

HULL HIGH SCHOOL

STUDENT HANDBOOK

2021-2022



Effective: July 1, 2021

Hull High School Mission Statement

Hull High School is committed to academic excellence, personal responsibility, and the development of life-long learners within the global community.

Hull Public Schools Mission Statement

Hull Public Schools provide a challenging and supportive learning environment to encourage all students to reach their greatest potential. We foster the growth of creative, curious, critical thinkers who are equipped to succeed as responsible, compassionate, and productive members of a diverse society.

Hull Public Schools Vision

The Hull Public Schools, in partnership with our entire community, will nurture a culture of personal success, collaboration and support. We will develop well-rounded, enthusiastic learners and leaders who think critically and innovatively while mastering the essential skills to advance in and contribute positively to our diverse and changing world.

Hull Public Schools Core Values

Pirate PRIDE

Partnership with families and community

Rigorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21st century global society

Hull High School Mission Statement

Hull High School is committed to academic excellence, personal responsibility, and the development of life-long learners within the global community.

Hull High School Core Values

Life-long Learning

A culture that develops essential skills and stimulates intellectual curiosity to promote **life-long learning**.

Integrity

A culture that expects **integrity** and honorable behavior.

Responsibility

A culture where students take **responsibility** for their academic progress, behavior, and wellness.

Creativity

A culture that provides a rigorous curriculum promoting **creativity** in all classrooms.

Citizenship

A culture that encourages collaboration, respects diversity, and empowers students with the rights, privileges, and duties of **citizenship**.

Service

A culture that promotes **service** to others.

Hull High School Expectations for Student Learning

A Hull High School student will:

- read print and electronic media actively and critically.
- be a competent problem solver.
- present information and ideas fluently and comfortably before an audience.
- communicate effectively through writing.
- develop the knowledge and understanding necessary for informed citizenship, social action, and collaboration.

Hull High School Bell Schedules

<u>BELL SCHEDULE</u> <i>Standard Schedule</i>	
A or B Period	7:25 – 8:16
Homeroom	8:19 – 8:27
B or A Period	8:30 – 9:21
C Period	9:24 – 10:15
D Period	10:18 – 11:09
E Period	11:12 – 12:30
Lunch One	11:12 – 11:36
Lunch Two	11:39 – 12:03
Lunch Three	12:06 – 12:30
F Period	12:33 – 1:24
G Period	1:27 – 2:20

<u>BELL SCHEDULE</u> <i>Advisory Schedule</i>	
A or B Period	7:25 – 8:12
B or A Period	8:15 – 9:02
C Period	9:05 – 9:52
D Period	9:55 – 10:42
Advisory	10:45 – 11:15
E Period	11:18 – 12:36
Lunch One	11:18 – 11:42
Lunch Two	11:45 – 12:09
Lunch Three	12:12 – 12:36
F Period	12:39 – 1:26
G Period	1:29 – 2:20

<u>BELL SCHEDULE</u> <i>Extended Advisory Schedule</i>	
A or B Period	7:25 – 8:10
B or A Period	8:13 – 8:55
C Period	8:58 – 9:40
D Period	9:43 – 10:25
Advisory	10:28 – 11:28
E Period	11:31 – 12:49
Lunch One	11:31 – 11:55
Lunch Two	11:58 – 12:22
Lunch Three	12:25 – 12:49
F Period	12:52 – 1:34
G Period	1:37 – 2:20

<u>BELL SCHEDULE</u> <i>Early Release</i>	
A or B Period	7:25 – 8:04
B or A Period	8:07 – 8:43
C Period	8:46 – 9:22
D Period	9:25 – 10:01
E Period	10:04 – 10:40
F Period	10:43 – 11:19
G Period	11:22 – 12:00

<u>BELL SCHEDULE</u> <i>One-Hour Delay</i>	
A or B Period	8:25 – 9:07
Homeroom	9:10 – 9:16
B or A Period	9:19 – 10:01
C Period	10:04 – 10:46
D Period	10:49 – 11:31
E Period	11:34 – 12:52
Lunch One	11:34 – 11:58
Lunch Two	12:01 – 12:25
Lunch Three	12:28 – 12:52
F Period	12:55 – 1:36
G Period	1:39 – 2:20

