policy, a tardy will be considered equal to a half (1/2) day of absence.
3. A dismissal from school will be defined as occurring any time a student leaves school prior to the end of the day. For the purposes of this policy, a dismissal will be considered equal to half (1/2) day if absent.
4. It is recognized that students may miss school for a number of reasons in which a physician's note or an alternative excuse may be considered. The only excuse that may be accepted to excuse an absence is a physician's note that documents that a child was seen on a particular day, a dentist's note stating that a child was treated

- on a particular day, or a legal reason such as a court date or an administrative excuse.
5. Any absence, tardy, or dismissal that is explained or covered by a physician's note, or other excuses that are considered appropriate by the school administrator, may not be counted in determining if school consequences or further intervention is necessary at the discretion of the school administrator.
 6. A student dismissed by a school nurse-will be excused the following day upon recommendation of the school nurse.

The following is a step-by-step procedure that will be used in situations where an absence problem exists:

Step One: When a student has a **total of six (6) days** of non-attendance within any 45 day period, either directly due to absences or in combination with tardies and dismissals, and none of those days have been covered by a physician's note or other administratively approved excuse, **then a letter and/or a telephone call** will be sent out to the student's parents/guardian(s) to review the attendance policy, warning the family that the student is at risk for requiring an intervention that would necessitate a school conference, and could involve the Court through a CRA (Child Requiring Assistance) application, or adult failure to cause school attendance.

Step Two: If the student continues to be absent, tardy or dismissed without appropriate excuses and the **total of non-attendance days is eight (8)** within any period of 45 days, a school conference will be mandatory. The conference would include parent/guardian(s) of the student, School Administrator or designee and may include the child. During the conference the determination will be made whether a CRA or Failure to Cause is necessary at that time. If not, another conference will be scheduled to monitor the student's attendance.

If the Court does decide to move forward with the CRA or Failure to Cause, it would be the responsibility of the School Administrator or designee to liaison between school, Court, and student/family in order to ensure school attendance.

Step Three: Any further absences, tardies, or dismissals from school would be brought to the attention of the Juvenile Probation Office. It would be up to the Court to determine if further intervention or consequences would be necessary. The student and family would be expected to work with the School Administrator or designee to assure compliance with school attendance laws. In some situations, it would be useful for the student and family to also work with the School Adjustment Counselor in order to support improved attendance. This would be voluntary on the part of the student and family.

Step Four: Please note excessive absences (more than 8 in any 45-day period) may result in summer school and/or retention.

Student Absence Notification Programs

Chapter 76 Section 1A of the General Laws of Massachusetts states that the School Committee of a city, town, or regional school has the obligation to establish a student absence notification program to be monitored by the schools. Students are not allowed to call in their absences.

Parent/guardian(s) of each student must call their child's school on the morning of the absence to inform the school staff of the following information:

- **Child's name;**
- **Child's grade;**
- **Homeroom number;**
- **Reason for the absence;**
- **Provide a telephone number where they can be reached during the day;**
- **Name of person calling in the above information.**

If a student is absent and the school is not notified by the time indicated, a call home will be made. If the school cannot make contact with a parent/guardian(s), the Milford Police will be notified and/or a 51A may be filed for neglect.

Parents/guardians and students are asked to take attendance seriously. The parent/guardian should **send in a note** explaining any absence within two (2) days of return to school and must be received within one month of an absence. Any documentation received after one month will not be accepted. Parents/guardians are asked to take attendance seriously. A note excusing an absence, tardy or dismissal should be presented upon the child's return to school. The note of absence will be reviewed and any unaccepted notes will be referred to the administration for follow-up.

In the event a student is absent due to illness for more than one consecutive day, they will be able to get missed homework. Parents/guardians are asked to call the office between 7:30-8:00 AM on the day of the absence to request homework assignments. If parents/guardians do not call in to get assignments, it is the **child's responsibility** to see their teacher within two days of their return to get any make-up work.

Absenteeism and Vacations

Milford Public Schools considers absenteeism excessive when it significantly interferes with a student's learning; as reflected in their academic performance or social development. School vacations are published well in advance during the school year and parents/guardians should make family plans accordingly. Our district discourages students missing school for extended family vacations. Such absenteeism may disrupt the continuity of the student's learning. School work will not be provided prior to a child leaving for a non-school vacation. Family vacations are unexcused absences. Parents/guardians who allow their child to be out of school for vacations are assuming responsibility for their child's educational program. Students will be expected to make up any class work and/or homework assignments upon returning to

school. Students will be expected to make up the work within 10 school days but may not exceed a marking period. Early exams will not be provided. **Any work not made up will result in a grade of zero.**

MILFORD HIGH SCHOOL CONCUSSION POLICY AND PROCEDURES

MSC Approved: updated 2018

AIDS POLICY

HIV is not spread by casual, everyday contact. Therefore, barring special circumstances, students who are infected with HIV shall attend the school and classroom to which they would be assigned if they were not infected. They are entitled to all rights, privileges, and services accorded to other students. Decisions about any changes in the education program of a student who is infected with HIV shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

The "special circumstances" mentioned in the second sentence of the policy would include instances in which the physician of the person who is infected with HIV has advised that this person: has a serious secondary infection, such as tuberculosis, that may be transmitted to others or has a significant health problem that will permanently restrict the individual's ability to work or attend class

UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS as well as all other blood-borne organisms (such as the Hepatitis B virus).

They are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV infected.

They are precautions because they require foresight and a bit of planning and should be integrated into your existing general safety and wellness guidelines.

1. Treat blood with respect.
2. All blood spills should be cleaned up promptly by trained personnel.
3. Inspect the intactness of your skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to do the clean up. Latex gloves add an added measure of protection, but are not essential if your skin is intact.
4. Blood spills should be cleaned up with a ten percent bleach solution.
5. Always wash your hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of your body (be especially careful not to touch your eyes before washing up). Soap and water will kill

HIV.

6. Other body fluid spills (urine, vomits, feces,) unless grossly blood-contaminated, need only be cleaned up in the usual manner. They do not pose a significant risk of HIV infection.

BUS CONDUCT AND TRANSPORTATION POLICY

It is the intent of the Milford School Committee to comply with the letter and spirit of the laws of the Commonwealth of Massachusetts, and regulations of the Registry of Motor Vehicles and the Department of Education pertinent to transportation of students, and these govern any areas not covered by specific declaration of policy.

A. General Policy

1. The purpose of school transportation is to get students who live a specified distance from their assigned school, to school and home as safely, efficiently and economically as possible.
2. Unless a student is eligible for transportation provided by the Milford Public Schools, the transportation of such student becomes the responsibility of the parent/guardian.
3. It is the parent/guardian's responsibility to see that the student gets to their assigned bus stop. The behavior and/or actions of the student while at a designated bus stop are subject to the parent/guardian's supervision and will not be the responsibility of the school department.

B. Eligibility – Walkers and Riders

In general, transportation will be provided:

- a. students in grades 9-12 who reside two miles or more from enrolled school,
- b. students in grades 6-8 who reside 1.5 miles or more from enrolled school,
- c. students in grade 1-5 who reside one mile or more from enrolled school,
- d. all students in Kindergarten will be bused,
- e. all bus stops will be established. There is no door-to-door transportation. Bus routes are established under the direction of the Transportation Coordinator so that an authorized bus stop is available within a reasonable walking distance of the home of every resident pupil entitled to transportation.
- f. special education or medical circumstances documented by an I.E.P.
- g. the distance from a pupil's residence to the school attended shall be measured from the lot line of the property to the lot line of the school property and shall be measured along the shortest possible walking distance.
- h. Before the start of the school year, parents/guardians may designate the pick-up and drop-off distinction. Pick up and drop off must be the same address. Once school begins, any changes must go through the Transportation Coordinator.

Adoption Date: June 29, 1995

Amended: May 25, 2000

MSC First Reading: 10/20/16

MSC Approved: 10/20/16

LEGAL REFS: M.G.L. 40:5; 71:7A; 71:68, 71B: 5

CROSS REF: EEA, Student Transportation Services

C. General

1. Students transported in a bus are under the authority of and directly responsible to the driver of the vehicle.
2. Continued disorderly conduct or persistent refusal to submit to the authority of the driver is sufficient reason for a student to be denied transportation on a bus.
3. The driver of any bus is responsible for the orderly conduct of the students transported.
4. No vehicle driver can require any student to leave the vehicle before such student has reached his destination.
5. A bus cannot be put in motion until all students are seated.
6. No bus can stop to load or discharge students except at regularly designated stops.
7. No student can engage in unnecessary conversation with the driver while the vehicle is in motion.
8. Smoking in a bus is prohibited.
9. No persons should be allowed to occupy a position in a bus that interferes with the vision of the driver to the front, to either side of them, or through the mirror to the rear, or with the operation of the vehicle.
10. Nothing can be thrown within the vehicle or out the windows.

