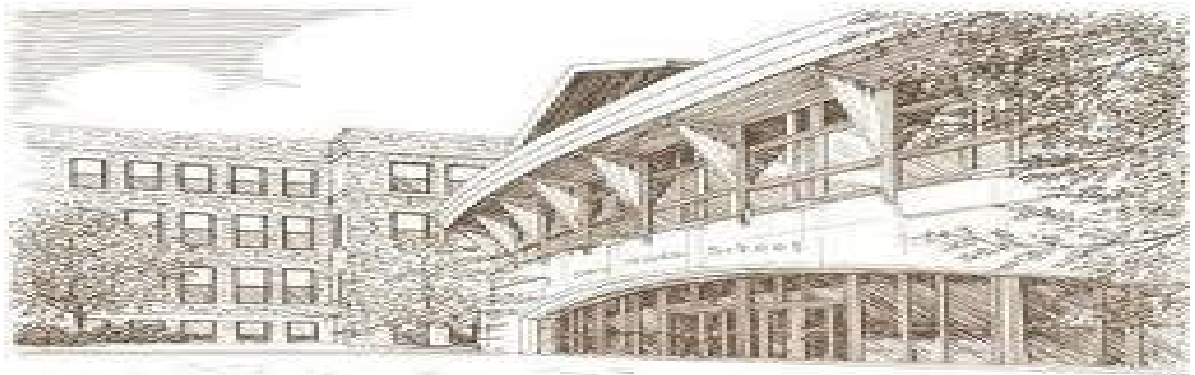


Stacy Middle School

Parent/Guardian/Student Handbook 2021-2022



Mrs. Caridad Lopez, Principal
Mrs. Rachel Driscoll, Associate Principal
Mr. Brian Macchi, Assistant Principal
Ms. Jessica Torres, Assistant Principal

School Office Phone: 508-478-1180
School Fax: 508-634-2370

www.milfordpublicschools.com

Student Absence Call-in Phone

Available 24 hrs. / around the clock @ 508-634-1782

A parent/guardian must call the student absence line prior to the morning of the absence.

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INTRODUCTION

Stacy Middle School's mission is to ensure that "Our school community encourages, supports and challenges all students to reach their academic and social potential." At Stacy Middle School, students have rights and privileges as well as responsibilities. Stacy Middle School (SMS) has an obligation to provide a free and appropriate education for all students. SMS has set high standards for students to conduct themselves in a way that is respectful and that helps to build a climate essential for learning. Students can expect school staff to reinforce positive behaviors and to use interventions when necessary.

Students, parents/guardians, teachers, counselors, support staff, administrators and community members collaborated to develop this handbook, which outlines appropriate, responsible student behavior. It is intended to inform students and their parents/guardians of the expectations for behavior so that students can positively contribute to a school atmosphere that promotes excellence in teaching and learning.

The purpose of this handbook is four-fold:

1. to illustrate expected appropriate and respectful student behaviors
2. to describe violations of the Student Code of Conduct and associated interventions and consequences that may be enforced
3. to outline student rights, privileges, and responsibilities
4. to provide information about how to get help with processes, procedures, and resources available at Stacy Middle School

Equally important to sharing what is expected of students is to highlight what school and district policies and practices will do to support students' character development, the development of self-control, and positive behavior choices. SMS is eager to collaborate with all members of the school community. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations and agencies. Some of the most important character traits we can assist students in learning are: responsibility, respect, trust, citizenship and caring.

Responsibility is demonstrated by always doing your best, thinking about consequences, being accountable for choices, and doing what one is expected to do. Respect is shown by treating others the way you wish to be treated, using good manners and appropriate language, dealing peacefully with anger, insults, and disagreements, and accepting differences among people. Trust is built by keeping promises, telling the truth, being reliable, and building a good reputation. Citizenship is exemplified by making your school and community a better place, obeying laws and rules and respecting authority. And finally, caring is showing concern for the well-being of others around you.

Stacy Middle School will utilize Positive Behavior Intervention Support (PBIS) as a school-wide proactive approach to support appropriate student behavior that facilitates learning and minimizes disruption. Positive Behavior Intervention Support (PBIS) focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. This is accomplished collaboratively by analyzing and responding to discipline-related behavioral patterns.

This handbook is a resource for our students, parents/guardians, teachers, administrators and community members to guide student decision making, to link interventions to improve student behavior, and inform others that will assist school staff in creating safe and orderly environments. This handbook provides further information on academics, student guidelines, student activities, counseling and attendance. It is an indispensable resource for parents and students who want to know more about what it takes to be successful at SMS. The rules and expectations outlined have been developed to ensure that a combination of consistent, fair, proactive, corrective, and instructive strategies is implemented in every classroom. This allows teachers to teach and students to learn. As a result, students, staff and parents all benefit.

MILFORD PUBLIC SCHOOLS NON-DISCRIMINATION STATEMENT

The Milford Public Schools does not discriminate on the basis of race, color, religion or religious creed, ancestry, national or ethnic origin, age, gender, gender - identity, sexual orientation, homelessness military or veteran status, disability, genetic information, or any other characteristic protected under applicable federal, state or local law in admission to access to employment in, or treatment in its programs and activities. [To review the policy in full, \(File: AC\) click on this link.](#)

MISSION STATEMENT



**Our school community encourages, supports, and challenges
all students to reach their academic and social potential.**

- **S**uccess
- **O**rganized
- **A**ttentiveness
- **R**espect

SCHOOL COUNCIL

Council Membership composition has been defined and formed by the principal pursuant to the process as approved by the Superintendent of Schools and the Milford School Committee. Teacher representatives are nominated and elected by their peers. Parents/Guardians of students attending Stacy Middle School are given the opportunity to submit their names with a brief background to be elected to serve on the school council. Letters are sent home to parents and guardians informing them of the opportunity to serve on the council. Elections are held by the Stacy Middle School PTO at a general meeting for the purpose of welcoming new and returning parents/guardians to the PTO. Ballots can be forwarded by email to the PTO President at stacypto@milfordma.com by the designated return date. The term for each representative is three years unless the election is for the purpose of filling an open position. Community representatives are identified as not being students, parents, guardians or staff members of Stacy Middle School but those who truly want to support Stacy Middle School's mission. Community outreach by the principal takes place regularly to invite new representatives to the council.

Council meetings are typically scheduled on the third Wednesday of each month. The meeting schedule is determined at the first organizational meeting of the council.

ORGANIZATIONAL STRUCTURE

All students in grade six are members of a team cluster with five teachers and approximately 125 students while grades seven and eight are members of a team cluster with four teachers. The team cluster (of teachers) represents the academic core subject areas of Language Arts, Mathematics, Science, Social Studies, Reading (grade six) and World Language and/or Literacy (grades seven & eight), which are departmentally based. Students, in addition, will participate in: SPECIAL SUBJECTS: Health Physical Education, Science, Technology, Engineering, Art & Mathematics (S.T.E.A.M), Art, Music, Performing Arts and Robotics (selected elective which impacts special subject participation) (Not all students participate in performing arts and interventions) Math Literacy/Reading Intervention (as prescribed based on need/assessment).

ADVISORY

The first period every Monday will be dedicated to advisory. The purpose of the advisory class is to deliver high-quality social and emotional learning while covering topics of growth mindset, bullying, academics, S.O.A.R, and career exploration. In respect to the latter, Stacy will increase its capacity to position each student for success as they transition into their secondary career and beyond with use of a College and Career Solutions tool, completion of self-awareness surveys and Individual Learning Plans.

ACADEMIC INTERVENTION

One period per week will be dedicated to targeted intervention strategies to be introduced, practiced, and evaluated for effectiveness. Faculty will accommodate diverse learning styles, needs, interests, and levels of proficiency by employing instructional practices that represent student-centered, personalized learning with high expectations for content and mastery..

RIGHTS OF STUDENTS, PARENTS/GUARDIANS AND TEACHERS/STAFF

Rights of Students

- To attend school in a secure academic and social climate, free of fear, harassment & violence
- To enjoy the full benefit of their education, without having other students disrupt the educational process within the classroom
- To be fully informed of the school's' rules and regulations
- To be respected at school
- To expect that their personal property will be safe at school
- To do their schoolwork in clean and pleasant surroundings
- To be treated fairly with due process
- Equity

Rights of Parents/Guardians

- To expect that their children will spend their time at school in a safe, wholesome, stimulating environment engaged in productive activities under the care and supervision of dedicated staff
- To have assurance that school personnel will at no time preempt parent/guardian authority
- To be informed of school policies, rules and regulations
- To be informed of their child's academic progress at regular intervals

Rights of Teachers/Staff

- To expect and receive the attention, effort and participation of all students attending their classes
- To have parent/guardian and administrative backing when enforcing rules designed to provide an optimum learning experience
- To teach with minimal interruptions
- To be respected by all staff, students and parents/guardians

RESPONSIBILITIES OF STUDENTS, PARENTS/GUARDIANS AND TEACHERS

Responsibilities of Students

- To attend school and classes regularly and on time
- To develop good work and study habits
- To be prepared for class with the appropriate materials and work
- To make up work missed during an absence
- To be responsible for one's own behavior
- To know and obey school rules and regulations
- To respect the rights of school personnel and peers
- To demonstrate pride in the appearance of school buildings and grounds
- To ensure the safety and security of all personal property by not stealing or damaging the property of others
- To be respectful and courteous to other students and staff members at all times
- To immediately comply with any staff member's' reasonable request to follow school rules
- To be respectful by not damaging or vandalizing school property.

Responsibilities of Parents/Guardians

- To make every effort to have their child in school (and on time) on a daily basis other than for medical reasons or family emergencies
- To make sure that their child has enough sleep, adequate nutrition and appropriate clothing before coming to school
- To make sure their child comes to school prepared; (with homework, gym clothes, projects, lunch (lunch money), etc. so as not to interrupt classes in session
- To maintain consistent and adequate control over their child and to approve/support reasonable control measures as applied by school personnel
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students
- To provide the school with current information regarding legal address, phone, medical data and other pertinent information, which may help the school, better meet the needs of its students
- To become more familiar with school policies, rules and regulations
- To support the teacher and to instill in the child an attitude that homework is an important and necessary part of the learning process
- To encourage and support their child's efforts and be available for questions, being careful to remember that homework is the child's responsibility, not the parent/guardian's
- To set aside time to monitor their child's homework/academic performance

Responsibilities of Teachers/Staff

- To consider the personal worth of each individual student as a single, unique, important human being
- To attempt to equip each student with the knowledge, skills, attitudes and values required for successful learning
- To hold students accountable for their actions at all times
- To keep parents/guardians and students informed with timely and/or periodic reports
- To consistently reflect upon their professional growth
- To initiate and enforce individual classroom rules consistent with the Stacy Middle School handbook

"The Milford Public Schools does not discriminate on the basis of race, color, religion or religious creed, ancestry, national or ethnic origin, age, gender, gender-identity, sexual orientation, homelessness, military or veteran status, disability, genetic information, or any other characteristic protected under applicable federal, state or local law in admission to, access to, employment in, or treatment in its programs and activities"

CLASSROOM FOOD DEMONSTRATION PROJECTS

GRADE 6 THRU GRADE 8

Stacy Middle School would like to conduct curriculum activities during the school year requiring the use of food for demonstration, student observation and/or handling, but not for consumption.

As a result of The Milford Public School's Medical Awareness Policy that describes strategies to protect children with life-threatening allergic reactions, requires us to obtain all classroom parents'/guardians' approval to conduct projects using foods. If you have any concerns, please contact your child's teacher or note them on the Contract Signature Form, including any food ingredients you prefer we do not use for our curriculum projects.

Please read, complete, and check off the box for Food Demonstration Projects on the Contract Signature Form. Students must return the signed form to their homeroom teacher.

ANTI-BULLYING PLEDGE (STUDENTS)

"We, the students of Stacy Middle School, agree to join together to stamp out bullying at our school. We believe that everybody should enjoy our school equally and feel safe, secure and accepted regardless of color, race, gender, sexual orientation, transgender identity, popularity, athletic ability, intelligence, religion and nationality."