<u>BELL SCHEDULE</u> <i>Two-Hour Delay</i>	
A or B Period	9:25 – 9:58
Homeroom	10:01 – 10:05
B or A Period	10:08 – 10:40
C Period	10:43 – 11:15
D Period	11:18 – 11:50
E Period	11:53 – 1:11
Lunch One	11:53 – 12:17
Lunch Two	12:20 – 12:44
Lunch Three	12:47 – 1:11
F Period	1:14 – 1:45
G Period	1:48 – 2:20

<u>BELL SCHEDULE</u> <i>90 Minute Early Release</i>	
A or B Period	7:25 – 8:03
Homeroom	8:06 – 8:13
B or A Period	8:16 – 8:52
C Period	8:55 – 9:31
D Period	9:34 – 10:10
F Period	10:13 – 10:49
E Period	10:52 – 12:10
<i>Lunch One</i>	<i>10:52 – 11:16</i>
<i>Lunch Two</i>	<i>11:19 – 11:43</i>
<i>Lunch Three</i>	<i>11:46 – 12:10</i>
G Period	12:13 – 12:50

<u>BELL SCHEDULE</u> <i>Rally Schedule</i>	
A or B Period	7:25 – 8:10
B or A Period	8:13 – 8:55
C Period	8:58 – 9:40
D Period	9:43 – 10:25
F Period	10:28 – 11:10
E Period	11:13 – 12:31
<i>Lunch One</i>	<i>11:13 – 11:37</i>
<i>Lunch Two</i>	<i>11:40 – 12:04</i>
<i>Lunch Three</i>	<i>12:07 – 12:31</i>
G Period	12:34 – 1:19
Rally	1:20 – 2:20

Hull High School Directory

Hull High School
180 Main St.
Hull, MA02045
Telephone: 781-925-3000
Fax: 781-925-3071

Administration and Student Support Staff

Nicole Nosek	Principal	ext. 1103	nnosek@town.hull.ma.us
Daniel Mastrogiacomio	Assistant Principal	ext. 1108	dmastrogiacomio@town.hull.ma.us
Tia Falletti	Main Office Secretary	ext. 1106	tfalletti@town.hull.ma.us
Fran Troy	Guidance Secretary	ext. 1112	ftroy@town.hull.ma.us
Michelle Burke	Guidance Counselor	ext. 1121	mburke@town.hull.ma.us
Meghan Preble	Guidance Counselor	ext. 1122	mnorton@town.hull.ma.us
Andrea Centerrino	Adjustment Counselor	ext. 1116	acenterrino@town.hull.ma.us
Erin Fontaine	School Psychologist	ext. 1124	efontaine@town.hull.ma.us
Patricia Roach	School Nurse	ext. 1102	troach@town.hull.ma.us
Connor Duhaime	Director of Athletics & Intramurals 6-12/Athletic Facilities Coordinator	ext. 1113	cduhaime@town.hull.ma.us

Faculty and Staff Directory

English

Karissa Connors
Julia Vasconcelos
Rebecca Brown
Kim Wall

Phone Extension

ext. 3129
ext. 3131
ext. 2104
ext. 2132

Fine Arts

Ian Barkon
Candace Greland
Daniel DeLollis

ext. 1115
ext. 2131
ext. 2134

Foreign Language

Alba D'Ottavio
Elizabeth Stankiewicz

ext. 3122
ext. 2123

Library / Media / Virtual High School

Tara Grosso

ext. 2136

Mathematics

Samantha Kaplan
Scott Russell
Stephanie Hillner
Lisa Marsh

ext. 2202
ext. 3219
ext. 2203
ext. 3218

Physical Education

Jen Olivieri
Gerald McGrath

ext. 2135
ext. 2452

Science

John Donohue
Sheila Blair
Kate Lidington
Keith McKay
David Callum

ext. 2122
ext. 2120
ext. 2121
ext. 2125
ext. 2119

Social Studies

Stew Bell
Brian Mullin
Tim MacKenzie
Sarah Murphy

ext. 2126
ext. 2128
ext. 2129
ext. 3215

Special Education

Taylor Duhaime/Lighthouse
Michelle Ross
Mike O'Donnell
Edward Cameron/TBL
Lindsey Donovan/TIDES

ext. 3122
ext. 2102
ext. 3217
ext. 2127
ext. 3121

Academic Policies

ACADEMIC INTEGRITY

Plagiarism and cheating entail the taking or copying of ideas, writings, etc. from another and passing it off as one's own either in or out of class. This is particularly true of information copied directly from a web source and pasted into a document you are working on. This represents a serious breach of the academic standards at Hull High School. Cheating undermines the basic relationship of trust between a student and teacher. It prevents the proper evaluation of a student's work, it detracts from the achievement of all students in the class, and it is one of the most serious offenses a student can commit. In keeping with the responsibility of the school to teach standards of scholarly work generally accepted in colleges and to promote the integrity of its students, plagiarism is regarded as a most serious matter and will be handled as a form of cheating.