BUS RULES FOR DRIVER

D. Discipline

Any violations of the rules and regulations for student behavior on school buses must be reported to the transportation coordinator. The action taken should be reported to the driver so the driver knows what action has been taken.

1. Extreme cases of misbehavior on the bus or at bus stops should be reported to the transportation coordinator.
2. Although discipline on buses is a driver's responsibility, their main job is to drive the bus safely and in accordance with rules and regulations.

E. THE RESPONSIBILITIES OF PARENTS/GUARDIANS

The following guidelines will be conveyed to parents/guardians by principals.

1. Cooperate with school authorities and bus drivers in promoting efficient service.

1.a. The purpose of school transportation is to provide safe, comfortable, and economical transportation for those students living beyond walking distance to the school. It is not a taxi service for students, parents/guardians or unauthorized persons. Parents/guardians should not expect the bus to operate over roads that are not properly maintained or private lanes leading from the residence to the highway or on roads where adequate turnarounds are not provided. Also, students will not be bused to birthday parties, CCD classes, scouts, or any other activity at any time.

1.b. Students should be taken from the school to their homes, but in cases of extreme emergencies, the principal, after speaking to the transportation coordinator, may arrange for the driver to drop the student at another designated place.

1.c. Parents/guardians and drivers must not place students who are not bus students on the bus, either to or from school.

1.d. When a student boards the school bus, they must adhere to all rules and regulations of this policy from the time a student boards the bus until they disembark

the bus in the afternoon.

1.e. High school students will not be bused to after school jobs. That is the responsibility of the parents/guardians.

2. Have students at the bus stop on time; ensure proper conduct of students going to and from bus stop and at bus stop.

3. The school welcomes written suggestions from parents/guardians for improving school transportation. Suggestions should be addressed to the school superintendent or the transportation coordinator.

4. Ensure the cooperation of students with the authorities responsible for transportation. Parents/guardians should understand that students riding on school busses must obey all regulations governing students riding school busses or forfeit their right to ride.

Contact the Transportation Coordinator if a bus problem exists.

BUS RULES FOR STUDENTS

F. WAITING FOR THE BUS

1. Be on time for the bus but do not arrive at the stop earlier than 10 minutes before the time at which the bus usually arrives. Due to traffic and weather, etc., parents/guardians should allow 10 minutes each way.

G. RIDING THE BUS

1. Do not eat food on the bus.
2. Do not throw anything on the bus.

3. Avoid extending your arms or any other parts of your body out of the windows. A bus passing close to a stationary object, like a tree branch, even at slow speeds, can produce serious injury.
4. Do not change seats while the bus is moving.
5. Avoid shouting, foul language and other excessive noise that may distract the driver and lead to a serious accident.
6. Except in emergency situations, or when specifically directed to do so by a bus driver during an emergency drill, students should never activate the emergency exit door at the rear of the bus.
7. Help keep the bus clean and sanitary.
8. Be courteous to other students and to the driver.
9. Listen carefully and obey any directions issued by the driver.
10. Upon boarding the bus in the morning, remain on the bus until arrival at school.
11. Students who disembark from the bus in the afternoon prior to arriving at their original morning pick-up point will not be allowed back on the bus again that day to complete their trip.

H. DISCIPLINARY ACTION

Violations of the transportation procedures will result in the following actions:

1. FIRST VIOLATION: Upon receipt of a bus conduct report the transportation coordinator will issue a warning and inform the respective principal as well as the parents/guardians of the student.
2. SECOND VIOLATION: A second violation may result in a suspension of bus privileges for a minimum of ten (10) school days.
3. FUTURE VIOLATIONS: Any future violations may result in suspension of bus privileges for the remainder of the academic school year.

Parents/guardians and respective principals will be notified in writing by the transportation coordinator of all suspensions.

Regardless of whether a student's conduct constitutes a first violation, at the discretion of the transportation coordinator, a student may be suspended from bus privileges due to dangerous or inappropriate behavior.

I. OTHER

This policy shall become a permanent part of the Student/Parent/Guardian Handbook at the elementary, middle and high school levels. (*Transportation Policy Rev. 6/97*)

DRUG LAWS

All students and parents/guardians should be aware of three major drug laws that became effective on September 5, 1989:

1. The Drug Free School Zone law requires a two-year mandatory sentence for anyone selling drugs within 1,000 feet of school property.
2. A second law directs the Registrar of Motor vehicles to suspend for up to five years the driver's license of anyone convicted of any drug offense, including possession.
3. The false identification law revokes a driver's license, at the discretion of the Registrar, for six months for anyone caught using a falsified driver's license to illegally obtain alcohol or for any other illegal purpose.

EQUAL ACCESS

All courses of study, co-curricular activities, services and facilities offered at Milford High School are available to all students without regard to race, color, sex, religion, ethnicity, national origin, disability, gender identity, pregnancy or pregnancy related conditions, sexual orientation or homelessness.

EVACUATION PLAN

Milford High School will have an evacuation plan that has been designed by the administration of the individual building in concert with the Milford Police Department and Milford Fire Department. This plan is on file in the office of the principal and is reviewed annually by the building administration with all building personnel. A fire evacuation plan is posted in each room. Students should study the plan and become familiar with it. When the alarm sounds, students should follow the directions of the teacher in charge.

FELONY

Any student who is charged with committing a felony or is the subject of a felony delinquency complaint, whether it is school related or not, may be suspended indefinitely by the principal. If the student is convicted, adjudicated, or has admitted guilt with respect to a felony or felony delinquency, s/he may be expelled by the principal if the principal determines that the student's continued presence in school poses a substantial detriment to the general welfare of the school. (M.G.L. Chapter 71, Section 37 H and Section 37H ½ as amended by the Acts of 1993)

BULLYING

I. Policy

A. It is the policy of the Milford Public School District to take pro-active, reasonable measures designed to provide a learning and working atmosphere for students, employees and other members of the school community that is free from sexual harassment, bullying, and hazing intimidation. These terms are referenced herein as "harassment," which is more particularly defined below. The District in the strongest possible terms condemns

harassment, whether based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other reason

B. It is a violation of policy for any administrator, teacher or other employee, or any student or other member of the school community, to engage in or condone harassment in school, on school grounds, or at or in a school-related function, activity, communication or contact, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

C. This policy is not designed or intended to, nor shall it, limit the school's authority to take disciplinary action or to take remedial action when such harassment occurs out of school, but otherwise has a sufficient nexus to school under applicable law, or is disruptive to an employee's or student's work or participation in school-related activities.

Harassment, including but not limited to cyber-bullying by electronic or other means, occurring in or out of school will be reviewed, and, when there has been established a sufficient nexus to school or school-related work, may result in discipline.

D. It is the responsibility of every employee, student, and parent to recognize acts of harassment and take reasonable action to see that the applicable policies and procedures of this school district are implemented. All members of the school community are and must act as partners in such efforts if we are to have any reasonable chance of success in preventing or minimizing activity of this type, which is harmful to both the victim and the perpetrator. The children attending our schools are in critical, formative stages of their lives. To the extent that we, working together, are able to show them a better way, they will reap immeasurable, lifelong benefits.

E. Any employee or student who believes that they have been subjected to harassment has the right to file a complaint and to receive reasonably prompt and appropriate handling of the complaint. While proper enforcement of this policy foresees ably may require disclosure of any or all information received, all reasonable efforts will be made to maintain confidentiality to the extent consistent with such enforcement and applicable provisions of law and regulations.

F. The Building Principal shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of harassment.

II. Prohibition and Definitions

Harassment, including bullying, may take a variety of forms. It is utterly unacceptable in a school or work environment. As a result, no student, employee or other member of the Milford School community shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

A. "Harassment," including "Bullying," the latter including but not limited to "cyber-bullying," as used in this policy means an unwelcome written, electronic, verbal or physical communication, act or gesture which: (1) reasonably causes a student or employee to feel coerced, intimidated, harassed or threatened and (2)

under the circumstances foreseeable may cause: (a) a reasonable person to suffer physical or emotional harm, or (b) damage to a student's or employee's property, or (c) a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:

- B. 1. that are being offered by or through the school district; or
- C. 2. during any district-related educational program or activity; or
- D. 3. while in school, on or using school district property or equipment, in a school vehicle, on a
- E. school bus, at school-designated bus stops, at school-sponsored activities, at school-sanctioned
- F. events; or
- G. 4. through the use of data, telephone or computer software that is accessed through a computer,
- H. computer system, or computer network or any public education institute related to or provided
- I. or facilitated by the district; or
- J. 5. in circumstances otherwise having a sufficient nexus with the school district.

III. Guidelines and Procedures for Investigating and Processing Harassment Claims

Harassment may take many forms. In a school district such could involve an instance of staff member to staff member, staff member to student, student to staff member, or student to student. It conceivably could also include parent to a student other than the parent's child, staff member to parent, or parent to staff member. This listing is illustrative and the procedures set forth herein are not intended to limit the definition of harassment, nor the District's authority to take appropriate action as to the same except to the extent that specific subject matter is expressly addressed herein.