There is physical bullying - pushing, shoving, hitting, and spitting. There is also emotional bullying - name calling, picking on, making fun of, laughing at, and excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing," or any other rationalization. Cyber bullying is when one child uses the internet, cell phone or any form of technology to repeatedly torment another by sending or posting text or images intended to hurt or embarrass someone.

by signing this pledge, I agree to:

- Value student differences and treat others with respect.
- Not become involved in bullying incidents or be a bully.
- Report honestly and immediately all incidents of physical bullying to a faculty member.
- Support students who have been or are subjected to bullying.
- Work with other students and faculty to help the school deal with bullying effectively. ([See Bullying Policy](#))

Please read, check off the box for Anti-Bullying Pledge on the Contract Signature Form and sign. Students must return the signed form to his/her homeroom teacher.

ANTI-BULLYING PLEDGE (PARENTS/GUARDIANS)

I/We, The parent/guardian of a child(ren) at Stacy Middle School, agree to join together to stamp out bullying at our school. We believe that everybody should enjoy our school equally and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

There is physical bullying - pushing, shoving, hitting, and spitting. There is also emotional bullying - name calling, picking on, making fun of, laughing at, and excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing," or any other rationalization. Cyber bullying is when one child uses the internet, cell phone or any form of technology to repeatedly torment another by sending or posting text or images intended to hurt or embarrass someone.

By signing this pledge, I (We) agree to:

- Be a role model for our children and encourage them to treat others as they would want to be treated.
- Work in partnership with the school to encourage positive behavior, valuing differences and promoting sensitivity to others.
- Alert the school if any bullying has occurred.

To view the district's entire policy on Bullying, [please click here](#).

Please read, check off the box for Anti-Bullying Pledge on the Contract Signature Form and sign. Students must return the signed form to his/her homeroom teacher.

PARENT/GUARDIAN STUDENT HANDBOOK AGREEMENT

My child and I have read the 2021 – 2022 Parent/Guardian Student Handbook. I understand that my child will be held accountable for the behavior and consequences outlined in the Parent/Guardian Student Handbook at school during the regular school day, at any school-related activity regardless of time or location, and while being transported on district-provided transportation. I also understand that if my child violates any of the rules and regulations specified in this handbook, he/she will be subject to disciplinary action, up to and including suspension/expulsion from school. By signing and returning this receipt, my child and I are acknowledging receipt of this handbook (not necessarily agreeing with its content).

Please read, check off the box for Parent/Guardian Student Handbook Agreement on the Contract Signature form and sign. Students must return the signed form to his/her homeroom teacher.

PHOTO OPPORTUNITIES

During the school year photo opportunities arise and needed pictures may be taken. These photos may be used in the, the Stacy Middle School Web Site or other Media with regards to Stacy Middle School.

The Stacy Middle School Administration understands that some families would rather not have their children included in any photography and/or video production. Please keep in mind this will exclude your.

AT NO TIME SHALL A STUDENT OR PARENT UPLOAD PHOTOGRAPHS/VIDEOS TO SOCIAL MEDIA WITHOUT THE INDIVIDUAL(S) PICTURED GIVING CONSENT AND WITHOUT PERMISSION FROM ADMINISTRATION.

Please read, check off the box for the Photo Opportunities on the Contract Signature form and sign. Students should return the signed form to his/her homeroom teacher.

CONTRACT REGARDING USE OF THE NETWORK

The Milford Public Schools shall provide access for employees and students to the computer system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in the classroom by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Director of Grants, Technology and Media shall be responsible for implementing, monitoring, and evaluating the district's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing the use of the system and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Milford Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Milford Public Schools.

Acceptable Use

The Central Administration shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Milford Public Schools as well as with law and policy governing intellectual property.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes. Internet use will be monitored and filtered so that users are not accessing inappropriate material.

Liability

The Milford Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users.

Administrative Procedures for Implementation

- 1. Commercial use of the system/network is prohibited.*
- 2. Targeted and/or cyber bullying using the system/network is prohibited and will be investigated following school and district policies.*
- 3. The district will link the Acceptable Use Policy and Procedures to the district website.*
- 4. Copyrighted software or data shall not be placed on the district system/network without permission from the system administrator.*

5. Access to the network will be granted to employees with the understanding of reading this acceptable use policy and signed agreement of reading.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Students completing required course work would have first priority for after hour's use of equipment.
8. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
9. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding the use of the system/network. All such agreements are to be maintained at the building level.
10. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by district policy.
11. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of district policy and/or criminal activity under applicable state and federal laws.
12. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
13. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
14. Pretending to be someone else when sending/receiving messages is prohibited.
15. Transmitting or viewing obscene material is prohibited.
16. Revealing the personal information (addresses, phone numbers, etc.) of others without their consent is prohibited.
17. The photographing and transmitting the images of others without their consent is prohibited.
18. The district will cooperate fully with local, state, or federal officials in an investigation concerning or relating to misuse of the district's system/network.

Milford Public Schools Network Responsible Use Guidelines

The Milford Public School District believes the use of computer networked services, email, and the Internet are an integral part of an engaging, student-centered, and collaborative learning environment. It is understood that all of our computer networked services are provided exclusively for educational purposes.

The Milford Public Schools filters and monitors all internet traffic for the purpose of safeguarding staff and students from harmful content. Milford Public Schools is aware that not all inappropriate content can be filtered and the District will make every effort to correct any known gaps in the filtering of information. The Milford Public Schools also provides supervision and education related to appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyber bullying awareness and response.

The district encourages parents/guardians to supervise their child(ren) when using technology from home.

Academic Integrity

Use of district networked technology in Milford Public Schools requires adherence to a set of standards which include the expectation that no student will engage in the following behaviors as defined by the course teacher.

- Cheating
- Plagiarism
- Fabrication
- Obtaining an unfair advantage
- Aiding and abetting dishonesty
- Falsification of records and official documents
- Unauthorized access to academic or administrative records/systems

If a student is unclear as to whether or not his or her actions are in violation of the policy, then it is that student's responsibility to clarify and ambiguities with the appropriate instructor before violation is discovered by technology or school administration.

1. Adopted MSC: 5/9/13
2. Revised MSC: 5/23/13
3. Amended MSC: 11/2/17

Please check off the box for Contract Regarding Use of the Network Acceptable Use Policy on the Contract Signature Form and sign. Students will not be allowed to use the internet anywhere in the school building unless this form is signed and returned to his/her homeroom teacher.

WEBCAM

Recently a few of our classrooms and our Media Center have been equipped with Web-Cams. These webcams will allow our classroom teachers and their classes to communicate audio / visually, SKYPE, e.g. with other schools locally and abroad. This new technology has become extremely popular in the education field worldwide.

E-READER (Nook, Kindle, etc.)

In keeping with innovative and current technology, Stacy Middle School is allowing students to access reading books with an e-reader or e-book reader, if they have one in their possession. If your child owns an e-reader, (Nook, Kindle etc.) he/she may bring it to class and utilize it during supervised silent reading/class time. However, Stacy Middle School will not assume any responsibility for this equipment. Your child must only read books downloaded from home (they will not be able to purchase books to download); the books must be appropriate for school and the student will be responsible for his/her e-reader and keep it safe when not in use. Student equipment must also be fully charged before bringing to school for use.

(All school rules will still be in effect such as Acceptable Use Policy and Contract Regarding the Use of Network.)

GENERAL INFORMATION for STACY MIDDLE SCHOOL

COMMUNICATING WITH STACY MIDDLE SCHOOL

Stacy Middle School welcomes parental engagement and encourages families and community members to establish and maintain a collaborative relationship with the school.

When parents/guardians and teachers stay in touch-through telephone calls, conferences, notes, emails, and letters - students benefit. Letters may be written in native language if applicable. If you need interpretation assistance when communicating with the school, please call the Family Resource Translation Coordinator at 508.478.1135.

Your interest and involvement in your child's education is a key component to his/her academic success. Please call first to make an appointment with a teacher, school counselor, or administrator. This will ensure that someone is available to meet with you. The staff email list can be found on Stacy Middle School's website under "About Us" at (www.milfordpublicschools.com)

You are encouraged to attend the Back-to-School nights, Open Houses, Parent/Teacher Conferences and to make appointments for team meetings to review the educational progress of your child, and to attend scheduled meetings.

STACY MIDDLE SCHOOL WEBSITE

Make sure to view the SMS Website for up-to-date information. Staff listings, email addresses, after-school help sessions, morning announcements, cancellations, event schedules, school day number, policies, etc., can be found on the website. The SMS website is updated daily.

If translation is required, please access the translation dropdown box in the top left corner of the web page screen. Currently, there are ten languages available. www.milfordpublicschools.com

PARENT AND COMMUNITY INVOLVEMENT

Parent/guardian and community involvement provides a strong, positive influence on the academic success of students at Stacy Middle School. Many years of research have shown that when parents, schools, and community members work together collaboratively, students benefit. As a parent/guardian there are many avenues for you to choose to be involved in your child's education.

Here are a few:

- Join Stacy PTO. View Stacy's Middle School online calendar for meeting times and dates.
- Run for School Council. View Stacy's Middle School online calendar for meeting times and dates.
- Volunteer at Stacy Middle School. You can be a guest reader, guest speaker, help with class events, chaperone a field

trip, dance or service learning project, and much more.

- Visit the school's website to find out about volunteer opportunities or contact the main office to find out more.
- All parents/guardians who wish to volunteer their time must have a current Criminal Offender Record Information (CORI) on file in the district. CORI forms are available in the Main Office. **Applications must be filled out in person and applicants must provide a current driver's license for identification purposes.**
- Communicate with your child's teacher about your child's progress. Attend parent-teacher conferences, request a meeting when you have a concern, and attend Back-to School night to learn about your child's academic program. Support your child's academic success at home by talking about the value of education, creating a place for your child to study and do homework, getting extra homework help if needed, and limiting TV/video game/social networking time.
- View your child's academic progress online with our student management software program, X2 Aspen. Learn more about the Family Portal by visiting our website at www.milfordpublicschools.com under the "Student and Family" tab.
- Learn about what is happening at Stacy Middle School by visiting our website at www.milfordpublicschools.com.

EMERGENCY INFORMATION FORM

It is important for parents/guardians to keep the school up to date with contact numbers as well as the names of people to contact in case of an emergency. You will receive an emergency information form from Stacy Middle School to fill out and return. If any of the information changes during the school year, including those people with permission to pick up your child from school, please contact the guidance office at 508.478.1180 x6502. Additional documentation will be required to be completed for address changes during the school year. School personnel will require a valid government-issued card with photo identification from anyone who comes to school to pick up a child.

BREAKFAST

Breakfast is served every morning in the cafeteria from 7:15 am - 7:35 am. Any student wishing to purchase breakfast should report immediately to the cafeteria (upon arrival to) school. Any student(s) who qualify for free or reduced lunch are also able to receive breakfast at no cost or at reduced cost.

Only students eating breakfast are allowed in the breakfast area. Once students are finished with their breakfast, they should report to their assigned area, which will rotate between the cafeteria, auditorium, and gym each marking period..)

Staff on duty will dismiss students to their lockers for books and then they will proceed to their homeroom. If there is any office business to conduct, students should obtain a pass from the staff on duty before leaving assigned areas. All business should be done before the 7:45 am bell.

SCHOOL HOURS

School is in session from 7:45 am - 2:20 pm. **Students should not arrive at school prior to 7:15 am.** Students arriving between 7:15 am and 7:35 am should remain in designated areas. Once students have arrived at school, they are not allowed to leave school grounds under any circumstances.

Dismissal is at 2:20 pm.

DAILY ARRIVAL and DISMISSAL PROCEDURES

Handicap Access:

Handicap entrance is located on the Spruce Street side of the school.

Students Walking to School:

For students who walk to school, please plan the morning departure from home to arrive at Stacy no earlier than 7:15 am.

(Students should enter the building at Spruce Street (bus loop entrance). Students are encouraged to walk with a buddy.

Students Driven to School:

For parents/guardians who choose to drive their children to school, please plan the morning departure from home to arrive at Stacy no earlier than 7:15 am. This arrival time makes for a safer, timelier and more efficient traffic pattern. School buses arrive and depart in the morning between 7:10 am - 7:30 am. Homeroom period does not begin until 7:45 am, so there will be sufficient

time for students being transported by car to enter the building. Students should enter the building at Spruce Street (bus loop) entrance), go to their locker and be in their homeroom by 7:45 am.