In the event a member of the faculty detects an incident of cheating, the following procedure will be implemented:

1. The teacher will meet with the student to ensure the student's understanding of the nature and severity of the incident and to inform the student how the transgression will or will not affect the student's ensuing responsibilities in class.
2. A grade of "0" will be recorded for the test or assignment.
3. The teacher will prepare a report so that the incident will be documented in detail and may be brought expeditiously to the attention of the administration. The parent or guardian must be informed of the incident. If discipline is warranted, the administrator will hold a parent conference at which the teacher is present. Administration will take disciplinary action appropriate to the gravity of the incident.
4. If the student is a member of the National Honor Society, the Faculty Council will be notified and the student may be removed from that society; if the student is not a member of the National Honor Society, the incident may affect the student's selection for membership.
5. Any student found to be providing information to a fellow student during a test or examination or preparation of graded work, which is expected to be the student's own, may be considered as guilty of cheating as the student receiving the assistance and the full force of the rule will apply to him/her as well.
6. If the student holds any formal leadership role or roles in the school, those roles will be terminated for the school year (i.e athletic captains, elected student representatives, club officers).

ACADEMIC REVIEW BOARD

The Review Board was established in May 1976, to hear and rule on cases where the student requests exceptions to established rules and procedures governing credit and academic standing. The permanent members of the Board shall be the principal, the assistant principal and a guidance counselor. The other people involved will depend on each case and may be the student's counselor, a teacher, and a student advocate (parent, counselor, teacher, etc.). The student, of course, will represent himself/herself or be represented by an advocate who could be any of the above.

ACCREDITATION STATEMENT

Hull High School is accredited by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for institutional quality and has the necessary resources available to achieve its stated purposes through appropriate educational programs.

ADVANCED PLACEMENT COURSES

Students enrolled in Advanced Placement courses are strongly encouraged to take the AP exam in that course. *Students will be required to pay exam fees by October 15. AP Exam fees will not be returned to students who drop an AP course after the October 15th deadline. Any student who chooses not to take the AP exam must discuss that decision with his/her teacher, guidance counselor and parent/guardian(s).*

AGE OF MAJORITY

One of the most significant laws passed by the Massachusetts Great and General Court was the legislation granting the right to vote and other “adult” privileges to persons reaching the age of eighteen. As long as an eighteen-year old student remains at home, the high school will continue to expect the parent or guardian to discharge the responsibilities that parents and guardians of students under eighteen years must assume. Only upon receipt of a letter from a parent or guardian stating that they no longer wish to be involved and that they expect their son or daughter to assume full responsibility for all their school situations will the school allow the eighteen-year old or older student the right to make all his or her own decisions. This right carries with it the responsibility for being totally accountable for those decisions. The administration reserves the right to contact parents or guardians with questions or concerns about a student’s actions at any time regardless of the individual’s age or status.

COURSE SELECTIONS

Hull High School offers a curriculum in which students can choose subjects according to their individual needs, interests and abilities. Students should plan not only an appropriate sequence of courses within required subject areas, but should also consider related courses to extend their background or to support future educational and career goals. Courses offered in all instructional areas should be weighed as possible choices.

Courses are offered at various levels. *College Preparatory* courses are intended for students considering post-secondary education. *Honors* courses are designed to accelerate the pace and enrich the content offered. While Honors and College Preparatory courses share the same core curriculum and text resources, the pace, assessment and supplementary materials differ in response to student skill levels and content mastery. *Advanced Placement* courses are offered to students interested in taking college level courses.

In selecting courses, students are encouraged to clarify decisions by consulting with teachers, counselors and parents. Teachers provide students with a valuable source of information concerning their level of achievement as observed from daily classroom performance. Counselors help students review graduation requirements and provide careful, long-range planning to ensure that the student selects a meaningful educational program. Parents should follow the progress of their children and work closely with school personnel to assure maximum growth and development of their children in preparation for the years beyond high school.