Guidelines and procedures for dealing with any charge of harassment are as follows:

- A. Harassment can be defined by the victim's perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
- B. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. If possible, victims should sign the complaint. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by what the administration in the good faith exercise of its reasonable discretion deems to be clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard, namely whether the administration in the exercise of its aforementioned discretion, taking into account all material information and

circumstances, concludes that a violation of this policy more likely than not has occurred.

- C. Any school employee who has reliable information that would lead a reasonable person to suspect that a person may be a target of harassment; bullying or intimidation shall immediately, as a condition of employment report it to the administration. Each school shall document each prohibited incident that is reported and confirmed, and report each such incident and the resulting consequences, including discipline and referrals if any, to the Assistant Superintendent for Business & Human Resources in timely fashion and without any avoidable delay.
 - D. A good faith report from a staff member is not grounds for any legal liability since such reports are a condition of the staff member's employment, is considered to have been made in the course of the staff member's employment for purposes of the municipal Tort Claims Act, M.G.L. c. 258. As a result, the employee would not be subject to damages simply by reason of making such a report.
 - E. If an instance of student to student harassment, as defined in Sec. II above, is reported to a staff member other than an administrator, the staff member must inform the Building Principal in timely fashion. If the alleged harasser would otherwise be responsible for conducting an investigation, the Alternate Harassment Coordinator designated by the Superintendent or Milford School Committee, who is presently the Assistant Superintendent of Schools, shall conduct the investigation and report to the alleged harasser's immediate supervisor.
 - F. If a situation involving a charge of staff member to student harassment, as defined in Sec. II above, is brought to the attention of any staff member, the staff member should notify the Building Principal immediately.
- G1. Once a charge of harassment has been made, the following course of action should be taken. The Building Principal or Designee will conduct a reasonable, factual investigation by means of discussions with the individuals involved, any other witnesses if any, review of any documents and other, written or electronic materials, etc.

In situations involving allegations against an employee, the employee should be accorded all rights provided by any applicable statute and/or collective bargaining agreement, including but not limited to being informed of their right to have a third party present at the time of the discussion if apt, and in the case of a teacher of the right to counsel if the discussion could conceivably lead to a suspension (see, M.G.L. c. 71, sec. 42D).

In situations involving harassment of students, the principal or designee should conduct an investigation with the appropriate classroom or special subject area teacher. Parents/guardians will be informed of the situation and invited to participate in resolution discussions, if warranted, by the principal.

Parents/guardians of students alleged to have engaged in harassment as to whom suspension is imposed shall be notified that they, or at least one of them, must attend a meeting at which the behavior, words or images giving rise to the complaint may be reviewed. Before any final decision is made as to whether to impose discipline exceeding ten (10) school days, and the nature of such discipline, the student and his or her parent(s) will be informed in reasonable detail of the factual allegations underlying the complaint and given an opportunity to respond to and provide any information material to same by the principal.

In the school administration's discretion, depending on its preliminary assessment of the seriousness of a reported incident of alleged harassment, a student accused of harassment may be suspended from school under the procedures for suspension set forth in the student-parent handbook. A ten (10) school day suspension if deemed reasonably necessary by the administration may be imposed prior to such a meeting, but before any such were imposed the student shall be informed of the ground(s) for such possible suspension in sufficient detail to allow the student to respond to the charge(s). A conference with the student and his or her parent(s) or legal guardian(s) should occur prior to the student's readmission.

It is important that each situation be resolved as confidentially and as quickly as circumstances reasonably permit.

- G2. At any stage of the proceedings the alleged harasser and the victim may discuss the matter at a resolution meeting in the presence of the principal and/or parent, when appropriate.

During this discussion, the offending behavior should be described by the victim and the administration. If warranted, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop and not recur. If circumstances do not permit a face to face meeting, the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution, if any, is voluntarily reached at such a meeting will result in appropriate discipline. The principal at the close of the meeting shall prepare a written summary of the discussion held at the meeting and of resolution, if any, agreed to at same, and shall ask the parties attending the meeting to review, date and sign the memorandum. The administrator shall sign the summary, and if any party to the meeting refuses to sign shall note that fact thereon. No such memorandum must be included in a student's school record or an employee's personnel file unless otherwise required by law, but the principal shall keep a copy of the same student's records.

- H. If after a resolution meeting with the involved parties, the building principal determines that further disciplinary action must be taken, the following may occur:

H.1. In instances involving student to student or student to staff member harassment, subject to applicable law and the disciplinary procedures set forth in the student-parent handbook, the student may be subject to mandatory counseling and/or discipline, including but not limited to suspension or expulsion.

H.2. In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the Assistant Superintendent of Schools

for further action. Personnel action, up to and including discharge from employment, may also be initiated at this point, consistent with applicable law and collective bargaining agreement.

H.3. In all cases where in the good faith judgment of the principal or superintendent so warrant, a referral to law enforcement will be made. School officials will coordinate with law enforcement agencies to identify liaison for harassment cases.

IV. Retaliation

In the event of retaliation, in any form, against any person who has made or filed, or provided any information as to a complaint relating to harassment, any employee or student found to have engaged in the same shall be subject to discipline in accordance with applicable law or policy. In the case of an employee, up to and including dismissal from employment; in the case of a student, up to and including expulsion. If warranted a referral, to law enforcement shall also be made.

V. Confidentiality

Reports of harassment should be kept completely confidential to the extent consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

Age appropriate, progressive discipline procedures are included in building-based student/parent /guardian/ family/staff handbooks.

LEGAL REFERENCES:

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act
3. Chapter 151C, Massachusetts General Laws
4. M.G.L. Chapter 76 §5
5. M.G.L. Chapter 269 §17, 18, 19
6. M.G.L. Chapter 71, §82, 84

Amended MSC – 6/10/10;
Revised MSC – 10/4/12
Amended MSC - 12/19/14
Milford Public Schools

HAZING PENALTIES

(Any student who violates the following will be subject to suspension or expulsion, dependent upon the seriousness of the act.)

The Massachusetts General Court adopted the following law (Chapter 269, Sections 17, 18, 19) on November 26, 1985 which was amended on January 5, 1988: Section 17.

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

Section 18

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

Section 19

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants

for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said section seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

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

Any incident of hazing of any nature will be documented and sent to the parent, via certified mail, disclosing the full nature of the complaint. The consequences of hazing will range from verbal reprimand to suspension or expulsion from school.

HEALTH EDUCATION

Under the new Chapter 71 of the General laws Section 32A amendment, parents/guardians and guardians are being notified that the Milford Public Schools, while recognizing that the primary responsibility for educating children in the areas of human sexuality education or sexuality issues rests with parents/guardians, shall offer as part of the regular curriculum, instruction in human sexuality education.

Upon the request of parents and guardians, and their compliance to the designated school procedure for reviewing curriculum, these materials shall be made available for review.

The Milford Public Schools has adopted a policy and established procedures whereby any student, whose parent or guardian presents to the school principal a signed statement that any or part of the instruction in human sexuality education is in conflict with his or her conscience, or sincerely held moral or religious beliefs, shall be exempt/excused from that portion of the course where such instruction is being given, and further, that no penalties as to credit, promotion or graduation shall result.

(Adopted MSC 6/12/97)

HEALTH SERVICES

The health concerns of today's school age children involve a broad range of physical, social, emotional and behavioral issues, which impact the students' educational process. It is the goal of healthcare professionals to identify these issues and to provide comprehensive health services to the student population. We strongly believe that in doing so, we are promoting better school participation, improved learning and higher educational achievement for all students.

The purpose of this section of the handbook is to inform parents/guardians about the services provided by the Department of Nursing and to inform parents/guardians of the Massachusetts regulations that affect school attendance.

MEDICAL REQUIREMENTS FOR NEW STUDENTS

MA General Law, Chapter 71, section 57 requires physical exams and immunizations for all students upon entry into school and at certain intervals thereafter. Transfer students must present a current physical exam with up to date immunizations at the time of registration.

ANNUAL HEALTH UPDATE CARDS

It is extremely important that we have accurate and up to date information on your child's Annual Health Update card. These cards are given to your child on the first day of each school year, or to a parent/guardian of a student who registers after the school year begins. To protect the safety of your child, it is imperative that we are able to contact you or another adult that you authorize, in the event of an illness or injury. Please choose an alternate contact person who is the most likely individual to be available during school hours. If a student is hospitalized or is going to be out of school for an extended period of time, please contact the school nurse as well as the teacher and Call Back System.