Morning Drop off Procedure: (students should enter the building at Spruce Street (bus loop) entrance)

- It is important that each student uses the designated "Student Drop-Off Zone" painted bright yellow between the entrance and exit to the bus loop and the crosswalks.
- Students are to walk to the crossing guard who will assist them entering the school yard at the loop exit areas.
- **Please do not double park or drop your child off at the School Street entrance. This area is solely reserved for administration and visitor parking. It is a confined area and having extra traffic before or after school causes a safety issue. In addition, there are no staff members on duty at the School Street entrance.**

Morning Bus Loop Procedure: no vehicles are allowed to enter the bus loop at any time or the No Drop Off Zone (in the back lot between Stacy and Memorial Elementary School). This is solely for the entering and departing of school buses. Students should enter the School Street entrance in the morning if they arrive at school after 7:45am.

Afternoon Pick up Procedure:

- At dismissal, all students will exit the building through Spruce Street (bus loop) entrance/exit. Only **official transportation vehicles are allowed in the bus loop for pick up.** Parents/guardians must pick up their children on Spruce Street (by Town Park).

Parents/guardians are not allowed to drive through the faculty parking lot between Stacy and Memorial School when dropping off/picking up their child(ren) to/from school. This area is strictly reserved for teachers. Teachers are driving in and out of the parking lot during these times, which could cause a safety issue for students getting in or out of cars.

Parents/guardians are asked to abide by Stacy's drop-off and pick-up procedures to avoid any injury to students. In the event that someone does not cooperate, his/her vehicle license plate number will be reported to the Milford Police Department.

Per order of the District Bus Coordinator, students are not allowed to ride buses other than the bus they have been assigned to. This includes riding buses to after-school activities, friends' houses or any other destination. **The administration will not grant permission or sign any letters requesting permission for students to ride a bus that the student has not been assigned to.**

WALKING ROUTES AND PEDESTRIAN PRACTICES

Parents/guardians, together with the child, should develop a walking route to and from the school bus stop or school which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroads can be dangerous. The route should be direct and uninterrupted.

VIDEO SURVEILLANCE EQUIPMENT

Video surveillance equipment will be used to monitor activity at Stacy Middle School 24 hours a day and will be used where necessary to identify any and all individuals in the building. Destruction/tampering with video surveillance equipment or any student caught violating codes of conduct will result in disciplinary action. See discipline code.

BUILDING SECURITY

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 buildings;
- 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 Services 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, etc.) are to be personally escorted by security staff (where applicable), building administrator, a 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.

NO-SCHOOL NOTICE

In the event of inclement weather or some other occurrence requiring the "delayed opening" or cancellation of school on a given day, an announcement will be sent through the Mass Notification system which will send a call out to the designated phone number and email specified by the parent/guardian. An announcement will also be made on Radio Station WMRC 1490 AM, My FM 101.3 and on television channels 4, 5, 7, Fox 25, NECN, CW 56, Facebook, Twitter and the Milford Public School website.

On occasion, a one or two-hour delayed opening will occur to avoid the loss of a full day. If such an occasion comes about, buses will pick up students exactly one/two hour(s) later than usual. Dismissal will occur at the usual time. To view the entire Mass Communication Use Policy [please click here](#).

STUDENT RECORDS

Parents/guardians have the right to review and inspect their child's educational records. If a parent/guardian wishes to review their child's records and the child is currently enrolled at Stacy Middle School, the parent/guardian will need to make an appointment with the child's guidance counselor or assistant principal. If the parent/guardian has concerns about the content or accuracy of the educational records, the parent/guardian should report the concerns to the child's guidance counselor.

The parent/guardian may request copies of materials from the student record by making such requests to the child's guidance counselor in writing. A small fee may be charged.

EXEMPTION FROM HUMAN GROWTH AND DEVELOPMENT COMPONENT OF HEALTH CURRICULUM

Health classes include a unit on Human Growth and Development, which includes the sexual education component of the curriculum. This program has been developed by the Milford Public Schools Health Education Department, and follows the age - appropriate objectives found in the Massachusetts Department of Secondary and Elementary Education Frameworks (<http://www.doe.mass.edu/frameworks/health>). and the National Health Education Standards which were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels. The goal is to promote the health and well-being of our students, and to help them make wise and informed decisions as they get older.

Under Massachusetts Law and School Committee policy, you may exempt your child from any portion of the health curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, you must send a letter to the principal's office by the end of September of the current school year requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. An alternate assignment will be provided to the students exempted. Below you will find the breakdown of related instructional topics by grade which builds on earlier lessons:

Human Growth and Development

Sixth Grade	Seventh Grade	Eighth Grade
<ul style="list-style-type: none">• Human Life Cycle• Changes During Puberty• Positive Body Image• Anatomy and Physiology of Reproductive System• AIDS: Global Health Child Development	<ul style="list-style-type: none">• Structure and Function Of The Reproductive System• Body Image Distortion (Eating Disorders)• Sexual Harassment and Discrimination• Healthy Choices• Discrimination and Stereotyping• Sexual Orientation & Gender Identity	<ul style="list-style-type: none">• Fetal Development• Sexually Transmitted Infections (STI): Prevention and Transmission• Healthy Relationships• Fertilization & Pregnancy• Abstinence & Contraception

During health classes, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Materials will be presented in a balanced and accurate way. Health teachers will expect that each student's privacy and varying beliefs will be respected by everyone in the class. Please don't hesitate to contact your child's health teacher for further information.

You may find it helpful to talk with your child before as well as following these sessions in order to open further dialogue with your child about this sensitive topic.

OBTAINING A RESIDENT CARD

- A new **homeowner** should bring their Purchase & Sales Agreement OR a copy of his/her field card from the Assessor's Office and a photo ID to the town clerk at Milford Town Hall.
- An existing **homeowner** that IS A REGISTERED VOTER OR ON THE TOWN CENSUS (please check with the town clerk's office to verify first) can bring just his/her photo ID to the town clerk at Milford Town Hall.
- An existing **homeowner** who is neither a registered voter nor on the town census should bring his/her Purchase & sales agreement OR a copy of his/her field Card from the Assessor's Office and a photo ID to the Town Clerk at Milford Town Hall.

A renter must supply:

1. Copy of LEASE;
2. Notarized letter from landlord stating the address and the names of the people living in the home. Letters must also include the landlord's contact phone number and address.
3. **AFFIDAVIT OF RESIDENCY** form (demonstrating Housing Bylaw compliance) signed by the landlord/rental agent (may be obtained in the Family Resource Center, Town Clerk's Office or online on the Town Clerk's page);
4. Photo ID

EXTRA HELP FROM TEACHERS

Teachers will provide office hours for 45 minutes each week for the purpose of offering extra help to students. Office hours will be determined in consultation with the school administration. However, it is the responsibility of the student to request extra help and to make arrangements for it in advance. Students and their parents/guardians can also check the Stacy Middle School website for posted availability of specific subject teachers.

PROGRESS REPORTS

Progress Reports are distributed to all students in the middle of each quarter. The progress report is one method of communicating between home and school regarding the child's academic standing. The parents/guardians may also request to speak with the child's teacher to discuss the child's academic progress throughout the school year at a time that is convenient for both parents/guardians and the teachers. Please call your child's guidance counselor for assistance.

If you require translation of your child's progress report to a language other than English, please request translation by contacting the school.

Any progress report not returned will be tracked by teachers for one week then the student's name(s) will be submitted to the guidance department for a follow up to a parent/guardian.

REPORT CARDS

The report card is one method of communicating between home and school regarding a student's academic performance. Report cards are issued three times a year at the end of each trimester. Report cards will reflect a variety of assessments criteria, such as students' overall performance (achievement, conduct, and effort), written tests/quizzes, daily class work, participation, project-based learning activities and student portfolios. Core subjects will be graded numerically. Special subjects will be graded by letter grades, or pass/fail. Report Cards are to be taken home for parent/guardian examination. Report cards are to be signed by a parent/guardian and the bottom portion returned to the student's homeroom teacher no later than three days after being issued. If a student receives an "incomplete" during any trimester, he/she will have 10 days from the end of the trimester to make up the work. All "incompletes" shall be changed to a numerical or letter grade on the eleventh day.

ACADEMIC RECOGNITION

All middle school students are eligible to be on the Principal's List or Honorable Mention list. Their purpose is to recognize academic achievement.

To attain the Principal's List recognition, the following criteria must be met:

1. Students must attain at least ninety (90) in all subject areas including special subjects.
2. Students must maintain a 1 or 2 in conduct and effort during the marking period in any subject, including special subjects.

To attain Honorable Mention recognition, the following criteria must be met:

1. Students must attain at least an eighty-five (85) in all subject areas, including special subjects.
2. Students must maintain a 1 or 2 in conduct and effort during the marking period in any subject, including special subjects.

RETENTION PREVENTION PLAN

Students earning less than a 65 will receive a letter grade of **F** for the term they are failing. If a student is earning less than a 65 on the progress report or report card, the student will receive an **F** on the report. At this time, the teacher **and** the student will meet and develop a plan for the student to pass. The intent of developing a plan with the student is to create the conditions for success in the second half of the term or following term. The plan will include a combination of assignments needed to **assess** student learning, steps for the student to succeed in future assignments, and possible support needed for success. The plan will be communicated to the parent(s) or guardian(s). A team meeting will be convened if a student is failing 3 or more core **classes**. **The team** will consist of the teachers, guidance counselor, assistant principal, related service provider(s), the parent(s) or guardian(s), and the student. An **F in two or more core classes** for the year may result in summer school or retention.

GRADING

When calculating marking period grades, teachers shall calculate the total points earned by each student. Teachers shall determine the percentage of total points available earned by each student. The percentage of points earned shall be calculated to the tenths place and then rounded to a whole number (.5 or higher rounds up).

BREAKDOWN OF GRADING

A+... 100-97 B+... 89-87 C+... 79-77 D+... 69-68 F ... 64 and below

A 96-93 B ... 86-83 C 76-73 D67-66 INC – Incomplete

A- 92-90 B- ... 82-80 C-.... 72-70 D-.... 65

Any student receiving an "A" shows exceptional understanding of concepts, skills, and processes presented. The student should consistently exhibit leadership and independence in the classroom. The student's response, written or oral, to questions and testing situations should be consistently accurate, logical, and rational. The student's interest, attitude, retention, initiative, originality, and responsibility toward all school work are consistently at the highest level of academic achievement for course standards.

Any student receiving a "B" shows above average understanding of concepts, skills, and processes presented. In doing so, the student's leadership and independence require occasional teacher support. Written and oral responses to questions and testing situations show above average accuracy, logic, and reasoning. The student's interest, attitude, retention, initiative, originality, and responsibility toward all school work are consistently at a high level of achievement for course standards.

Any student receiving a "C" shows satisfactory understanding of concepts, skills, and processes presented. In doing so, the student may occasionally display some leadership and independence. Written and oral responses to questions and testing situations show satisfactory accuracy, logic and reasoning. The student's interests, attitude, retention, initiative, originality, and responsibility towards all school work consistently meet course standards.

Any student receiving a "D" shows a minimal understanding of concepts, skills, and processes required. The student should be able to follow directions when given a reasonable amount of time and teacher support. Written and oral responses to questions and testing situations show a minimum amount of accuracy, logic and reasoning. The student's interest, attitude, retention, initiative, originality, and responsibility toward school work are consistently at the minimum acceptable level of achievement for course standards.

Any student receiving an "F" would be failing to meet the criteria as listed in the previous descriptions.

Any student receiving an "INC" has lawful absences near or at the end of a trimester and assignments that are pending to be completed due to lawful absences will receive a temporary grade of "incomplete."

The student will have 10 school days from the end of the trimester to make up the work. All "incompletes" shall be changed to a numerical or letter grade on the eleventh day.

PROMOTION AND RETENTION OF STUDENTS

The school committee is dedicated to the best total and continuous development of each student enrolled. The professional staff are expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Any 8th grade student who does not meet the academic standards for promotion will not participate in the Step Up Ceremony.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents or guardians, but the final decision will rest with the building principal.