All students are required to carry a total of 42 credits per school year, regardless of any excess of credits earned in previous years, unless the student has received permission from the high school principal to undertake a partial-day schedule. The number of credits awarded for each course is based on the amount of class time scheduled for that course. This reflects our school day schedule and state regulations that increase the “Time and Learning” standards at the high school level to a minimum of 990 hours of instruction.

A final course selection should represent the best program possible for an individual student. It should address abilities and needs. The school makes every effort to respond to a student’s choice of courses within the limitations of realities such as class size, course requirements and possible scheduling conflicts once subjects have been verified with students and parents.

FRESHMAN COURSE SELECTION

All incoming freshmen will have the opportunity to select their courses in the spring of their 8th grade year. Course placement will be determined by:

- Grade 8 grades
- Grade 8 attendance
- Teacher Recommendations

Incoming freshmen that desire to take Honors-level classes, but do not meet the criteria for placement in these classes, may apply for a waiver.

DROPPING AND ADDING SUBJECTS

Once a student's program has been scheduled, changes become not only difficult, but often impossible. Such changes are complicated further by their impact on other courses. Therefore, students are advised to plan carefully before reaching a decision. All add/drop requests must be submitted to a student's guidance counselor. Students have two weeks at the beginning of each semester to add/drop classes. For those students in AP courses, the add/drop period will extend until the first marking period of the school year (Progress Reports Term 1).

A student may drop a year-long class at the end of the first semester if given approval by the principal.

Students enrolled in Virtual High School (VHS) may not drop classes after the add/drop period designated by VHS with approval of the principal

EQUAL EDUCATIONAL OPPORTUNITY

The Hull Public Schools admits students, and makes available to them its advantages, privileges, and courses of study without regard to race, color, national origin, age, gender, gender identity, religion, sexual orientation or handicap in compliance with federal and state law.

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. Students eligible for 504 assistance are those who: (1) have a physical or mental impairment which substantially limits one or more major life activities, (2) have a record of such impairment or (3) are regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. Any student or parent/guardian having a question, concern, or complaint is invited to contact the school principal or equal opportunity coordinator.

EXTRA HELP AND MAKE-UP WORK

Teachers are available to assist students or provide make-up work after school hours. Meeting times will be established by mutual agreement between the teacher and the student. Any student experiencing difficulty in scheduling after school assistance should contact the Guidance Department.

Missed assignments, such as tests, quizzes, labs, class work, and homework may only be made up before or after school, NOT during class time. For each day of absence, the student has two school days to complete any and all missed work, or two school days to communicate with the teacher and schedule a make-up time. If missed assignments have not been made up according to the make-up policy, the student will receive a "0" for that particular assignment.

FINAL ASSESSMENTS

Final Assessments will be administered in each class. Each individual final assessment constitutes 10% of the student's final grade. Seniors may, at the discretion of the principal, be exempted from their final assessment in any given course by earning an A- or better at the time of the final.

FOREIGN LANGUAGE and MATH – MOVING LEVELS

In order to "skip" a level of a foreign language or math (i.e. moving from Spanish I directly to Spanish III, or moving from Geometry to Pre-Calculus), the student must:

- Have the recommendation of his/her foreign language or Mathematics teacher, and;
- Take and earn a "B" or better on the final exam of the level he/she is looking to skip.

These moves will only be considered before the midpoint of the first term.

GRADE POINT AVERAGE AND RANK IN CLASS

Class rank is determined for eligible students in attendance at Hull High School at the end of the sixth, seventh and eighth semesters. Class rank for all students is based upon the GPA calculated according to the following method; with the student having the highest GPA assigned the rank of #1. Succeeding ranks are assigned to students in descending order according to their GPA's. Students with equal GPA's are given the same class rank, equal to the highest available unassigned rank. When more than one student are assigned a single rank, the next available rank for assignment will be the rank that would be available if each of those students had been assigned a successive rank. For example, if two students had GPA's that would qualify them to rank third in the class, each would be assigned that rank, and the student with the next highest GPA would be ranked fifth. No rank of fourth would be assigned.