DISMISSAL & ILLNESS

If a student becomes ill during the school day the following procedure will be in effect:

1. The school nurse will contact the family;
2. If a family member is not available, the first person on the Health Update Card will be contacted. We will contact all names on the Health Update Card until someone is reached;
3. Any student who has a temperature of 100 degrees or greater should not be sent to school. The student must be fever free (less than 100 degrees) for a period of 24 hours before returning to school. If the student is sent home by the nurse due to fever, the student will not be permitted to return to school the following day.
4. Any student diagnosed with a contagious illness requiring an antibiotic should be on the antibiotic for a period of 24 hours or more before returning to school.
5. A student with vomiting or diarrhea should stay at home and return to school only after

- being symptom-free for at least 24 hours.
6. A student diagnosed with conjunctivitis may attend school after 24 hours of treatment.
 7. Students dismissed due to illness must be signed out in the school's main office.

HEALTH REMINDERS

There are times when it is in the best interest of all concerned that students not be sent to school. We request that students do not come to school with severe colds, vomiting, diarrhea, fever and any illness that might be contagious.

To minimize the risk of choking do not send students in grades Pre K – 2 with cough drops, hard candy or lozenges. Students in grades 3 and 4 must have parental permission.

Please contact the school nurse if your child develops a medical problem or an existing medical problem changes.

HEALTH ALERT

Periodically the school has outbreaks of contagious diseases that if contracted by a pregnant woman could cause harm to the fetus. If you are pregnant or considering becoming pregnant, please consult your physician before volunteering or participating in school activities.

MEDICATION ADMINISTRATION

The following is an overview of the medication policies that are in place to ensure the health and safety of students that may need to take medications in school.

These forms must be on file in the nurse's office before medication can be administered in school:

1. Signed Medication Order – A written order from a licensed provider is required for prescription and over the counter medications.
 - a. Special medication situations – For short term medications requiring administration for 10 or less school days, the pharmacy labeled container may be used in lieu of a signed medication order. Whenever possible short term antibiotics should be given at home.
 - b. Standing orders – An order for Acetaminophen (Tylenol) by the school physician if consent received from parent/guardian.
2. Signed Medication Authorization – Authorization must be completed and signed by parent / guardian for all medications.
3. Medication Plan – Plan to meet with the school nurse when you drop off medication for the first time to complete paperwork and ask questions.

GENERAL INFORMATION

- All medication forms are available from the student's school nurse.
- Medication is to be delivered to school by a parent or a responsible adult.
- Medication must be in a pharmacy or manufacturer's labeled container.
- No more than a 30 day school day supply of medicine should be delivered to school.
- Upon parent/guardian request a student in Grade 5-12 can be evaluated for self administration of certain medications.
- Upon parent/guardian request information regarding emergency medication during bus transport will be provided.
- As there are no nurses present before or after school hours, students do not have access to their medications during those hours.

HEAD LICE

The Milford Public Schools supports the recommendations outlined by the American Academy of Pediatrics, Center for Disease Control, National Association of School Nurses and the Department of Public Health with regards to management of head lice in the school setting.

Head lice are tiny, wingless insects that survive by feeding on human blood. They cannot jump or fly, and they do not burrow under the skin. They are not known to transmit disease. Head lice can be spread by direct head-to-head contact with hair of other people who may have head lice. For example: during play, slumber parties, sports activities, or camp. Head lice are not associated with poor hygiene. Nits (eggs) are not transmissible.

Weekly head checks by parents/guardians, resulting in early detection, treatment, and removal of lice and nits, is the most reliable method of controlling head lice infestation.

The school nurse is the key health professional to provide education and anticipatory guidance to the school community regarding best practice guidance in the management of head lice. The school nurse's goals are to facilitate an accurate assessment of the problem, control infestation, provide appropriate health information for treatment and prevention, and minimize school absence. (NASN, 2014)

The management of head lice should not disrupt the educational process and therefore the following procedures will be followed:

- School nurses will screen any student who exhibits signs and symptoms of head lice.
- If the school nurse suspects evidence of head lice, the student's parent/guardian will be notified and collaborate with the school nurse and/or primary care provider for treatment options. Dismissal will be determined at the discretion of the school nurse with the intent that a child demonstrating an active lice infestation shall be dismissed.

- Students will be allowed to return to school after appropriate treatment has been given and they are checked by the school nurse.
- The presence of nits will not prevent a child from attending school.
- An informational fact sheet on head lice management will be provided to the parent of a student who has head lice infestation.

MEDICAL AWARENESS POLICY

The Milford School Committee is committed to the development of practices that will help to create an environment as safe as reasonably possible for all individuals in the school community.

The Milford School Committee will follow, to the extent such is deemed appropriate to the Milford School System, the Massachusetts Department of Education guidelines, Managing Life Threatening Allergies in Schools published in 2002.

A complete copy of this policy (File: JLCE) is contained in the Milford Public Schools Policy Manual and can be accessed in any school office throughout the district or at the Milford Public Schools' website www.milfordpublicschools.com.

SERVICES PROVIDED

State Mandated Screenings

Vision Screening Grades K-5, 8, 10

Hearing Screenings Grades K-3, 8, 10

Height and Weight Grades 1, 4, 7, 10

Postural Screening Grades 5-9

1. The Massachusetts Department of Public Health requires that schools conduct screenings for hearing, vision, height and weight (BMI) and postural (scoliosis) screening for the grades listed above. Parents/guardians will be notified of any abnormal findings with recommendation for follow up care with an appropriate health care provider.

If you choose not to have your child screened for BMI, you may do so by stating your preference in writing to your school nurse.

2. Oral Health

Oral screenings are recommended for students in grade 3.

Fluoride Rinse Program is offered to all students in grades 1 through 4. It is optional and funded through the Milford Board of Health.

3. School Physician

The Milford Public Schools employs a school physician for medical consultation and required physical exams as needed.

PHYSICAL EXAMS

Physical exams are required upon enrollment, Pre-K and Kindergarten entry and grades 4, 7 and 11. For new students entering the Milford Public Schools, physical

exams must occur within twelve months prior to enrollment. A Tuberculosis (TB) Risk Assessment Form must be completed by your child's primary care physician and submitted upon registration.

Tuberculosis Screening

Tuberculosis (TB) screening and risk-based testing will be incorporated into the existing Milford Public Schools physical examination requirement for children registering in Milford Public Schools. TB skin testing will not be recommended for all students, but each child would be assessed for risk through a screening questionnaire. Health providers, as part of this routine health assessment, will screen students and test them for TB only if a risk factor is present.

This screening policy will promote evidence-based best practice, as recommended by the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP), and the US Preventative Services Task Force (USPSTF). The new policy prevents redundancy by folding a universal TB screening and targeting testing protocol into an existing framework, which is the student's school entry physical examination. Finally, this new policy enables a shift in focus on interventions better suited to finding TB cases, such as contact investigations, as well as on populations at higher risk for TB, such as homeless and HIV positive.

NOTE: It is the intent of this policy to decrease unnecessary testing and allow healthcare providers to ensure that children who have TB infection are evaluated and treated properly. This policy does **not** make TB *testing* mandatory for all students enrolled in Milford Public Schools. Instead, it makes universal TB *screening* through a questionnaire and risk based (targeted) testing a requirement. Health care providers, as part of their routine health assessment, should screen students and test them for TB, ONLY if a risk factor is present.

The Massachusetts Department of Public Health informs communities of the Commonwealth of the immunization requirements for entry into school each year.

MEDICAL EXCUSES

A doctor's note is required when your child is unable to participate in physical education classes. The note will be dated, explain the nature of the illness, and designate the length of absence from the classes.

A doctor's note is also required for admission to school following an absence of 5 or more consecutive school days due to illness, surgery, hospitalization or following any absence related to a communicable disease. **Please refer to Attendance Policy regarding required documentation for excused absences.

DESTRUCTION OF STUDENT HEALTH RECORDS

At the end of each school year, the student health record is reviewed. Any misleading, outdated, or irrelevant information contained in the temporary record may be destroyed. Such information may include, but is not limited to, notes regarding absences, return to school, physical education restrictions, and mandated school screenings. If you would like to receive this information, please

respond in writing to your school nurse before the end of the school year.

STUDENT WELLNESS POLICY

Rationale/Purpose of the Policy

In accordance with MGL 223, Chapter 111, 105 CMR 215.000, the Milford Public Schools promotes healthy schools by supporting wellness*, public nutrition, and regular physical activity as part of the total learning environment and to ensure that the school district has a system in place to deal effectively with school health issues. The Milford Public Schools supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. The Milford Public Schools contribute to the health and wellness of children by facilitating and supporting learning through the promotion of good nutritional and physical activity habits. Improved health and wellness habits, attention to nutrition, overweight and childhood obesity, and the promotion of physical activity are the underpinnings of this comprehensive policy.

**Wellness means a process by which individuals move toward optimal physical and mental health, regardless of current health status or disability, by practicing healthy choices within an enabling environment which encourages healthy decision-making.*

Components of the Policy

1. Health Education, Physical Activity & Other School Based Activities

Health Education – Milford Public School system is committed to educating students with the most current health knowledge and information specific to health and wellness.