CRITERIA FOR PROMOTION AND RETENTION (Grades Six through Eight)

A student who fails with a grade of F in two or more major subjects will be retained. A major subject is defined as those subjects that meet every day for a cycle. To remedy problems causing retention, the student must successfully complete the failed subject(s) in summer school. A student may take up to three courses at summer school, and by the conclusion of summer school have no more than one failing grade in a major subject on his/her official transcript.

Students in grades six-eight, who do not successfully complete summer school requirements for promotion, will be retained in their previous grade for the full school year.

Refer to Milford Public Schools Policy Manual (IKE)

SUMMER SCHOOL

Students who fail two or more major academic subjects may be retained in their present grade. A major subject is defined as a subject that meets every day for the year. These students will receive notification of their options to make up these subjects (such as summer school). Students who attend summer school must successfully complete the requirements of the failed subject(s) and receive a passing grade in that subject(s).

Summer School Rate: \$155.00 for Milford residents, and \$195.00 for non-residents per class (subject to change). Students who do not successfully complete the summer school requirements, will be retained in their previous grade for the next full school year.

MIDDLE TO HIGH SCHOOL TRANSITION

The transition from middle to high school is a critical point in a student's academic career. If you are considering the possibility of attending a high school out of the Milford Public School District, we encourage you to visit the websites of the various alternatives and view the requirements and admission policies. Please note that grades and attendance attained in grades seven and grade eight are usually taken into consideration with the application/transfer process.

HIGH SCHOOL ADMISSIONS

Milford High School: All students must participate in the course selection process of Milford High School (MHS) even if they are applying to other high schools. The MHS Guidance Department will present the MHS Program of Studies to the 8th grade students by the end of February. The students will also meet with guidance counselors to discuss the course selection process. The teachers at Stacy Middle School will recommend and sign all course selection sheets. After the teachers make their recommendations, parents and guardians of 8th grade students will review the course selection sheets, and sign and return them to the SMS guidance counselor. All students will meet individually with MHS guidance counselors to select the courses once the sheets have been signed and turned in. Any questions should be addressed to either the SMS or MHS Guidance Departments.

Vocational Schools (9th Grade): Students in the 8th grade have a right to apply for vocational education in the subject area of their choice for the following 9th grade year. Applications must be submitted to the Stacy Middle School Guidance Counselor in a timely manner by deadlines set by the guidance department and the receiving vocational school. Typically, students apply to Blackstone Valley Technical and Vocational School (BVT) in the fall of the 8th grade year. The applications are turned in to the guidance counselor before December vacation. Representatives of BVT interview each applicant during the month of February. The process is finalized by March and students receive acceptance letters by the middle of April. Contact the guidance counselor with specific questions about this process.

FAMILY PORTAL

Aspen X2 is Milford's District-wide Student Information System. Stacy Middle School uses Aspen X2 on a daily basis to track student attendance, conduct, grades, and basic demographic data. Teachers use Aspen as their classroom grade book. Parents/guardians are provided with the added benefit of having secure access to their child's academic record, attendance, schedule and demographic data by logging onto X2 via any internet based tool. X2 recommends using Mozilla Firefox as your web browser when logging in. There is a secure login procedure where each family will utilize a login name and secure password giving them read-only access to their child's data. If a contact is responsible for more than one family member, he or she logs onto the family view only once and selects which student data to view.

It is not necessary to complete and [return the family portal application](#) if you have already done so in the past. Families with more than one child in the Milford Public School System will be automatically linked together.

For questions relating to the family portal, please email helpdesk@milfordma.com

HOMEWORK GUIDELINES

Overview

The Milford Public Schools (MPS) Homework Guidelines provide teachers, students, and families with clear expectations about homework and how it fits into a comprehensive learning plan for students in PreK - Grade 8. The intent of the MPS district is to provide a well-rounded educational experience for all students. Focusing on academic, social, and emotional success, teachers create units of study that promote this objective. Content and language objectives are important pieces to the creation of such units of study. Additionally, teachers incorporate skills such as collaboration, teamwork, problem solving and critical thinking into their everyday lesson planning. Students are assigned various assignments and assessments during their course of study. Meaningful homework can contribute to the comprehensive educational experience of our students.

Reading and Literacy

In order for children to become successful students, reading must become part of their daily routine. Whether a parent is reading to a preschool child or an older child is reading a chapter book on his or her own, all children must read or be read to on a daily basis in order to improve literacy skills. In some instances, reading will be assigned by teachers and may be included in the homework guidelines. In other instances, specific readings may not be assigned by a teacher. In either case, all children must participate in reading during and after school hours. For more guidance on what your child should be reading or for how long they should be expected to read, please contact your child's teacher.

What is homework?

For the purposes of this document, homework is defined as any assignment that is prepared, started, continued, or completed outside the classroom meeting time. Assignments may include but are not limited to written, reading or studying assignments. They should extend, enrich, or enhance the learning experiences within the classroom.

Although teachers may have similar learning objectives across a grade level and/or subject area, assignments may differ from one teacher to another. Teachers differentiate their instructional practices to meet the needs of the students within their classroom. Homework is not mandatory for teachers to assign. However, if a teacher does assign homework, it is expected that a student completes the assignment. Teachers have the authority to exercise their professional judgment with regard to homework so long as assignments are:

- *relevant and meaningful for students;*
- *reasonable in length and manageable for students to complete;*
- *part of a comprehensive plan or unit designed by the teacher;*
- *appropriately challenging based on student ability; and*
- *never used as a consequence, punishment or part of a behavioral plan.*

General Guidelines

As a guideline, families should expect that homework may be assigned as follows:

<i>Grade span</i>	<i>Frequency*</i>	<i>Approximate Total Time</i>
<i>PreK</i>	<i>No Homework</i>	<i>No Homework</i>
<i>K-2</i>	<i>Up to 3 days per week</i>	<i>Not to exceed 10 - 20 minutes per night**</i>
<i>3-5</i>	<i>Up to 4 days per week</i>	<i>Not to exceed 20 - 40 minutes per night**</i>
<i>6-8</i>	<i>Up to 4 days per week</i>	<i>Not to exceed 50 - 70 minutes per night**</i>

** Students should read or be read to everyday ** may not include daily reading*

If assigned homework is not fitting within expected time parameters, families should communicate with their child's teacher(s). Open dialogue between administration, teachers, students and families is essential. It is important for teachers to know how long assignments are taking students outside of the structured classroom environment.

The frequency and time recommendations listed above should be considered when issuing a long-term assignment. The time that students are to be working on long-term assignments should be included in the overall time teachers are figuring students are working on homework on any given day. Long-term assignments may be given over weekend(s), but it should not be expected that students complete a project or long-term assignment over the course of one weekend. Students should not be assigned projects or long-term assignments over designated school vacations or holiday weekends. Homework should not be assigned during comprehensive state assessments including but not limited to MCAS and ACCESS testing.

Students may be assigned a book to read over the course of several weeks inclusive of vacation time, but it should not be expected that a student is assigned a book to read over a vacation (summer reading excluded).

Grading Homework

Homework should contribute to overall demonstration of mastery in a particular subject or set of learning standards. Homework should be viewed as a practice and not a comprehensive assessment of what a student has or has not learned. Therefore, homework assignments should be assessed for understanding a particular skill or standard and teachers will provide feedback. Students should have multiple opportunities to demonstrate understanding and homework assignments should not be a major determinant of a student's overall grade. In grades 5-8, students receive grades on a "100 point scale". Homework is not to be counted more than 10% of a student's overall term average. Teachers should use their professional judgment when grading homework.

HOMEWORK SUGGESTIONS FOR PARENTS/GUARDIANS

- *Parents/Guardians should work with the teacher to instill in the child an attitude that homework is an important and necessary part of the learning process.*
- *Parents/Guardians should provide a quiet, well-lit place in which their child may study and complete homework assignments.*
- *Parents/Guardians should encourage and support their child's efforts and be available for questions, being careful to remember that homework is the child's responsibility not the parent/guardian's.*
- *Parents/Guardians should set aside time to review their child's homework and to check the accuracy and neatness as needed. Parents/Guardians should check the student agenda book, backpack, and homework folders/binders*

on a daily basis.

- Parents/Guardians should ensure that their child gets adequate sleep and is properly rested before attending school and that their nutritional needs have been met (e.g., eat breakfast).
- Parents/Guardians should remind their child that they are still responsible for child's making-up his/her homework even when the student has been absent from school (excused or unexcused).

Please note that each teacher will be distributing a Course Expectations Handout. This handout will give parents/guardians an overview of various classroom policies such as: parent/guardian/teacher communication avenues, course syllabus, homework policy, grading policy, and any major projects or classroom events. Special subjects will distribute their handouts within the first week of beginning the subject's cycle.

STUDENT ACTIVITIES/CLUBS/STUDENT ATHLETICS

There are a variety of clubs/activities in which students may participate. The following is a list of the clubs/activities that have been offered in the past. These (and other) activities are offered on a year-to-year basis depending on student interest and teacher availability/funding sources.

Students are encouraged to sign up for extracurricular activities that may include:

Band, Chorus, Orchestra (during school hours, some rehearsals happen after school) Outdoor Leadership Club, Track and Field, School Newspaper, Student Council, Academic Skills Center, Computer Club, Theatre, Science Club, Robotics Club, Future Business Kids (after school hours).

Students must be present in school for at least half of the school day; tardiness must be documented as excused per attendance policy, to participate/attend in afternoon or evening co-curricular events or athletic activities.

Students who violate the attendance policy may not be permitted to participate/attend in afternoon or evening co-curricular events or athletic activities.

Please note: Any student sent home/dismissed from school due to illness or discipline shall not be permitted to participate/attend in afternoon or evening co-curricular events or athletic activities.

Tier two discipline will apply to those students who try to attend activities/clubs, athletics on a day they are absent/unexcused tardy from school.

"The Milford Public Schools does not discriminate on the basis of race, color, religion or religious creed, ancestry, national or ethnic origin, age, gender, gender-identity, sexual orientation, homelessness, military or veteran status, disability, genetic information, or any other characteristic protected under applicable federal, state or local law in admission to, access to, employment in, or treatment in its programs and activities."

STUDENT ATHLETICS - PROCEDURES AND REGULATIONS

Any member of a team representing Stacy Middle 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; must be passing 4 out of 5 major content classes.
2. Be in the 7th or 8th grade and be a student of the Milford Public Schools.
3. Have a signed parent permission slip.
4. Obtain a physical examination, a record of which will be on file in the health office before practicing or competing in any sport.
5. Be responsible for all athletic equipment issued; the student must pay for lost or stolen equipment.
6. Report all injuries to their coaches and fill out the necessary forms.
7. 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 as well as the Stacy Middle School office.

Competition in the following sport(s) is available in season*: (*Sports offerings are subject to change)

Cross Country (Fall)	Girls and Boys	Grades 7 and Grade 8
Soccer (Fall)	Girls and Boys	Grades 7 and Grade 8
Field Hockey (Fall)	Girls	Grades 7 and Grade 8
Wrestling (Winter)	Boys	Grades 7 and Grade 8
Track and Field (Spring)	Girls and Boys	Grades 7 and Grade 8
Volleyball (Fall)	Girls	Grades 7 and Grade 8
Volleyball (Spring)	Boys	Grades 7 and Grade 8
Baseball (Spring)	Girls and Boys	Grades 7 and Grade 8

STUDENT COUNCIL

The Student Council provides a means for students to have a voice in the conduct of the school's operation, and provides a clearing house for ideas that may contribute to the general welfare of the school. It gives students an opportunity to learn the democratic process through participation. Through the student council, students are encouraged to make recommendations to the school administration regarding rules, regulations, and procedures which will help improve the school. Members are leaders serving as role models to all students and are active participants at meetings and leadership-building programs. Students will be expected to attend all meetings and participate in council functions. Advisors may create two or more groups/time schedules to accommodate interested students. Stacy Middle School is a proud member of the National Association of Student Councils.

PARENT/GUARDIAN TEACHER ORGANIZATION (PTO)

This is a formally organized, non-profit organization which sponsors various enrichment opportunities for students, fundraising efforts to support these activities, and a line of communication between home and school for grades six-eight. Refer to the school's website for more information. Meetings take place once a month or as determined by the P.T.O. Become involved in your child's school. Contribute to his/her success.