For the purpose of determining class rank, a student's GPA will be calculated as follows:

1. All courses taken at Hull High School, will be included in the calculation of a student's GPA. A course retaken after the receipt of a failing grade will not be counted towards the GPA. Courses taken outside Hull High School may be counted toward credit for graduation, but will not be used in calculating a student's GPA.
2. All courses eligible to be counted in calculating a student's GPA are assigned a point value by converting the letter grade received in the course to a numerical value per the table below and multiplying that numerical value by the number of credits received for that course.
3. Totaling the point values for all eligible courses and then dividing the sum by the total number of credits received by the student for those courses determine the GPA. This calculation will be carried to the third decimal place.
4. Course levels are indicated in this *Program of Studies*.

Letter Grade Numerical Equivalents

Level	A	A-	B+	B	B-	C+	C	C-	D	F
CP	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
H	4.50	4.17	3.83	3.50	3.17	2.83	2.50	2.17	1.50	0.00
AP	5.00	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.00	0.00

Translation of Level Acronyms:

CP: College/Career Preparatory

H: Honors

AP: Advanced Placement

The following criteria will be used for determining class valedictorian and salutatorian:

1. Class valedictorian will be the senior student with the highest-class rank, as determined above, at the end of the fourth term of senior year and who meets all other requirements defined herein.
2. Class salutatorian will be the senior student with the second highest class rank, as determined above, at the end of fourth term of senior year and who meets all other requirements defined herein.
3. To be considered for the designation as class valedictorian or salutatorian, a student must complete their final four semesters at Hull High School.
4. In the case of two qualified, highest ranking students having equal class rank, the student with the higher GPA calculated for only honors and advanced placement courses taken at Hull High School shall be designated valedictorian and the second student as salutatorian. If the two students have equal GPA's calculated in this manner, then the two students shall be designated as co-valedictorians.
5. In the case of two qualified, second highest ranking students having equal class rank, the student with the higher GPA calculated for only honors and advanced placement courses taken at Hull High School shall be designated salutatorian. If the two students have equal GPA's calculated in this manner, then the two students shall be designated as co-salutatorians.

GRADING SYSTEM

The purpose of grading is to evaluate student growth and progress in relation to the curriculum and to provide a report of this academic growth for the student. Academic success and achievement in high school result from a combination of regular attendance in school and class, mastery of skills, participation in class, completion of homework and independent study, determination and conscientiousness.

Grades are based on evidence of the attainment of the content concepts and skills of the course. The extent to which students have attained these objectives will be determined by their performance on a variety of assessment measures developed, administered and evaluated by the teacher. Homework assignments, given in the form of written work, reading or independent study as an aid in understanding the concepts and skills presented in class, are also used to determine student performance.

Academic achievement letter grades, with the exception of A+, D+, or D-, are assigned to students according to the performance standards below:

GRADE OF A A (93-above) A- (90-92)

Superior: Student demonstrates a comprehensive and in-depth understanding of the concepts and processes embodied in the course content. Student demonstrates clear evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 90-100% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF B B+ (87-89) B (83-86) B- (80-82)

Above Average: Student demonstrates substantial understanding of the essential concepts and processes embodied in the course content. Student demonstrates substantial evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 80-89% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF C C+ (77-79) C (73-76) C- (70-72)

Average: Student demonstrates adequate understanding of the essential concepts and processes embodied in the course content. Student demonstrates adequate evidence of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 70-79% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF D D (60-69)

Below Average: Student demonstrates minimal understanding of the essential concepts and processes embodied in the course content. Student demonstrates a basic lack of comprehension and development of understanding, reasoning, analytical and communication skills as they apply to specified learning tasks and class discussions. Student ranks in the 60-69% range in tests, quizzes, performance assessments, projects and final examinations.

GRADE OF F F (below 60)

Failure: Student demonstrates insufficient understanding of the essential concepts and processes embodied in the course content. Student demonstrates substandard work and/or is deficient in the mastery of the competencies and mechanics of the course. Student may have failed to complete work assigned. Student ranks in the 0-59% range in tests, quizzes, performance assessments, projects and final examinations. No credit is earned for the course. A student will not be eligible for summer school if he or she earns a grade of 50 or below in any given course.

Teachers also assign numbers to comment on conduct and effort which includes personal responsibility, respect, classroom behavior, class attendance, participation, attentiveness, study skills, management of time, organizational skills, and preparation for class.