- Milford Public Schools employs health teachers, who are certified in health education at the elementary, middle school and high school level;
- Nutrition and health is integrated into classroom and Physical Education instruction at the elementary level;
- Milford Public Schools utilizes updated curriculum materials to teach nutrition content within the comprehensive health education program;
- Curriculum materials, topics and standards are aligned with the State of Massachusetts Comprehensive Health Curriculum Frameworks and National Health Education Standards
- Resources and plans for individual dietary, fitness and wellness goals will be taught to all students;
- Staff and Curriculum will link health and physical education in order to establish lifelong wellness. The Milford Food Service Program promotes the concepts of

nutrition education through foods offered and marketing initiatives.

Physical Activity – The Milford Public School system promotes as well as teaches the values of physical activity and physical fitness as it pertains to wellness.

- Milford Public Schools employs physical education teachers, who are certified in physical education in grades PreK-12;
- Milford Public Schools utilizes updated curriculum materials to teach the benefits of physical fitness within the comprehensive physical education program;
- Curriculum materials are aligned with the state and national frameworks for physical education;
- Specifically, curriculum addresses age appropriate content with regard to the components of physical fitness, benefits of a fit lifestyle, types of team sports, individual sports and lifetime activities that promote fitness;
- Additional curriculum content includes, but are not limited to, age appropriate anatomy, physiology and kinesthetic awareness;
- Milford Public Schools recognizes the importance of recess (age appropriate), in which students are encouraged to be moderately active;
- Physical activity programs, such as intramurals, extended day programs, and extracurricular activities are available before and after school for all levels.

Milford Public Schools Physical Education programs shall require that:

- Pre-school students shall receive no less than 30 minutes per week of physical education taught by a certified instructor;
- Elementary grade students K-5 shall receive no less than 2 x 40 minutes of physical education per week taught by a certified instructor;
- Middle school students in grade 6-8shall receive no less than 2 classes per week of physical education taught by a certified instructor;
- High school students will be required to participate in 1 semester of physical education per school year (no waivers allowed).

Other School Based Activities

The Milford Public Schools system offers, at all age levels, programs and activities, as well as caters existing extracurricular programs to coincide with the wellness policy.

- The Wellness Policy is aligned with the Medical Awareness Policy;
- Milford Public Schools encourages students to be involved in other extracurricular programs within the community that value nutrition, physical activity and overall wellness;
- Advertising: The advertising of food and beverages in schools must be consistent with the established nutrition guidelines;

- Fundraising: It is not recommended to use fundraisers that sell single serving candy items that encourage students to sell them to each other and consume them. Fundraisers should promote positive physical activity.

Parent Communication

The school district will support parents/guardians efforts to provide a healthy diet and daily physical activity for their children by:

Encouraging a healthy diet at home or at school;

Sending home monthly menus including nutritional information and healthy snack ideas;

Providing a link from the schools' web page for nutritional sites;

Offering parents/guardians to share their healthy ideas and practices with the community; As required by Massachusetts General Law, schools provide screening for height and weight and the calculating and reporting of the Body Mass Index (BMI) for all students in Grades 1, 4, 7 and 10. BMI is used as a guideline to help assess whether a person is underweight or overweight;

2. Nutrition Guidelines & Food Services

Food Services - Milford Public School systems Child Nutrition Program will comply with all of the federal, state and local requirements and is accessible to all students.

- All foods adhere to healthy and safety regulations and guidelines;
- Milford School District adheres to the “Massachusetts A La Carte Food and Beverage Standards to Promote a Healthier School Environment” by Action For Healthy Kids as a guideline for all A La Carte snack vending (including those sold through snack lines, vending machines, school stores, and fundraising activities);
- School meals are priced and marketed to appeal to all students who are encouraged to choose and consume a complete balanced meal;
- To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, Milford will operate the school breakfast program;
- Students are offered a variety of meats/ poultry, fresh fruits, vegetables, dairy and whole grains on a daily basis;
- School Food Service staff is trained in appropriate substitutions of foods in order to meet the nutritional goals of the program;
- The Food Service Program aims to be financially self-supporting. However, budget neutrality or profit generation will not take precedence over the nutritional needs of the children.
- Parents/guardians, students and staff advisory groups will be consulted in menu planning through surveys, taste tests, and focus groups;
- Schedule meal periods so that other school activities will not conflict;

- Food preparation areas meet all health and safety regulations;
- Provide a dining area that is safe, comfortable and pleasing that allows ample time and space to purchase and eat meals.

3. Guidelines for Reimbursable School Meals

Reimbursable School Meals – The Milford Public Schools assures that guidelines are not less restrictive than regulations and guidance issued by the Secretary of Agriculture as they apply to schools.

- The National School Lunch and Breakfast Program shall be consistent with the recommendations of the Dietary Guidelines for Americans. The rule established specific minimum standards for calories and key nutrients for specific age groups.

4. School Health Services

School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. The Milford Public Schools employs a full time DESE certified school nurse in all of its schools. The services provided through the Heath Office are defined by the National Association of School Nurses as well as the School Health Unit of the Massachusetts Department of Public Health.

The following are the services provided by the school nurses in the Milford Public Schools:

- Provides direct health care to all students and staff
- Provides leadership for the provision of health services
- Provides screening and referrals for health conditions
- Promotes a healthy and safe school environment
- Serves in a leadership role for health policies and promotion
- Serves as a liaison between school personnel, family, community, and health care providers

The mission of the Milford Public Schools Mental Health Services is to provide a comprehensive counseling program that collectively addresses the academic, social, behavioral, and emotional needs of students at all grade levels to promote optimal mental health and wellness. Therapeutic providers, consisting of school adjustment counselors, school psychologists, and guidance counselors, collaborate with administration, faculty, parents/guardians, and the community in order to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. Counseling services are designed to help each student reach personal and academic success through short-term, long-term, individual, or group therapeutic initiatives. Mental health services can assist with several life issues including but not limited to:

- Academic concerns
- Personal decision making
- Peer relationships and social skills advancement
- Crisis intervention and conflict resolution
- Self-esteem promotion
- Coping skills acquisition
- Stress and anger management
- Substance abuse
- Grief, trauma, and divorce
- Mental health concerns, including depression, anxiety, self-injury, and eating disorders
- Bullying

Mental health school providers make referrals to a multitude of community programs and services for students that require additional external support.

4. Plan for Implementation & Evaluation

The Milford Public Schools **Wellness Advisory Committee** is established for the purposes of:

- Developing guidance to explicate this policy;
- Monitoring the implementation of this policy;
- Evaluating policy progress;
- Making recommendations concerning health/wellness policies, programs, and practices;
- Serving as a resource to school sites;
- Reviewing or revising the policy as necessary.

Milford Public Schools Wellness Advisory Committee

In accordance with required activities promulgated by the Massachusetts Department of Elementary and Secondary Education, the Milford Public Schools Wellness Advisory Committee will:

- Meet at least 4 times per year;
- Maintain meeting minutes;
- Conduct an annual needs assessment which addresses nutrition, physical activity, and obesity;
- Develop and implement an annual Action Plan which addresses nutrition, physical activity, and obesity and that includes:
 - o Measurable, observable goals and objectives for the coming year to promote student wellness;
 - o An explanation of how the School Wellness Advisory Committee (SWAC) will

- work with the school district and school personnel, including school nurses, to achieve the goals and objectives;
 - o Ways to develop community support and to coordinate school and community wellness initiatives;
 - o A process for monitoring and evaluating progress in reaching goals and objectives;
 - o Recommendations concerning school-level wellness initiatives.
- Present an Annual Report to the Milford School Committee* that:
 - o Addresses the student health data and policy/programmatic information
 - o Considers suggestions from students, parents/guardians, teachers, school nurses, administrators, nutrition staff, physical education staff, and others;
 - o Considers input from all schools potentially affected by the goals and objectives;
 - o Includes:
 - Policy recommendations
 - Action Plan with required components
 - Assessment of accomplishments for the year and of work still needed
 - Review of membership and participation

**Departments of Public Health and/or Elementary & Secondary Education may request a copy of the Annual Report*

Milford Public Schools Wellness Advisory Committee:

1. District Food Service Director
2. School Administrator(s)
3. School Committee Representative
4. School Nursing Director
5. Health & Physical Education Teacher(s)/Curriculum Team Leaders
6. School Resource Officer
7. Parent Representative(s)
8. Student Representation(s)
9. Community Representative(s)
10. School Psychologist

MSC Approved: 8/17/2006

Revised: 11/19/2008

Amended: 12/17/2009

Amended: 2/7/2013

Revised: 10/29/15

Revised: 2/8/16

MSC First Reading: 7/21/16

MSC Approved: 8/18/16

ANIMALS IN SCHOOL

The Milford Public Schools is committed to providing high quality educational programs to all students in a safe and healthy environment. School principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication “*Guidelines for Animals in Schools or on School Grounds*” and review student health records to determine which animals may be allowed in the school building. The decision of the principal shall be final. No animal shall be brought to school without prior permission of the building principal.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the “*Guidelines for Animals in Schools or on School Grounds*” and any other conditions established by the principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District’s highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in school, classroom, office, or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

Service Animals

Purpose: The purpose of this policy is to provide for individuals with disabilities reasonable modifications in policies, practices, or procedures to allow service animals when necessary to avoid discrimination on the basis of disability.