TEXTBOOKS

Textbooks are furnished free and they should be regarded as valuable property. They will be issued to students during the school year. Each student is responsible for his/her books. Students will be required to sign a book form specifying the number and condition of the book. **All textbooks should be covered immediately and have the student's name printed on the outside cover.** Students/parents/guardians will be held financially responsible for lost or damaged textbooks or equipment. If the lost book is found, the money will be returned to the parent/guardian.

FIRE DRILLS

State law requires all schools to conduct fire drills. Fire drills are serious and are designed to protect students' and staff lives in the event of a real fire. It is very important that all students know the correct procedures to follow to ensure the safety of everyone in the building. Fire drill procedures are posted in each classroom indicating the exit for that area when the fire alarm sounds. When a fire alarm sounds, students will leave the building quickly, in a single file. There is no talking during a fire drill. Students should proceed to the designated area and remain with their class under the supervision of their teacher. Outside the building, teachers will take attendance. Students and staff should not re-enter the building until an administrator, in collaboration with the fire department, gives a signal indicating it is safe to return into the building. The return into the building is to be conducted in an orderly manner.

LOCK DOWN

At least once during the school year, all students and staff will participate in an all school "lockdown." The lockdown is an important safety procedure. It is imperative that all students follow the directions of the classroom teacher. During a lockdown, all students must remain quiet, still, and out of sight, unless directed otherwise. While the drill is taking place, administration and safety personnel from the town will be walking throughout the building ensuring that students and staff are quiet and out of sight. Students will wait for directions from their classroom teacher as to when the drill will end. At the end of the drill, students should

continue with the rest of their school day.

EVACUATION PLAN-BUILDING EVACUATION

A building evacuation plan is in place should the school receive a threatening telephone call that presents a danger to the safety of students / staff at the school. Specifics will be communicated to students by the classroom teacher.

Communication will be made with the central office as to the status of the evacuation as determined by the fire department and/or other officials on site. To view the Mass Communication Policy in full, [please click here](#).

SCHOOL SUPPLIES

The Milford Public Schools value the partnership between home and school and appreciate 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.

BOOK BAGS and GYM BAG POLICY

Book Bags: *Students are not allowed to carry book bags, backpacks, large pocketbooks or any other bag used to hold books during the regular school day. Students may use book bags or backpacks to and from school. Upon arrival to school all bags used to carry books must be placed in each student's locker and remain in the student's locker until dismissal time.*

Gym Bags: *Students are required to change their clothing before and after physical education classes. Gym bags may be used to carry clothing to and from physical education classes. Students must obtain these bags from their lockers at the scheduled locker break directly preceding their physical education class. All gym bags must be placed into each student's locker during the scheduled locker break immediately following the physical education class.*

Administrative Exceptions: *Administration will grant permission under certain circumstances for students to carry a book bag during the school day. All requests for the use of book bags must be in writing and addressed to the principal.*

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 student's 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 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 or 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***

who 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:

The school nurse will contact the family.

- 1. 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.*
- 2. 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.

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 who 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 consented by 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 MEDICAL 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's 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 Grades 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 diseases. 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, 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 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. This policy is for activities during school hours.

The Milford School Committee will follow, to the extent such is deemed appropriate to the Milford School System, The Massachusetts Department of Elementary and Secondary Education DESE guidelines, **Managing Life Threatening Food Allergies in Schools** revised in 2016

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 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 three. Fluoride Rinse Program is offered to all students in grades one through four. 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, for Pre-K and Kindergarten entry, and for grades 4, 7 and 11. For new students entering the Milford Public Schools, physical exams must occur within twelve months of enrollment into these grades. A Tuberculosis (TB) Risk Assessment Form must be completed by your healthcare provider and submitted upon registration.

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.

HOME AND HOSPITAL TEACHING/TUTORING

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 14 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
- Grading the student
- Classroom teacher is the teacher of record

Tutor is responsible for:

- Contacting the teacher when necessary
- 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

CHILD ABUSE AND NEGLECT

All educators and staff members who have reason to believe that a child has been subjected to physical abuse, sexual abuse, mental abuse, or neglect are required by Massachusetts General Law to immediately report such suspicions to the Massachusetts Department of Children and Families (508) 929-1000. All school system employees receive training to recognize the signs of child abuse and neglect and what their responsibilities are under the law on an annual basis from the superintendent's office.

GUIDANCE SERVICES

The fundamental role of the school guidance counselor is to work with students, parents/guardians, and faculty members to enable each student to reach his/her academic and social potential at Stacy Middle School. To help students achieve academic and social success at the middle level, each grade level counselor meets on a weekly basis with the team of teachers from each cluster (Red, White and Blue), and administration in an effort to maintain open lines of communication between the school and parents.

The counselor's role includes interpreting test results, assessments, acquainting parents/guardians with school policies and procedures, assisting parents/guardians in accessing in-school and out-of-school referral agencies and assisting parents/guardians in understanding adolescent growth and development.

The guidance staff is responsible for the maintenance of the student's permanent records, which involves collecting and reviewing educational information pertaining to each student's achievement and progress, standardized testing and special programming.

The guidance counselors work with the classroom teachers to develop interventions using the District Curriculum Accommodation Plan (DCAP) in collaboration with other service providers for students experiencing difficulties, chairing section 504 meetings, and providing assessment to the team or clusters during special education evaluations, English Learners (ELs) monitoring and Enrichment Programming. "The district ensures that ELs have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands." **(M.G.L. c.71A)**

Parents/guardians are encouraged to contact their child's counselor to address any concerns. Students are always urged to see the counselors to discuss any problems or unfamiliar situations by scheduling an appointment ahead of time and obtaining a pass from his/her teacher. If a student needs to see a guidance counselor immediately, his/her classroom teacher will contact the guidance office to check for the counselor's availability before the student reports to the guidance office. The school guidance counselors will meet with each of their students at least three times per year (combination of 1-on-1 and small group) in an effort to meet the programmatic goals and services that have been defined by the department in an effort to help each child reach his/her academic and social potential at Stacy Middle School.

The guidance counselors at Stacy Middle School are committed to helping each child become an independent learner who is self-motivated, self-disciplined and able to engage and solve the various life situations he/she will experience. The department recognizes that to achieve that goal, the family unit must be a major factor in the child's development and academic success. Thus, continued cooperation between the home and school will be a priority.

The guidance counselors at Stacy Middle School work collaboratively with teachers to enhance the learning process and promote academic achievement for all. The programmatic experience and services of the guidance counselors is an essential tool that helps students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize and identify their full academic potential. Ultimately, becoming productive and contributing members of society.

LIBRARY MEDIA CENTER (LMC)

The Library Media Center (LMC) has materials for assigned study and recreational reading. Most of the material is curriculum related so students can complete school related assignments. It is open for use during the specified hours posted. Materials are checked out for two (2) weeks and may be renewed at the discretion of the library media staff.

The Milford School Committee requires restitution of the replacement cost of any lost or vandalized books, materials or equipment (August 2, 1979). Any student who loses or vandalizes any books, materials, or equipment from the LMC will be required to pay restitution. Students/parents/guardians will be held financially responsible for lost or damaged textbooks or equipment. Students have the use of the LMC computers for school-related assignments.

ABSENTEE CALL IN PROCEDURE

Parent/guardians of each student must call the School Absence Call In Phone 508.634.1782, prior to/or on the morning of the absence before 7:00am to supply the school personnel with the following information:

	Child #1	Child #2	Child #3	Child #4
Child's name				
Child's grade				
Homeroom #				
The reason for the absence.				
A parent/guardian phone 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 as early as 9:00 am by an automated computer system. If the school cannot make contact with a parent/guardian the Milford Police may be notified.

EARLY DISMISSAL PROCEDURE

Students are to be dismissed for legitimate reasons only. Parents/guardians should make every effort to schedule appointments during non-school time. However, when it is unavoidable that a student be dismissed, he/she is required to bring a parent/guardian note to the main office prior to the beginning of homeroom.

This written explanation must be signed by the parent/guardian and contain the date, time of dismissal, home telephone number, grade, homeroom number and reason for the request of dismissal. Students will report to all classes up to their exact dismissal time. A parent/guardian must come into the building at the designated dismissal time to pick up his/her child.

IN THE EVENT THAT A SITUATION ARISES AND IT IS NECESSARY TO DISMISS YOUR CHILD AND YOU DID NOT SEND A NOTE, YOU MUST CALL THE SCHOOL AHEAD OF TIME AND LET THE SCHOOL'S STUDENT SECRETARY KNOW THAT YOU WILL BE COMING AND WHAT TIME TO EXPECT YOU. FAILURE TO FOLLOW THESE STEPS MAY INCREASE YOUR WAIT TIME OR PREVENT YOU FROM ENTERING THE BUILDING.

- The parent/guardian must sign the dismissal log and may be required to provide positive identification.
- In the event that no advance notice has been given, and persons other than the parent/guardian seek to dismiss a student, the school will contact the parent/guardian to verify the dismissal request.
- Excessive dismissals that result in missed academic time may result in a CRA being filed with the Milford District Court.

If you need interpretation assistance when communicating with the school, please call the Family Resource Translation Coordinator at 508.478.1135.

TARDINESS

A student arriving at school after 7:45 am is considered tardy and must report immediately to their homeroom. A student arriving after 7:50 am must report to the main office for a tardy pass. **Students will not be admitted to classes without a tardy note after 7:50 am. Based upon the policy, a tardy will be considered equal to a half (1/2) day of absence. (Refer to District School Attendance Policy for details)**

SCHOOL ATTENDANCE

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 extracurricular activities that are scheduled for the same day. 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. 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 of absence.
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 school administrators.
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 Petition.

Failure to Cause Petitions may be filed when the parent or guardian fails to enforce school attendance for the minor and absences accumulate to a total of eight (8) absences in 45 days.

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 absence.

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 parent/guardian(s) 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 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, he/she will be able to get missed homework. Parents/guardians are asked to call the office between 7:30-8:00am 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 his/her teacher within two days of his/her 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 his/her 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.**

1/30/13
Revised 2/6/13
Revised 2/12/13
Revised 5/20/13

TRUANCY

A student is considered to be truant from school when he/she is absent without parent/guardian consent. The Milford Police Department may be notified when a student is truant. If a student is absent and the school is not notified by 8:00 am of the day of the absence, a call home will be made as early as 9:00 am. If the school cannot make contact with a parent/guardian, the Milford Police will be notified.

STUDENT CONDUCT

Students are expected to conduct themselves in a manner consistent with school rules and regulations and that is in the best interest of the school and its students. Among other things, student conduct shall reflect care and respect for all other members of the Milford school community. Students must be respectful of each other and of all adults in the building. Rudeness, disrespect and insubordination (refusing to do something reasonable when asked) are unacceptable regardless of the situation. Students are reminded that no student has the right to disrupt the educational process within the school, and all students will have the right to due process procedures in matters of suspension or expulsion.

BEHAVIORAL EXPECTATIONS

This section of the student handbook outlines the behavioral expectations that are required for all Stacy Middle School students. These behaviors are what we consider to be a necessary ingredient to ensure a safe and productive environment for students. Disciplinary consequences will be issued when students do not follow the middle school code of conduct. Students who violate any of the rules specified in this handbook may be referred to the assistant principal's office via X2.

Students will immediately comply with faculty/administrative directives. Students who do not comply and/or use profanity and vulgar expressions in their dealings with members of the faculty/staff will be subject to disciplinary consequences. Any student refusing to leave a classroom when asked will receive additional disciplinary action. An assistant principal will be contacted immediately if a student's behavior is a threat to him/herself or others. **The administration and the Stacy School Council review the handbook on a regular basis and may amend the rules of this handbook as deemed necessary. Amendments would be presented to the school committee for approval prior to making any changes.**

TIERS OF INTERVENTION

A major initiative in Milford Public Schools (MPS) is Positive Behavior Intervention Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so.