GRADUATION REQUIREMENTS: HULL HIGH SCHOOL DIPLOMA – LEVEL A

In order to receive a Hull High School diploma, students must successfully meet all course credit requirements and pass the Massachusetts Comprehensive Assessment System (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education.

Students must earn a minimum of 140 credits to be awarded a Hull High School diploma. In addition, students must earn credit AND a passing mark in the following subjects:

English	4 years
Mathematics	4 years (including Algebra II, and Geometry*)
Science**	3 years (including Introductory Physics, Biology, and lab science)*
Social Studies	4 years (including World History, U.S. History, and Government)*
Foreign Language	2 years*
Allied Arts (art, music, applied tech)	2 semesters
Physical Education	4 semesters (Wellness 9, Wellness 10, Wellness 11, Wellness 12)

**Specific course requirements may be waived as a component of an Individual Education Plan, or by a high school administrator based on individual programs / circumstances. Subject area requirements may not be waived.*

***If planning on attending a four-year college, four years of science including Chemistry is strongly encouraged. If planning on a Science major in college, Chemistry may be a requirement.*

GRADUATION REQUIREMENTS: HULL HIGH SCHOOL DIPLOMA – LEVEL B

A student may, with the approval of the Hull High School Principal, choose to earn a Hull High School B diploma. This diploma may allow a student to attend some colleges upon graduation but will not meet the acceptance requirements of some four-year colleges and universities.

In order to receive a Hull High School B diploma, students must successfully meet all course credit requirements and pass the Massachusetts Comprehensive Assessment System (MCAS) tests with competency determinations as identified by the Massachusetts Department of Education.

Students must earn a minimum of 114 credits to be awarded a Hull High School B diploma. In addition, students must earn credit AND a passing mark in the following subjects:

- English 4 years
- Mathematics 3 years (including Algebra II and Geometry*)
- Science 3 years (including Introductory Physics and Biology*)
- Social Studies 2 full-year courses (including U.S. History), and 2 semester courses (American Politics and Government and American Economics)
- Physical Education 4 semesters of Wellness
- Foreign Language 1 year
- Allied Arts (art, music, applied tech) 4 semesters
- Internship 1 full-year course

**Specific course requirements may be waived as a component of an Individual Education Plan, or by a high school administrator, based on individual programs / circumstances. Subject area requirements may not be waived.*

GRADUATION CEREMONIES AND SENIOR EVENTS PARTICIPATION

Only students who have successfully completed all requirements and obligations prescribed by Hull School Committee policy and the school administration (to include book fines and detentions) will be eligible to participate

in the graduation ceremony and Senior Events (i.e. prom and Senior Banquet). Seniors who incur an unexcused absence on the last day of classes will not be allowed to participate in graduation. Exceptions are provided below:

A student who is within one full-year course (6 credits) of meeting graduation requirements by the end of the school year may be eligible to participate in the graduation ceremonies, but not other senior events (i.e. prom, senior banquet) unless she/she has made arrangements with the school administration to complete the owed credit. His/her diploma will be awarded when the requirement has been met.

Seniors will be notified of the requirements and obligations that must be met in order to participate in the graduation exercises. Individual students who are not or may not be eligible to participate in the graduation ceremonies, and their parent(s)/guardian(s) shall be notified when third term grades become available.

GRADUATION SCHOLARSHIPS AND AWARDS

Scholarships, academic awards, and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability with the following exceptions:

1. When making athletic awards to members of single sex teams, awards are in proportion to the number of students of each gender participating in interscholastic competition;
2. When accepting outside assistance (i.e., wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect.

The School Committee has indicated an amount over \$100 may constitute a scholarship as long as relevant, non-discriminatory criteria, described above, are met. Amounts of \$100 or less or submissions with names of recipients by benefactors will be considered awards, and not scholarships. Benefactors wishing to contribute to the General Scholarship fund may do so with relevant, non-discriminatory criteria submitted to the Hull High School Scholarship Committee no later than two (2) weeks before the last School Committee meeting before graduation. A submission after this time may be too late to be included in the graduation program.