Access: Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity’s facilities where members of the public, participants in services, programs, or activities, or invitees, as relevant, are allowed to go.

Definitions: The following definitions apply:

1. Service Animal
 - a. Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability that is directly related to the person’s disability, including a physical, sensory, psychiatric, intellectual,

- or other mental disability. Other species of animals whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability.
- b. Examples include guide dogs, mobility dogs, hearing alert dogs, seizure alert dogs, and PTSD dogs.
 - c. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals. Therapy animals are not considered service animals.

Policy and Procedure: The Milford Public Schools acknowledges its responsibility to permit persons with disabilities to be accompanied by a service animal in its school buildings, classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35 subject to the following:

1. The parents/guardians must notify the building principal in ten (10) business days in advance that the student will be accompanied by a service animal.
2. The building principal will provide written notification to the parents/guardians of students in the classroom that a service animal will be present.
3. Service animals may accompany students, staff, and visitors in schools in all areas where members of the public are allowed to go, unless: (1) the service animal is out of the handler's control and the handler does not take effective action to control it; (2) the animal is not housebroken; and /or (3) the animal's presence would fundamentally alter the nature of the service, program, or activity.
4. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and or property.
5. The animal must be required for the individual with a disability.
6. The animal must be individually trained to do work or a task for the individual with a disability.
7. Miniature Horses:
 - a. Requests to permit a miniature horse that has been individually trained to do work or perform tasks for people with disabilities will be assessed to determine whether miniature horses can be accommodated in their facility under the following:
 - i. Whether the miniature horse is housebroken.
 - ii. Whether the miniature horse is under the owner's control.
 - iii. Whether the facility can accommodate the miniature horse's type, size, and weight.
 - iv. Whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.
8. A service animal must have a harness, leash or other tether, unless either the handler is unable because of a disability or the use would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.
9. Health and Safety Measures: To address the issues of cleanliness, allergies, and zoonotic diseases, the following measures apply:

- a. Service animals must be free of fleas, ticks, kept clean, and groomed to avoid shedding and dander.
 - b. The animal should be bathed in an allergy reducing or mild shampoo.
 - c. Students and staff known to be allergic should refrain from contact with the animal, its dander, and excrement. An individual's allergy to the service animal is not a valid reason to deny access to the service animal. In the event the presence of a service animal may negatively impact the health or welfare of a student or staff member, the school shall make reasonable accommodations that will protect the health and welfare of the negatively impacted students or staff members.
 - d. Owners must provide annual proof of vaccinations.
 - e. Hand hygiene must be performed after contact with the animal.
10. Milford Public Schools is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal including responding to the animal's need to relieve itself.

References:

The American With Disabilities Act Title II Regulations (28 CFR Part 35)

The Americans With Disabilities Act 2010 Revised Requirements

Massachusetts Department of Public Health, Animals in the Classroom: Recommendations for Schools, April 2004

Approved MSC: 2/5/15

MEMORANDUM OF UNDERSTANDING

The Milford Public Schools, the Milford Police Department and District Attorney for the Middlesex District agree to coordinate their response to violent criminal acts, serious delinquent behavior, and improper alcohol and drug use which occur on school premises or at school-sponsored events.

This initiative is designed to ensure a safe and secure school environment for all students, to effectively address the illegal use of drugs or alcohol, weapons, hate crimes, and violence, and to provide teachers with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Milford School System.

It continues to remain the sole prerogative of school officials to impose discipline for infractions of school rules and policies. The Milford Public Schools agree that reference to this Memorandum of Understanding shall be made in the school handbook providing a written code of conduct pursuant to M.G.L. Chapter 71, Section 37H, 37H1/2, and 37H3/4.

School, police, prosecutors, probation officers and social service professionals must share information so that the Criminal Justice System may prioritize prosecution of those cases involving individuals most likely to pose a threat to the community and identify other children in the court system who are in need of support services.

click to view: [**STUDENT DISCIPLINE POLICY**](#)

MSC Approved: (updated 3/11/21)

Click to view: [**TECHNOLOGY RESPONSIBLE USE**](#)

MSC Approved: (updated 11/2/17)

Click to view: [**MASS COMMUNICATION POLICY**](#)

Approved MSC: 6/5/2014

PARENTS/GUARDIANS LIABILITY FOR WILLFUL ACTS OF MINOR CHILDREN

Massachusetts General Laws - § 85G. Parents/guardians liability for willful acts of minor children

Parents/guardians of an non-emancipated child under the age of 18 and over the age of 7 years shall be liable in a civil action for any willful act committed by said child which results in injury or death to another person or damage to the property of another, which shall include any damages resulting from a larceny or attempted larceny of property as set forth in section 30A of chapter two hundred and 66, damage to cemetery property or damage to any state, county or municipal property or damage as set forth in sections one 126 B of chapter 266. This section shall not apply to a parent who, as a result of a decree of any court of competent jurisdiction, does not have custody of such child at the time of the commission of the tort. Recovery under this section shall be limited to the amount of proved loss of damage but in no event shall it exceed \$5000.00.

PHYSICAL RESTRAINT OF STUDENT

The Milford Public Schools seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, Milford seeks to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind: 1) School personnel shall only administer physical restraint when it is needed to protect a student and/or a member of the school community from imminent, serious, physical harm. 2) When a physical restraint needs to be administered, school personnel shall seek to prevent or minimize any harm to the student as a result of the use of the physical restraint.

LEGAL REF. 603 CMR 46.00

Amended: 5/1/03

Amended: 12/17/09

Revised Draft: 5/23/16

MSC Approved: 8/18/16

Revised - MSC Approved: 2/25/21

Attached: Physical Restraint Reporting Form, Updated 2/10/21

PROCEDURE FOR SERVICE OF COMPLAINTS

The School Committee welcomes constructive criticism concerning the operation of the Milford School Department. The School Committee expresses its trust in its employees and is determined to protect them from unwarranted and capricious complaints. The School Committee expects that most complaints will be settled at an administrative level. Only the School Committee sitting as a whole shall deal with those complaints that have been discussed at the administrative level. Students who are reported for reckless or dangerous driving on school grounds may have their privilege to drive on school grounds revoked by an administrator without prior warning.

Normally, anonymous complaints shall not have the consideration of any administrator, any member of the School Committee or the School Committee as a whole. However, anonymous complaints may be investigated at the discretion of the appropriate administrator, should the complaint warrant such attention.

Procedure for Service of Complaints:

1. Anyone who receives a complaint shall refer the complaint to the administrator of the building or the supervisor of the department involved.
2. In the case where the complaint involves a disability, it shall be referred to the Director of Pupil Personnel.
3. After the complainant has conferred with the administrator or the supervisor s/he may take their complaint to the Superintendent of Schools.
4. Following their conference with the Superintendent, the complainant may wish to meet with the School Committee. Such arrangements should be made through the Superintendent of Schools.

PROTECTION OF PUPIL RIGHTS AMENDMENT

Under the new Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 123h, 34CFR, Part 98, which applies to surveys, analyses and evaluations that have been funded by the United States Department of Education, parents and guardians must be notified of their child's participation in these activities, and school officials must also obtain written parental consent prior to student participation.

Section 439 of the General Education Provisions Act (20 U.S.C. 1232g) is amended to read as follows:

- (a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children
- (b) No student shall be required, as part of any applicable program to submit a survey, analysis, or evaluation that reveals information concerning:
 1. political affiliations,
 2. mental and psychological problems potentially embarrassing to the student or his family,
 3. sex behavior and attitudes,
 4. illegal anti-social, self-incriminating and demeaning behavior,
 5. critical appraisals of other individuals with whom respondents have close family relationships,
 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers,
 7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such

- programs), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of Non-emancipated minor, without the prior written consent of the parent.
- (a) (c) Educational agencies and institutions shall give parents/guardians and students effective notice of their rights under this section (Notification of Protection of Pupil Rights appears in the Student, Parent, Staff & School Department handbooks).

SECTION 504 OF THE REHABILITATION ACT OF 1973

This act prohibits discrimination against person with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Milford Public School district has the responsibility to avoid discrimination policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any programs or practices of the school system.

The Milford Public Schools has the responsibility under the Section 504 to identify, evaluate, and if the student is determined eligible under Section 504, to afford access to appropriate education services.