Stacy Middle School staff recognizes that maintaining and improving student behaviors involves a continuum of acknowledgements, supports and interventions. (Center for Positive Behavior Intervention Supports, University of Oregon)

Three Tiers of Intervention

Tier 1- All Students

Focus On:

- Acknowledgment of positive behaviors that reflect clearly-stated student expectations, S.O.A.R. Awards and leadership opportunities

Tier 2- Targeted Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support

Tier 3 - Intensive Individualized Interventions

Focus on:

- Assess the needs of individual students who exhibit a pattern of problematic behaviors
- Develop strategies that diminish problematic behaviors
- Create behavioral intervention plans for students with problematic behavior

LEVELS OF INTERVENTION AND CONSEQUENCES FOR VIOLATIONS OF THE CODE OF STUDENT CONDUCT

As with any incident of student behavior, school administrators must exercise informed judgments as to whether a student's actions constitute a violation of Milford Public Schools' Policy and/or the School's' Code of Student Conduct. The tiers highlight progressive interventions that may be used to address student behaviors. The administrator always has the option to use an intervention from a lower tier as long as one from the prescribed tier is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities, and such offense is not identified in the Code of Student Conduct, the consequence may be expulsion from the Milford Public Schools according to M.G.L.C. 37H1/2, and sections of the student handbook pertaining thereto. Restitution for loss or damage will be required in addition to any other prescribed consequence. Repeated chronic or cumulative offenses may result in higher levels of interventions/consequences. For serious violations, intervention/consequences may begin at a higher tier.

Tier 1: Options

Classroom Level Interventions/Consequences

Teachers may use the following interventions to help students improve their behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.

- | | |
|----------------------------|---|
| * After school detention | * Parent/guidance contact |
| * Classroom plan/control | * Reinforcement of appropriate behaviors |
| * Letter of apology | * Suspension of computer privileges |
| * Mentoring | * Seat adjustment |
| * Behavior contract | * Teacher conference with student and parent/guardian |
| * Class or schedule change | * Verbal warning/redirection |
| * Confiscation of item | * Written reflection about incident |
| * Conflict resolution | * Lunch detentions |
| * Restitution | * Individual Curriculum Accommodation Plan (ICAP) |

Tier 2: Appropriate when Tier 1 intervention/consequences have been ineffective

Note: Office Referral Required

Parent/Guardian notification required

- * Community service
- * Office detention
- * Behavior contract
- * Restricted activity
- * CRA (Child Requiring Assistance)
- * Suspension
- * Suspension of computer privileges
- * Referral to school-based programs
- * Modified school day
- * Functional Behavior Assessment (FBA)
- * Restitution

Tier 3: Appropriate when Tier 2 intervention/consequences have been ineffective

Note: Office Referral Required

Parent/Guardian notification required

- * Extended suspension
- * Referral for evaluation/45-day placement
- * Expulsion (to be considered only in the most extreme cases)
- * Functional Behavior Assessment (FBA)
- * Restitution **(In addition to any of the above consequences, restitution for loss or damage will be required.)**

DISCIPLINARY CONSEQUENCES AND DUE PROCESS

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 detention,, 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, out-of-school suspension, or expulsion include; but may not be limited to:

- *Violating the Milford Public Schools' Acceptable Use Policy for the Internet*
- *Unacceptable imagery in projects/school work including images related to drugs/alcohol, racism, violence, and sexuality*
- *Fighting (including physical contact between two or more persons) or otherwise disrupting 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*
- *Smart watches, Fit bits, etc. should not be used for anything other than for telling time during school hours.*
- *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);*
- *Bullying 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 water), during designated snack time and/or medical waiver.*
- *Detention cuts (with teachers) issued due to behavior*

- *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, a phone call, or signature*
- *Gambling*
- *Harassment policy violation*
- *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*
- *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 products, possession of a lighter, matches or other flammable device; including and not limited to e-cigarettes, vapor type devices, etc.*
- *Tampering with or destruction of school property including video surveillance equipment*
- *Tardiness*
- *Theft*
- *Threats*
- *Truancy*
- *Unauthorized use or display of electronic devices such as iPod, pager, Blackberry, mp3 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*

ACADEMIC DISHONESTY

Students will be held responsible for doing their own work and demonstrating honesty and integrity in their dealings with classmates and teachers. Cheating, plagiarizing, or forging any parent/guardian/student communication is prohibited.

Academic dishonesty involves copying, plagiarizing, or stealing the ideas and works of another, or aiding or encouraging others to copy, plagiarize, or steal the ideas or works of another, with the intent to offer such work as their own. Any student found guilty of cheating or plagiarism will receive a zero for the assignment. The teacher will contact a parent/guardian to inform them of the situation. Any repeat offenses will be referred to the assistant principal for further disciplinary action.

Similarly, a student who allows another student to copy his/her work for the purpose of the deception outlined above may receive a failing grade or be considered for disciplinary action at the teacher or assistant principal's discretion.

Students who forge dismissal or absence notes, passes, agenda books, or academic/progress report cards with a parent/guardian's signature will be subject to disciplinary action.

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 suspended for a minimum of five or a maximum of ten school days and will be subject to exclusion. 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.

ITEMS PROHIBITED DURING SCHOOL HOURS

The uses of electronic devices can be disruptive to the educational process, and these items may not be used during the school day.

Therefore the following items should be turned off and put in a locker during the school day (or left at home):

- ***all phones***
- ***electronic games***
- ***CD players***
- ***radios***
- ***tape recorders***
- ***iPods***
- ***Apple watches and the like***
- ***Ear pods***

In addition, the following items are also prohibited from school:

- ***gum***
- ***heelies***
- ***weapons***
- ***long pocket chains***
- ***laser lights***
- ***playing cards***
- ***stink bombs/firecrackers/matches/lighters***
- ***toys***
- ***drugs***
- ***soft guns***
- ***cigarettes/smoking materials, including and not limited to, e-cigarettes and vapor type devices***
- ***any other object that the school believes is distractible/dangerous to a learning environment***
- ***fidgets, unless written into an educational plan***

If a student is in possession of any of the above items during school hours, the item will be confiscated and turned in to the assistant principal's office. Games, including gambling and card playing (not directly related to instruction) of any kind, are prohibited.

AT NO TIME SHALL A STUDENT/FACULTY MEMBER BE PHOTOGRAPHED, RECORDED OR VIDEOTAPED BY A STUDENT/PARENT WITHOUT THE INDIVIDUAL GIVING CONSENT AND WITHOUT PERMISSION FROM ADMINISTRATION.

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 any school 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 his 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.

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.

TEACHER DETENTION

Definition: *Time after school by a classroom teacher for reasons regarding academic concerns and/or classroom behavior.*

A teacher detention has priority over all other school commitments except an office detention. The classroom teacher will keep students from 2:10-2:35pm.

*Failure to attend a teacher's detention issued for academic concerns may result in point deduction and/or a zero. Failure to attend a teacher detention issued for behavior will result in an office detention. After two warnings will result in the student being sent to the assistant principal to be assigned an office detention. Teachers who assign students after school detention are to give said student a twenty-four hour written notice making parents aware of the detention so the parent/guardian can be notified and transportation provided, if necessary, before designating a day the student must stay after school. **It is the responsibility of the student to inform his/her parents/guardians) of the assigned detention.***

The exception to this is if the teacher telephones the parent/guardian and both parties mutually agree that the student can serve the detention on that very day. Direct contact must be made with the parent/guardian. Messages on an answering machine are not acceptable in this case.

Any staff member may require that a student report for a detention after school. Students required to stay after school by more than one staff member in a given day will report to the detention assigned first and make up the second detention the following day. It is the student's responsibility to notify the second teacher regarding his/her first detention.

OFFICE DETENTION

Definition: *Office detentions take place after school for a 50 minute period with an assistant principal. Office detention has priority over all other school commitments. Office detentions will be silent and respectful. Each student will be assigned a purposeful written reflection, and/or an apology letter relevant to the offense. Please note that office detentions will be issued to students who are tardy to school.*

Students who fail to complete their assigned detention by strictly following the rules posted will be issued consequences graduating up to out of school suspension at the discretion of either the grade-level or supervising administrator.

*Any student who has accrued more than 8 unexcused tardies will be required to make up missed time during office detentions. **Parents/guardians will be notified if their child has been assigned an office detention.***

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

SUSPENSION

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

NOTICE OF SUSPENSION:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A 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 including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time 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, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, 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; 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 of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be 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.

At a minimum, 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 as set forth in law and regulation.

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.

The Principal shall, based on the available information, including mitigating circumstances, 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, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be 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.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; 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.

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.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, 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 Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 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 shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. 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.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. 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 decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Any student who is subject to expulsion by the principal shall be notified in writing in 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 expulsion in which to notify the superintendent of his/her 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 schools of the reasons for the pupil's expulsion.

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 such student. (M.G.L. Chapter 71, §37H, §37H ½.)

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days.

The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Disciplining Students with Special Needs

Disciplinary Due Process

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 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 for more than ten (10) consecutive school days or expulsion, the parent(s)/guardian(s) 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, the decision maker (principal/school committee) will issue a written decision. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term exclusion from school. 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, M.G.L. c. 71 §37H1/2.

Students with Disabilities: Students who have been identified as students with disabilities in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act or who the school has reason to believe might be eligible for special education services are entitled to additional procedural protections when a disciplinary exclusion is considered. Prior to the imposition of any disciplinary sanction that would result in a change in placement, the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the school district's director of special education of the building principal.

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

The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.

Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent(s)/guardian(s) 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). In most instances, 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 by the Team to provide him/her with a free appropriate public education during the period of exclusion.

If building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 team determine 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 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.

If building administrators, the parent(s)/guardian(s) 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(s)/guardian(s) 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, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavior assessment.

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 setting (IAES) for up to forty-five (45) school days. A court of 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.

Reporting

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

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

SOURCE: MASC October 2014

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H1/2. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the

Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

MSC Approved: 3/11/21

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, gender identity, sexual orientation, disability, homelessness, military or veteran status 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 he or she has 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 foreseeably 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 foreseeably 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:

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

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

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

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

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 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.

G. Once a charge of harassment has been made, the following course of action should be taken.

1. 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 his/her 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 will be informed of the situation and invited to participate in resolution discussions, if warranted, by the Principal.

Parents 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.

2. 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 same in her or his 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:

- 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.*
- 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.*
- 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 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 / family/staff handbooks.

Guidelines and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the Milford Public Schools has developed policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

A. Reporting bullying or retaliation. *Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.*

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

At the beginning of each school year, the school or district will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation – Allegations of Bullying by a Student.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

2. Obligations to Notify Others

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

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

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the

requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

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

Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

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

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

FREE AND REDUCED PRICE MEALS

Stacy Middle School offers meals (breakfast and lunch) to students at full-price, reduced-price, and at no cost, depending upon eligibility standards established by the federal government. If you believe your child qualifies for free or reduced-price meals, please complete the Meal Benefit Form and return it to your child's school. To avoid any interruptions in meal benefits while new applications are being processed, student eligibility is carried over temporarily from the previous school year until the new application is processed in September. The parent/guardian will be notified when the application is approved or denied.

All children are treated the same regardless of ability to pay. No child will be discriminated against because of race, sex, color, national origin, age, economic-status, or disability. The parent/guardian can apply for the free and reduced-price meal benefits at any time during the school year by

requesting an application in the guidance office. The information on the application is treated as confidential.

ONLINE PAYMENTS FOR FOOD SERVICE

Online payments are a simple, safe and secure way to make payments to your students accounts 24 hours a day at your convenience. Please click on the link for detailed instructions.

[PayPams Parent/Guardian Instructions](#)

You can always bring money personally or send it with your student. Please place it in an envelope marked clearly with your student's name, their ID#, their teacher's name, the dollar amount and/or check number.

[Download and Print Out a pre-formatted #10 Envelope for making Deposits](#)

LUNCH

Students are not allowed to share food or distribute any food items to other students. **Furthermore, students are not allowed to bring soft drinks including but not limited to sodas and "high energy drinks" to school or are allowed to have delivery of take-out orders.**

Students may be brought outside for a short period of time during the first 10 minutes of lunch period. Appropriate outerwear is recommended. Students are expected to adhere to the following rules:

- When the whistle blows, students are to **walk** over to the doors and lineup.
- Students are to keep their hands, feet and any objects to themselves.
- Students are to enter the building in an orderly fashion; staying in line and keeping to the right of the corridor.
- Noise level should be kept at a minimum.