Questions should be directed to the designated Section 504 Coordinator.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) also specifies rights to educational needs. This Act gives the parents or guardian the right to: (1) inspect and review their child's educational records; (2) make copies of those records; (3) receive a list of individuals having access to those records; (4) ask for an amendment to any report on grounds it is inaccurate, misleading, or violates the child's rights; and (5) request a hearing on the same issue if the school refuses to make the amendment.

Generally, school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31);

- School officials with legitimate educational interest

- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies, and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

PUBLICATION OF NAMES

We plan to publish names of students who receive recognition for academic achievement or for their participation in any school-sponsored activity. If students do not wish to have such information released to the news media or printed in school programs, they must inform the principal in writing by the end of September of the current year. (Rev 6/96)

Under student records regulations (603 CMR 23.07), the Milford School Committee will not release any student information to third parties, except at the request of a parent/legal guardian or student (who is at least 14 years old). The following exceptions are noted:

- a. Reasonable effort to notify the parents/legal guardian or student, if 18 or older in response to a subpoena [S 23.07 (4) (b)].
- b. Department of Social Services in cases of suspected child abuse or neglect [S23.07 (4) (c)].
- c. Federal, State and local education officials whose duties require access [S 23.07(4) (d)].
- d. Appropriate parties in connection with a health or safety emergency, including weapons report under G.L. c 71 S 37L [S 23.07 (4) (e)].
- e. Military Service/recruiters. Parents/guardians of secondary school students wishing to withhold information must see Guidance for the appropriate form.

MEDICATION

Please schedule an appointment with the school nurse when your child needs medication during school hours because **your participation** is an important component of this process. **Parents/guardians** need to deliver all medication for their children to the school nurse. It is unsafe practice for children to carry medication on their person or in their backpacks.

Important

There may be times when it is necessary to obtain more information about the medication **before** the medication can be safely administered to your child; for example, the dosage, side effects, any contraindications to the medication being given, or why the medication is being ordered. The school nurse will let you know when this is necessary.

RELIGIOUS HOLIDAY OBSERVANCE AND RELIGIOUS EXPRESSION POLICY

Approved MSC: 8/18/16

Amended: 11/16/17

SELECTIVE SERVICE ACT

Beginning with the 1983-84 award year, any student required to register with Selective Service (P.L. 97-252) who fails to do so is ineligible for title IV financial aid (Pell Grant, Supplemental Educational Opportunity Grant, college Work-Study, National Direct Student Loan, Guaranteed Student/Plus Loan and State Student Incentive Grant Programs). Among Title IV financial aid applicants, men (citizens and eligible non-citizens, except permanent residents of the Trust Territory of the Pacific Islands and the Northern Mariana Islands) who are at least 18 years old and born after December 31, 1959 and who are not currently on active duty with the armed forces must be registered.

STUDENT RECORDS

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations, which have the force of law, was mandated by state laws (603 CMR 23.00: M.G.L. c. 71, 34D, 34E) The regulations apply to all public elementary and secondary schools They are designed to insure parents'/guardians' and students' rights of confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by a school committee on a student in a manner such that they may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results and evaluations and comments by teachers, counselors and other persons, as well as other similar information. The temporary record, along with disciplinary records, is destroyed within seven years after the student leaves the school system.

Confidentiality of Record - With a few exceptions, no individuals or organizations but the parent/guardian, student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian or the student.

Amendment of Record - The parent/guardian and student have the right to add relevant comments, information or other written materials to the student record. In addition, the

parent/guardian and student have the right to request that information in the record be amended or deleted. The parent/guardian and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent/guardian and student are not satisfied with the decision, the regulation contains provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Records - The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent/guardian and student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

*Access to student records by non-custodial parents/guardians are subject to Massachusetts General

Laws, Chapter 71, Section 34 H.

The above is only a summary of some of the more important provisions of the Regulations Pertaining to Student Records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be received from your school. For further help, you may also contact the Bureau of Student Services, Massachusetts Department of Education, Malden, MA 02148.

WEAPONS AND FIREARMS

Students are not to have anything in their possession that could be construed as a weapon. For example, no student has a need for a knife of any size, shape or form at school and accordingly, their possession on school any property is prohibited. Parents/guardians and students should be aware of legislation (M.G.L. c.269, §10(j)) which governs the carrying of "firearms" on school property. Violation of the new law could result in a fine and/or imprisonment. The school firearm law reads as follows:

"Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on person a firearm as hereinafter defined, loaded or unloaded in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means."

It is the policy of the Milford School Committee to refer any violation of the above statute to the appropriate law enforcement agency. Any student found in possession of a "firearm" as defined above or any other weapon will be subject to expulsion by the principal regardless of the outcome or status of any criminal action brought against the student by the Commonwealth of Massachusetts.

EXPULSION AND HEARINGS

Any student who is subject to expulsion by the principal shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

Any student who has been expelled from school by the principal shall have a 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 their appeal. The student has the right to counsel at a hearing before the superintendent.

When a student is expelled for possession of a weapon or a controlled substance, assault of a staff member, or for being convicted of a felony, and applies for admission to another school, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

OUT OF SCHOOL EXPULSIONS

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

After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b). (Chapter 51 of the Acts of 1994, approved July 1, 1994, effective September 29, 1994.)

4. 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 their appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

5. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student, if said student does apply for admission to another school or school district, the superintendent of the sending school shall notify the superintendent of the receiving school of the reason for the pupil's expulsion.

NOTICE OF NONDISCRIMINATION

The Milford Public School district is committed to compliance with the Americans with Disabilities Act (ADA). The district intends to ensure that the individuals with disabilities, whether they are employed, apply for a position, or visit facilities within the schools are treated fairly and given an equal opportunity to access facilities, programs, activities and employment.

It is unlawful for the Milford Public School district to discriminate on the basis of disability against a qualified individual with a disability in regard to:

- a) Recruitment, advertising job application and employment procedures
- b) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and rehiring
- c) Rates of pay or any other form of compensation and changes in compensation
- d) Job assignments, job classifications, organization structures, position descriptions, lines of progression and seniority lists
- e) Leaves of absence, sick leave or any other leaves
- f) Fringe benefits available by virtue of employment, whether or not administered by the covered entity
- g) Selection and financial support for training including apprenticeships, professional meetings, conferences and other related activities and election for leaves of absence to pursue training
- h) Activities sponsored by a covered entity including social and recreational programs; and
- i) Any other term, condition or privilege of employment

The Milford Public Schools will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, methods of administration or tests that discriminate against individuals with disabilities, or avoid making unreasonable accommodation to an otherwise qualified individual with a disability.

The ADA requires that the district focus on the ability, not the disability, of the individual. The Milford Public Schools district will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

The Milford Public Schools are committed to meeting the intent and spirit of ADA.

All employees are urged to help meet this goal. If anyone believes that the Milford Public Schools has discriminated against him/her or someone else on the basis of disability, or if anyone has questions or concerns about the school system's responsibilities in this regard, please contact the Section 504/ADA Coordinator.

CHAPTER 272. CRIMES AGAINST CHASTITY, MORALITY, DECENCY AND GOOD ORDER.

Chapter 272: Section 40. Disturbance of schools or assemblies.

Section 40. Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more than fifty dollars; provided, however, that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment for one month and the sentence imposing such imprisonment shall not be suspended.

FOOD & ALLERGY POLICY

The School Committee for the Milford Public Schools is committed to the development of practices that will help to create an environment as safe as reasonably possible for all individuals in the school community regarding life threatening allergens, e.g., the most common allergens people have are to insects (*bees, hornets, yellow jackets, wasps & fire ants*). Food (*eggs, fish, milk, peanuts, tree nuts, shellfish, soy & wheat*), medications, natural rubber latex, animals and at times, exercise.

New practices include:

Animals with dander will not be allowed in school buildings as classroom or building pets, e.g.: cats, dogs, rabbits, chicks, hamsters, guinea pigs, etc. For purposes of policy clarity, dander is defined as "tiny particles, as from feathers, skin or hair" (New World Dictionary of the American Language).

During school hours, foods allowed for students at school will be limited to:

Snacks and lunches brought by students for their personal consumption;

Food bought and served for breakfast and lunch by the school cafeteria personnel; and

- Food brought in for curricular use under the control of the classroom teacher for demonstration, student observation and handling (**no consumption of foods**) and only after the approval process has been completed.
- There will be no bake sales on school property during school hours. For purposes of policy clarity, school hours are defined in the *Agreement between the Milford School committee and the Milford Teachers Association*.
- Parents/guardians will be directed to the Food Service Program Director when questions regarding food menu options arise.

- Be advised at the Middle and High Schools that the program of food studies requires no prior parental/guardian notification. Please be advised that the program includes the handling, preparation and possible consumption of food items. **Please note:** Food items used in this program may contain allergens.

Parent/Guardian(s) Responsibilities are to:

- Inform the school nurse of a student's allergies prior to the opening of school (or as soon as possible after a diagnosis).
- Complete the *Annual Health Card* and return to school nurse on day two of the opening of school, Include a list of foods and ingredients to avoid, phone numbers and the name of the emergency contact person.
- Provide school nurse with medication orders from the licensed provider and Epi-Pen auto-injector(s) when appropriate.
- Meet with the school nurse to complete the Individual Health Care Plan.
- Consider providing student with a medical alert bracelet.
- Provide the school nurse with the licensed provider's statement if a student no longer has allergies.
- Provide a non-perishable lunch and/or snacks to keep in the classroom, in case a student forgets lunch or snacks.

BAKE SALES

There will be no bake sales on school property during school hours. For purposes of policy clarity, school hours are defined in the *Agreement between the Milford School Committee and the Milford Teachers Association*.

CUSTODIAL AND NON-CUSTODIAL PARENT INFORMATION

Annual Renewal

The school encourages all parents/guardians to be actively involved and informed in the education of their Student(s) and sees parents/guardians as a vital link to the success of their students in school. However, many parents/guardians may not be aware of the Massachusetts Law (General Laws Chapter 71, Section 34-H) that specifies detailed procedures that govern access to student records by parents/guardians who do not have physical custody of their children.

The school principal (or their designee) can answer questions you may have regarding access to student records as well as the procedural and notification process involved. Please contact the school office at 508-478-1170, as this LAW REQUIRES ANNUAL RENEWAL. No information may be released to a non-custodial parent/guardian who has not filed under the provisions of MGL Chapter 71, Section 34-H.

EMERGENCY BUSING PLAN FOR WALKERS HIGH SCHOOL AND STACY

The following are emergency bus routes, which will be used when it is safe to run bus routes but sidewalks are not passable. WMRC 1490 AM radio, newspaper, and the Milford Community Use web site (www.milfordma.us/mcs) will be used to notify parents/guardians when these routes will be activated. Students should walk to the nearest bus stop listed below.

Bus E-1 (Starts 7 A.M.)

Cr. South Main and Main
Cr. South Main and Forrest
Cr. South Main and Fruit
Cr. South Main and Depot
Cr. Depot and Forrest
Cr. Depot and Central
Cr. Mt. Pleasant and Hayward
Cr. E. Main and Prairie
Cr. E. Main and Hamilton
Cr. E. Main and Cedar
Cr. E. Main and Main
Cr. E. Main and Sumner
Cr. Congress and Spruce
Cr. Congress and Metcalf

Bus E-2 (Starts 7 A.M.)

Cr. Congress and West
Cr. West and High
Cr. West and Madden
Cr. West and Highland
Cr. Highland and Glennon
Cr. Highland and Y
Cr. Highland and Purdue
Cr. N. Vine and Redwood
Cr. N. Vine and Congress
Cr. Claudette and Alfred
Cr. Stoneybrook and Princess Pine
Cr. Princess Pine and Silver Hill Cr.
Congress and Manoogian
Cr. Congress and Capital
Cr. Congress and Nancy

NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY

The Milford Public Schools has a commitment to maintaining a safe, respectful and supportive working and learning environment in which all students and employees can thrive and succeed. Discrimination on the basis of gender identity or gender expression is not tolerated and any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

“Gender expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

“Gender identity” is a person’s gender-related identity, appearance or behavior, whether or not that gender related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.

“Gender nonconforming” encompasses people whose gender expression differs from

stereotypic expectations. The terms “gender variant” or “gender atypical” are also used.

“Transgender” is a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

The Milford Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, or vendor, as such conduct is contrary to the mission of the Milford Public Schools and its commitment to equal opportunity in education and employment. The school district does not and will not discriminate on the basis of gender identity, sex, sexual orientation, or gender expression in the educational programs and activities of the public schools, and strives to create an environment where all students and staff feel safe, welcome and included. The Milford Public Schools will not exclude any person from admission to a public school or from obtaining the advantages, privileges, and courses of study of such public school on account of gender identity.

The Milford Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. It is the responsibility of each school and the District and all staff to ensure that all employees and students, including transgender and gender-nonconforming employees and students, have a safe school environment. Where it is determined that inappropriate conduct has occurred, the Milford Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. The provisions of the Milford Public Schools’ Non-Discrimination Policy and Prohibition Against Sexual Harassment, Non-Discrimination on the Basis of Sex, Anti-Bullying, Bullying Prevention and Intervention Plan, Equal Educational Opportunities and Equal Employment Opportunity policies provide the procedures for investigating and addressing these complaints, and are incorporated herein as if fully set out and set forth.

To help create a safe and supportive environment for all students, and consistent with applicable laws and guidance, the school district will take the following steps:

Names/Pronouns An employee or student has the right to choose a name and pronoun appropriate to the employee’s or student’s gender identity, regardless of the assigned birth sex and name that appears on the birth certificate. Schools should accurately record and use the employee’s or student’s chosen name and the pronouns that are consistent with the employee’s or student’s gender identity. Court orders are not required to update records to reflect changes in a name and gender markers. Schools will work with an employee or a student and the parents/guardians of the student if they are involved in the process, or, in the case of a younger student, with the student and the student’s parents/guardians, to develop a plan for communicating any name and pronoun change within the school.

Schools will question a student’s asserted gender identity only when school personnel believe that the student’s gender-related identity is being asserted for some improper

purpose.

Transitions when an employee transitions, the school shall hold a meeting with the employee to provide a safe and supportive working environment and to address any concerns that may arise. When a student transitions, the school shall hold a meeting with the student and the parents/guardians of the student if they are involved in the process, or in the case of a younger student, with the student and the student's parents/guardians, to develop a transition plan to provide a safe and supportive educational environment for the student and to address any concerns that may arise.

Privacy, Confidentiality and Student Records All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Records with an employee's or student's assigned birth name and sex, name change for gender identity purposes, gender transition, medical information related to gender identity or other information of a similar nature, if such records exist, will be maintained in a separate, confidential file. The school district shall ensure that all information related to an employee's or student's gender identity shall be kept confidential in accordance with applicable federal, state and local privacy laws and regulations. Information that may reveal an employee's or student's gender identity to others will not be disclosed unless the school is legally required to do so, or unless the disclosure has been authorized by the student or employee, or in the case of a younger student, by the student's parents/guardians. Schools will consult with an employee or a student and the parents/guardians of the student if they are involved in the process, or, in the case of a younger student, with the student and the student's parents/guardians, when determining whether any such information should be disclosed, and if so, how much information should be disclosed and to whom. Schools will also consult with the student before discussing a student's gender nonconformity or transgender status with the student's parent or guardian.

Accessibility to Restrooms, Locker Rooms and Changing Facilities An employee or student may access the restrooms, locker rooms and changing facility that corresponds to the employee's or student's gender identity. Upon an employee's or student's request, any employee or student who is uncomfortable using a shared facility, regardless of the reason, shall be provided with a safe and non-stigmatizing alternative. Based upon availability and the appropriateness to address privacy concerns, accommodations that may be offered to an employee or student who desires increased privacy may include, but are not limited, to: (a) use of a nearby private area (such as a gender neutral restroom, gender neutral changing room, nurse's restroom, or a nurse's office); (b) a separate changing schedule, or (c) use of private area within a public area (such as, an area separated by a curtain, or a bathroom or changing stall with a door). Schools will consult with an employee or a student and the parents/guardians of the student if they are involved in the process, or, in the case of a younger student, with the student's parents/guardians, to ensure accessibility and address any concerns that may arise.

Physical Education Classes and Athletic Activities In those instances where there are gender-segregated classes or activities as opposed to co-educational classes and activities, a student must be allowed to participate in a manner consistent with the

student's gender identity.

Dress Codes An employee or student must be permitted to dress in compliance with the school district's dress code in a manner consistent with the student's or employee's gender identity. School staff shall not enforce a school's dress code more strictly against transgender and gender- nonconforming employees or students than other employees or students.

Other Gender-Based Activities, Rules and Practices Schools should review and evaluate any gender-based activities, rules and practices currently being utilized, and replace such gender-based activities, rules and practices with non-gendered alternatives. If there is a clear and sound pedagogical purpose to retain a gender-based activity, rule or practice, an employee or student must be allowed to participate in the activity, rule or practice in a manner consistent with the employee's or student's gender identity.

Overnight Housing for Field Trips Students must be allowed to be housed according to their gender identity. If a student requires specific accommodations, the student or parent/guardian will contact Administration at the school to make these arrangements.

Education and Training the school district shall incorporate training about transgender and gender-nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership training and staff professional development in order to promote a safe and supportive environment for all students and staff.

Consistent with this policy and applicable laws and guidance, the Superintendent of Schools shall promulgate administrative procedures to address steps that school staff should take to create a culture where transgender and gender-nonconforming students feel safe, supported and fully included. The administrative guidelines should, at a minimum, address the following areas: gender transition, names and pronouns, privacy, confidentiality and student records, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, and other gender-based activities, rules, policies and practices, and education and training.

MSC Adopted: 3/15/18