DRESS CODE

Students are expected to dress and groom themselves in such a way as to reflect neatness, cleanliness, and good taste. All students should be modestly dressed and groomed so as not to distract the attention of others or to cause disruption or interference with the educational program or the orderly operation of the school. Parents/guardians and students are expected to honor the dress code so that valuable school time is not spent examining student attire to determine its appropriateness. The primary responsibility for appropriate dress lies with the student and his/her parents/guardians. However, in the interest of maintaining the required school climate essential to meaningful teaching and learning, the administration has the final say regarding whether any particular mode of dress or grooming results in a violation of the spirit and intent of this rule.

The following guidelines are provided to encourage students to dress and groom themselves in a manner that is in keeping with the academic atmosphere of the school and reflects a respect for others.

The following items are prohibited from school:

- Any clothing that contains profane language, offensive sayings, gang symbols, and/or tobacco, alcohol, or drug advertisements
- Hats, sweatshirt hoods, kerchiefs, bandanas, or other head covering apparel **may not be worn** in the school building (unless for religious or medical reasons if approved by the administration)
- No revealing, low-cut, or see through/sheer, mesh clothing that exposes any part of a student's body, such as the stomach and/or chest areas is permitted. Front, back, and sides must be covered at all times
- No bare midriffs, halter tops, tank tops (with spaghetti straps), racerback tank tops, sleepwear, beachwear or sunglasses are allowed. Pants, shorts and other similar clothing must fit appropriately
- Undergarments must be covered at **all** times. Boys are not allowed to wear sleeveless sport jerseys unless they have a shirt underneath
- Shorts, dresses and skirts must be of a decent length, no shorter than mid-thigh. Bicycle shorts with nothing worn over or under them are not allowed
- Footwear without secure straps such as flip flops or clogs
- Heelies and high heels
- Clothing which is excessively soiled or torn
- Jackets and coats which are designed as outerwear to be worn outside only
- For safety reasons, students are required to keep their shoelaces tied at all times

- All pants must be worn securely at the waist. At no time should any undergarments be visible
- Refrain from full face paint during the school day and school sponsored activities as it smudges and gets on personal and academic materials

The above dress code regulations will be in full effect during/at all school-sponsored activities.

The administration will enforce the compliance of this policy by having those students who are in violation of the dress code change his/her clothing in school and/or by contacting the parents/guardians to bring in a suitable change of clothes for their child(ren). Students that have a question about particular types or items of dress should talk to an assistant principal.
REMEMBER: SCHOOL IS YOUR JOB AND APPROPRIATE DRESS IS IMPORTANT.

HALL PASSES

Any student in the hall during class time must have a hall pass. Students without a hall pass will be sent to class and/or referred to the administration. Teachers are urged to not give students permission to leave class unless it is absolutely unavoidable. If the teacher does send the student into the hall, the student must be given a dated and signed hall pass indicating the time and destination. Teachers should monitor the time students leave and return to class. Students should not be issued hall passes during the first and last 10 minutes of class.

LOCKERS

Lockers are the property of the school district and are provided for student convenience only. They may be inspected by the school administration at any time. Administrators may legally search a student's locker and/or confiscate property, providing there are reasonable grounds to suspect a search will turn up evidence showing that the student has violated or is violating the school's rules. Students are assigned locks/lockers at the beginning of the school year. Students are advised not to leave any valuables in their lockers. Stacy Middle School is not responsible for any missing items.

- Students will be held responsible for the condition of their locker.
- Lockers should be cleaned regularly.
- Lockers are not to be defaced in any way. Adhesive stickers are not allowed on the inside / outside of any locker.
- All students will have designated locker breaks to get the necessary books they need for their classes.
- Lockers must be locked at all times.

OFFICE PHONE

Due to the large number of students at Stacy, students are encouraged not to use the main office phone other than for emergencies. As much as we would like to accommodate all students' requests, it is important that we keep the lines open for incoming calls. Parents/guardians are asked to please make arrangements with students regarding transportation, after-school activities, etc, before they arrive at school in the morning.

CELL PHONE USE

Personal cell phone use by students is not allowed during the school day. Students are to keep personal cell phones turned off and in their lockers during school hours.

ONLINE PAYMENT INFORMATION

Effective immediately, Milford Public Schools will now be using UniPay Gold for all online payments, with the exception of Food Services. Please click here ([UniPay Gold](#)) to set up your account. With UniPay Gold, you will have two payment options for paying your bill; either by electronic check or by credit/debit card. You may use UniPay Gold for payments to Athletics, Facility Rentals, Field Trips, Guidance, Lost Books, Shining Star Preschool tuition and Summer School. For Food Service payments, please continue to use PayPams

FIELD TRIPS

At various times during the school year, students may take field trips. Students are expected to abide by all of the school rules as specified in this handbook. Any parent/guardian needing financial assistance is asked to contact the child's assistant principal so that a payment plan can be worked out to assist the family with paying for the field trip. Students not attending field trips will receive content information relevant to the content framework. Students who have lost the privilege of attending a field trip due to behavioral issues at school will not be able to receive a refund.

TRESPASSING

Students are not to "trespass" on their way to and from school. Students involved in any inappropriate behavior on the way to or from school will be subject to disciplinary action. Once students arrive on school grounds, they are to enter the building. **Students are NOT allowed to leave school property once they have arrived at school.**

This includes going to Charlie's Market. Students should exit the building at dismissal unless they are participating in a scheduled activity, extra help session or office assigned appointment. Students should not loiter in the parking lots or hallways before or after school.

DANCES/KIDS NIGHT OUT

Middle school dances /events will be held on various occasions.

- Dances / Kids Night Out are only for those students enrolled at the Stacy Middle School.
- All school rules, including the dress code, will be enforced.
- The protocol will be as follows:
 1. Homeroom teachers will pass the permission forms out to the students the Monday before the event.
 2. Students will bring the signed permission form and money back to school and hand it into the assistant principal, advisor or PTO designee upon entering their pre-designated area in the morning, or in the cafeteria during lunch.
 3. The student's name will be recorded for the purpose of admission to the function.
 4. This process will continue from Tuesday until Friday during the week of the event. All permission forms and monies must be in prior to the event.

A parent/guardian must come into the building to sign students in and out of events.

PLEASE NOTE: Students must be present, as outlined in attendance policy to participate in an activity.

LOST AND FOUND

All unclaimed articles that are found should be taken to the lost and found area where they will be kept until claimed. Articles not claimed will be donated to the Salvation Army on a periodic basis.

BICYCLES

Students who ride their bicycles to school must secure their bicycles to the racks in the bus loop area. Students and parents/guardians are reminded that **MA State Law requires students to wear protective headgear.**

VISITORS

All visitors are required to enter (buzzed in) the building through the 66 School Street entrance, report to the attending school secretary who will assist you. Visitors will not be permitted to loiter on the school campus or in the school buildings. During the school day students should not open any outside door for visitors. Students are not permitted to have visitors during the school day. If parents/guardians want to talk to a teacher regarding their child, they are asked to make an appointment with the teacher. This can be done by either contacting the teacher or guidance counselor by phone, note or email and ask to schedule a conference. Students may not have a student from another school shadow them for a day.

VISITING THE 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 buildings;*
- *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 Services 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, etc.) are to be personally escorted by security staff (where applicable), building administrator, a 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.

SELLING OF GOODS

The sale, distribution or displaying of non-school products of a commercial nature for school or non-school purposes in the school is strictly forbidden unless prior permission for the sale has been granted by the building principal.

TRANSPORTATION

Students may use skateboards, scooters, heeies and roller blades as a means of transportation to and from school. However, students **are not allowed to ride them on school grounds**. Anyone who violates this privilege will be restricted from bringing these items of transportation to school. **Students are allowed to ride only the bus that they are assigned to.**

SNACKS

Research has clearly shown that middle school students perform better and have greater concentration when they have proper nourishment. With this in mind, all students will have a designated ten (10) minute snack time on a daily basis within their classroom. Teaching and learning will continue to take place during this time. We ask for parents/guardians' cooperation in adhering to the following: Students are not allowed to bring in soda, energy drinks, carbonated beverages, mini powder packets, large bags of chips or any type of food that is not conducive for a morning snack.

Snack is not a time for the sharing of food. We encourage all students to bring in an individual portion of a "healthy" snack. Non-carbonated water or fruit juice is permissible.

FOOD ALLERGIES

In an effort to be cognizant of students who have food allergies, we ask that parents/guardians not bring in any type of baked goods in celebration of their child's birthdays to classrooms or the cafeteria. Some ingredients may trigger a severe allergic reaction in a student that could be life-threatening. In addition, some students at lunch who "may not be invited" to participate in this celebration may feel hurt or left out.

PUBLIC DISPLAYS OF AFFECTION

Students should not engage in inappropriate displays of affection. Personal space should be respected at all times.

PARENT/GUARDIAN AND TEACHER MEETING

Parents/guardians may want to speak to a teacher regarding their child. Parents/guardians are asked to make an appointment with the teacher by contacting either the teacher or guidance counselor by phone, note or email and ask to schedule a conference.

TRANSFER TO ANOTHER SCHOOL

A student who plans to transfer to another school must contact the guidance office and participate in the checkout process. All books, chrome book and charger must be returned and any fees/fines must be paid before a transcript is sent to another school. A record is kept in the student's folder and is removed only after payment. The transcript is the official legal document which indicates courses taken in any school and is the tool used to transfer such credit.

LEAVING THE COUNTRY WHILE SCHOOL IS IN SESSION FOR EXTENDED TIME

Students who are leaving the country for an extended amount of time must have their parent/guardian submit a written notice to the principal, prior to departure time and will be held to the school's attendance policy. A CRA (Child Requiring Assistance) or Failure to Cause will be filed with the Milford District Court.

HOLIDAY GIVING

During the holiday season, in lieu of teacher presents, it is requested that parents/guardians/students donate an item to a local charity of their choice.

In keeping with the spirit of the holiday season, here is a poem specifying what teachers would like most:

*Pajamas for a little child, food to feed the poor
Blankets for a shelter, and we ask but little more
Perform good deeds and let us know
Or volunteer your time
These last are worth a fortune
And they needn't cost a dime.
We have too many things now
So, please, take what you would spend and help the poor instead.
Just send a holiday card to us and tell us what you've done.*

DISTRICT WIDE PERTINENT INFORMATION

Please click on the link(s) below to access all Milford Public Schools Policies.

AMMENDMENTS

File: JIC

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A 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 including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time 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, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, 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; 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 of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be 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.

At a minimum, 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 as set forth in law and regulation.

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.

The Principal shall, based on the available information, including mitigating circumstances, 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, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be 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.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; 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.

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.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, 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 Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic

progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 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 shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. 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.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. 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 decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Any student who is subject to expulsion by the principal shall be notified in writing in 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 expulsion in which to notify the superintendent of his/her 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 schools of the reasons for the pupil's expulsion.

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 such student. (M.G.L. Chapter 71, §37H, §37H ½.)

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Disciplining Students with Special Needs

Disciplinary Due Process

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 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 for more than ten (10) consecutive school days or expulsion, the parent(s)/guardian(s) 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, the decision maker (principal/school committee) will issue a written decision. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term exclusion from school. 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, M.G.L. c. 71 §37H1/2.

Students with Disabilities: Students who have been identified as students with disabilities in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act or who the school has reason to believe might be eligible for special education services are entitled to additional procedural protections when a disciplinary exclusion is considered. Prior to the imposition of any disciplinary sanction that would result in a change in placement; the student's Team will meet to determine whether the student's conduct was a manifestation of the student's disability. If the Team determines that the conduct was a manifestation of the student's disability shall review any existing behavior plan or, if no such behavior plan exists, conduct a functional behavioral assessment. In many cases, a student with a disability will be entitled to services identified by the student's Team as necessary to provide the student with a free appropriate public education during periods of disciplinary exclusion exceeding ten (10) school days in a given year. For additional information regarding the rights of students with disabilities in the context of school discipline please contact the school district's director of special education of the building principal.

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

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parent(s)/guardian(s) 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). In most instances, 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 by the Team to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 team determine 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 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 parent(s)/guardian(s) 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(s)/guardian(s) 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, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavior 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 setting (IAES) for up to forty-five (45) school days. A court of 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.

Reporting

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

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

SOURCE: MASC October 2014

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H1/2. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

MSC Approved: 3/11/21

**MILFORD PUBLIC SCHOOLS
PHYSICAL RESTRAINT
PROCEDURES AND GUIDELINES**

I. Overview

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.*

A. Intervention and Alternatives to Physical Restraint

Each school will provide annual professional development throughout the district to train staff on methods to identify and prevent student violence, self-injurious behavior, and suicide. Training will also include individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Each school will have a Student Teacher Assistance Resource Team (START) that meets to identify students at risk and develop intervention strategies and supports to assist the students. This team will consist of an administrator, school counselor, school nurse, support staff and teachers. In addition to the START team, each school will have a crisis team which includes a School Psychologist or School Adjustment Counselor. This team will be trained in Nonviolent Crisis Prevention Intervention (CPI) and hold current certification. This team will also assist with the development of a safety plan for students with significant trauma history with emotional and behavioral issues who have required physical restraints. This plan will include de-escalation strategies, counseling, daily check-ins, and a positive behavioral intervention plan.

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student.

These interventions include:

- Be Empathic, Nonjudgmental, Firm, Consistent and Caring*
- Respect Personal Space: Be aware of your position, posture, and proximity when interacting with a student in distress.*
- Use Nonthreatening Nonverbal. Be mindful of your gestures, facial expressions, movements, and tone of voice.*
- Keeping your tone and body language neutral will go a long way toward defusing a situation.*
- Remain calm, use quieter voice, get on the student's level, identify the source of their frustration and offer ways to problem-solve*
- Try to minimize use of language as this can be overwhelming and escalate the situation; offer reasonable choices, set limits where appropriate*
- Offer sincere support to the student; validate feelings, "That must be upsetting to you."*
- Provide choices of alternate activities.*
- Help the student to feel a sense of control.*
- Ignore Challenging Questions.*
- Focus on problem solving.*
- Set Limits: Be clear, speak simply, and offer the positive choice first.*
- Allow Silence for Reflection: It can give a student a chance to reflect on what's happening, and how to proceed. Silence can be a powerful communication tool.*
- Allow Time for Decisions: When a student is upset, he/she may not be able to think clearly. Stress levels rise when students feel rushed. Allowing time brings calm.*
- There may be times when staff must place their hands on a student, temporarily to redirect them putting a hand on either the student's shoulders, or elbow without force, and redirecting the student to the learning activity, classroom or safe location.*

B. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

- 1) *Remain calm* -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior, use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
- 2) *Obtain Assistance* - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's crisis team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
- 3) *One Person Speaks* - This often may be either the first trained staff person on the scene, the staff person with the most information about the particular situation or the staff with the best rapport with the student,
- 4) *Remove Student If Possible*-If the student is calm and safe enough to remove themselves without physical assistance, the student should be directed to go to another location.
- 5) *Remove Other Students* - If the dysregulated student is not calm and safe enough to remove themselves, the compliant students will be directed to leave the class/area.
- 6) *Physical Escort* -A physical escort may be necessary which is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.

C. Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide

Self-harming students need to know that teachers and other school personnel care about them and are available for emotional connection, support, and advice when needed.

1. *Know the Signs:* The most common forms of self-injury include cuts that are in lines on arms or legs, repeatedly picking at scabs, eraser burns, using matches or cigarettes to burn the body, hair-pulling, head banging, and punching walls or self.
2. *Remain Calm;* Accept him/her even though you do not accept the unsafe behavior. Let the student know how much you care about him/her and believe in his/her potential.
3. *Try to understand the meaning of this behavior for the student, how the behavior has been helpful, and how they can now be helpful to the student.*
4. *Refer that student to your school's counselor or school psychologist.*
5. *Confidential and private.* Staff refrains from discussing students when others are around or with other staff members not associated with the students' safety team.
6. *Listen;* Allow the student to talk to you. Be available.
7. *Discover what the student's personal strengths are and encourage him/her to use those strengths.*
8. *Help him/her get involved in some area of interest, a club, sport, peer program, outreach*
9. *Assure the students that they can get help and let them know it is your job to get them to the right people in the building to help.*
10. *Modify the student's physical environment, when appropriate. Items to be changed include setting, lighting, smells and sounds, especially if they influence the occurrence of the behavior.*

II. Methods For Engaging Parents/Guardians and Youth In Discussions About Restraint Prevention

The Principal should provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school annually. Additionally, the Principal is expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the school counselor to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, the Principal is expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor also should follow up with the student and their family regarding behavioral supports.

III. Definitions

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that has been prescribed by an appropriate medical or related service professional, and are used for specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or

mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: Direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: Instructional leader of a public school education program or his or her designee.

Prone Restraint: A physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

IV. Specific Rights

603 C.M.R. 46.00 does not prohibit:

1. The use of physical restraint with reasonable force when it is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
2. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
3. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or an individual from exercising responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00.

V. DESE Technical Assistance on use of Time-Out

DESE's Technical Assistance Advisory SPED 2016-1 explains the difference between inclusionary time-out and exclusionary time-out.

Inclusionary time-out is when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. It is used as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. These practices can exist as classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom

Exclusionary time-out is the separation of students from the rest of the class either through complete visual separation or from actual physical separation. This intervention is staff-directed and should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.

The student must be continuously observed by a staff member who is immediately available to the student at all times. The space used for exclusionary time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.

If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door ajar. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and

communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.

If an exclusionary time-out lasts longer than 30 minutes, principals must be asked for permission to continue use of this time-out. If a student continues to be agitated or if the use of this time-out exacerbates behavior, the principal may not approve the request and other behavioral support strategies should be attempted.

Students must never be locked in a room. 603 CMR 46.02 defines seclusion as: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. The use of seclusion is prohibited in Massachusetts. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.

VI. Use of Physical Restraint

Physical restraint may never be used as a means of discipline. It should not be used in response to property damage, disruption of school assembly, a student's refusal to comply with a rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm. Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Physical restraint may never be used when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received the in-depth training in Non-Violent Crisis Prevention Intervention (CPI) and maintain current certification.

Safety

In order to maintain and monitor the safety of the student, staff will review and have knowledge of the physical and psychological history and limitations of the student. Staff will use the safest method possible in order to prevent or minimize physical harm.

The administration of the physical restraint shall be witnessed by at least one adult, when possible, who does not participate in the physical restraint. During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and speak. When administering a physical restraint, school personnel shall use only the amount of force necessary to protect the student or others from physical injury.

Duration

All physical restraints must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing. If a student is restrained for a period longer than 20 minutes, staff must obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

Prone Restraints/Floor Restraints

Prone restraints are prohibited in public education programs except on an individual student basis, and only under the following circumstances:

- 1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;*
- 2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;*
- 3. There are no medical contraindications as documented by a licensed physician;*
- 4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;*
- 5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,*
- 6. The program has documented 603 CMR 46.03(1) (b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.*

Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

Follow-up

At an appropriate time after a student has been released from a restraint, the school shall implement the follow-up procedures set forth below: a. review the restraint with the student to address the behavior that precipitated the restraint; b. review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and c. consider whether any follow-up is appropriate for the students who witnessed the incident.

VII. Prohibitions

Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

VIII. Reporting Physical Restraint Use

Staff who administered a physical restraint must verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day. If the principal has administered the restraint, the principal will prepare the report and submit it to an individual or team designated by the superintendent for review. Following the use of any physical intervention (under 20 minutes) the reporting form for physical intervention should be completed and given to the TEAM Chair who will distribute appropriately. The building administrator or his/her designee shall provide the Special Education Director with a copy of a physical intervention with any student, regular education or special education. The principal or designee shall maintain an on-going record of all reported instances of physical restraint, which record shall be made available for review by the Department of Elementary and Secondary Education upon request.

Reporting to Parents

The principal or his/her designee must make reasonable efforts to verbally inform the student's parent of the restraint within twenty-four (24) hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent or guardian of a student with report cards and other necessary school related information in a language other than English, the written restraint report shall be provided to the parent or guardian in that language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The report must include: the name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c). A description of what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

In the event of a restraint resulting in injury to a student or program staff, a written report of the restraint shall be submitted to the Department of Elementary and Secondary Education within three (3) school days of the restraint with a copy of the record of the physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the thirty (30)-day period prior to the date of the reported restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

IX. Administrative Reviews

Weekly Individual Student Review

The principal must conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week pursuant to 603 CMR 46.06 (5). If such students are identified, the principal must convene one or more review teams as the principal deems appropriate, to assess each student's progress and needs. The team will review data and develop an action plan for the student with the goal of rescuing physical restraints.

Monthly School-Wide Review

603 CMR 46.06 (6) also requires the principal to conduct a monthly review of school-wide restraint data. The principal must determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction and prevention strategies or take such other action as necessary or appropriate to reduce or eliminate restraints.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

X. Training

DISTRICT'S TRAINING REQUIREMENTS

A. For All Program Staff

Within the first month of each school year, district-wide training on restraint prevention and behavior support will be provided to all staff members. The training shall consist of the following: (a) the role of the student, family and staff in preventing restraint; (b) Milford Public Schools Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, including use of time out as a behavior support strategy distinct from seclusion which is prohibited; (c) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances; (d) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (e) administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and (f) identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.04(3) in the use of physical restraint. See 603 C.M.R. 46.04(2).

B. For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraints

At the beginning of each school year, the principal shall identify program staff that is authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the Massachusetts Department of Elementary and Secondary

Education's physical restraint regulations, Milford Public Schools recommend that such training be at least sixteen (16) hours in length with refresher training occurring annually thereafter.

The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint; and (f) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological and social-emotional effects. See 603 C.M.R. 46.04(3)&(4).

Section 12 of An Act Relative to the Reduction of Gun Violence¹ amended G.L. c. 71 by adding Section 95 (a) requires all public school districts and commonwealth charter schools to provide at least 2 hours of suicide awareness and prevention training every 3 years to all licensed school personnel. This training will take place during contractual professional development days, as well as provided to all new employees during the First Year Mentor Program.

XI. Restraint Complaint Procedure

Any individual who wishes to file a complaint regarding a physical restraint practice should immediately report his/her concerns to the Principal of the building in which the restraint took place. The Principal or designee will promptly investigate the complaint and will notify the complainant of the outcome within a reasonable time period.

Parents are encouraged to review these Procedures and the District's Physical Restraint Procedures and Guidelines and may request a meeting with the Principal of the building their child attends if they have any questions about restraint prevention practices and/or the use of physical restraint. Information on restraints and alternatives will be shared on the district's web site.

For concerns about a specific physical restraint, the formal Complaint Procedure noted above is also available to parents.

____ Remove other students/staff

____ Followed individual behavior plan

____ Set limits

Other:

Behavior that prompted physical intervention:

Behaviors: (Check all that apply)

____ Argumentative with adult

____ Refusal to work

____ Yelling

____ Argumentative with student

____ Throwing items

____ Out of seat

____ Not following directions

____ Aggressions to staff

____ Self-injury

____ Inappropriate language

____ Aggression to students

____ Running in hall/around room

____ Environmental Destructions

Other:

Reason for initiating physical restraint:

(check all that apply)

____ Injurious to self

____ Leave school building

____ Aggressive to staff

____ Aggressive to students

____ Risk of injury was greater than risk of restraint

____ Non-physical interventions were not effective

Other:

Description of Physical Restraint or Escort Procedure:

Start Time	End time	Type of restraint/escort	Student behavior / reaction	Reason for ending restraint
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Escort:

From _____ to _____

Injury:

Did any injuries occur? Yes _____ No _____ Reported to nurse? Yes No

If yes to whom: _____

Describe injury: _____

Medical care provided and by whom:

Injury reported to state within 3 day. Date reported _____ Time _____ Method: _____

Follow up:

Further actions taken by school:

Disciplinary action taken, if any? _____

Report distributed to: Parents _____ Date _____ Time _____

In Parents' Primary Language _____

Principal _____ Date _____ Director of Special Education _____ Date _____

This protective hold report was completed by:

Name of Staff: _____ Title: _____

Date: _____

[District Policies by Title](#)

[District Policies by Code](#)