HOMEWORK POLICY

The term “homework” refers to an assignment to be prepared outside of class and/or which requires individual work in the home. Long-term assignments or projects are not considered “homework” as defined in this policy. Homework shall be regarded as an integral part of the school program. It shall also be regarded as an important liaison between the school program and the objectives of instruction. The purposes of homework are to improve the learning processes, to aid in the mastery of skills, to prepare students for upcoming assignments or assessments, and to create and stimulate interest on the part of the student. Homework is a learning activity that will increase in complexity based on grade level (K-12) and course level (Accelerated, CP, honors, Advanced Placement).

The teacher will clearly communicate the purpose of the homework assignment. The information for any homework assignment should be clear and specific so that the student can complete the assignment independently. Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the students has had instruction in the use of them. Homework is not to be used as a form of punishment under any circumstances. Homework should be counted as no more than 15% of the term or trimester grade.

At the high school level, students who opt to take AP and honors level classes should expect significant reading assignments, which must be completed at home and not during class time. Students who refuse to complete reading outside of school will find it difficult to pass these courses.

Responsibilities of the student:

- Put aside non-essential electronics to promote focus on learning
- Seek extra help from teachers if struggling with the content
- Recognize the need for independent work and investigation
- Budget time properly for long-term assignments
- Put in time and effort towards completing homework assignments by the due date

Responsibilities of the teacher:

- Clearly establish the connection between learning objectives and the homework assignment
- Ensure that homework is checked, reviewed, and timely feedback is given
- Consider the needs and abilities of all students and differentiate assignments accordingly
- Clearly post all assignments
- Be certain all students clearly understand the expectations of the homework assignment
- Challenge students to investigate and problem solve
- If there are significant concerns about homework completion, parents will be contacted

Responsibilities of the parent/guardian:

- Provide an environment without distractions for your child to complete their work
- Check in with your child about what work is assigned, when it is due, and if it is completed
- Check Aspen /Google Classroom or other platform regarding assigned and completed work

HONOR ROLL

Students who achieve excellence in studies are recognized on the honor roll at the end of each marking term. The following are the average grade requirements for the honor roll: *High Honors* is achieved by earning grades of A in all subjects; *Honors* is achieved by earning A's and B's in all subjects.

INCOMPLETES

If a student needs to be given an "Incomplete" in a class, that student has two weeks to make up all work and be given a grade by the teacher, unless granted more time by an administrator. Any work not completed after two weeks will be figured into the grade as a zero. Teachers will notify parents of this change. For co-curricular eligibility, an incomplete is considered to be a grade of "F", earning zero credits until updated grade is posted through guidance department

NATIONAL HONOR SOCIETY

The Hull High School National Honor Society is the Corona Chapter. It has received its charter from the National Council of the National Honor Society. The objectives of this chapter are to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in the students of our school. This is all accomplished by example of the members. Members of the junior and senior classes who have a *cumulative* weighted average of 3.5 may complete the ***National Honor Society Application Packet***. Upon receipt of the completed form, the National Honor Society Faculty Council will meet and review the eligible students. Service (a minimum of 20 hours of quality service per year needs to be demonstrated over a high school career), leadership (leadership positions include any role where the student was elected or appointed due to outstanding achievement, ability, or hard work), and character are attributes that the faculty will utilize to determine which students have demonstrated the qualities necessary to be invited to join the Corona chapter..

All members are required to perform 20 hours of community service each school year, maintain a 3.5 cumulative weighted average, as well as maintain minimum required grades in each class, and uphold the honor, discipline, and attendance codes set forth by the chapter. Those members found to be in violation of the honor code, chemical health policy, or academic integrity policy will be referred immediately to the Faculty Council. The Faculty Council may remove any member who fails to uphold these codes. Members are initiated by invitation only.

NCLB PARENT NOTIFICATION PROVISIONS RELATED TO TEACHER QUALIFICATIONS

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, Hull Public Schools will provide parents/guardians with this information in a timely manner if requested from the Superintendent of Schools. Specifically, parents/guardians have the right to request the following information about each of their child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency waiver because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to their child and, if so, their qualifications.

PARENT CONFERENCES

Teachers, counselors and administrators welcome the opportunity of having individual conferences with students and their parents or guardians. Parents or guardians are encouraged to confer with faculty members as the need arises. Meeting times should be established by mutual agreement; appointments must be made because teachers will not leave their scheduled classes. A formal opportunity for parent-teacher conferences is scheduled during each semester in the school year.

PASS / FAIL

When, in unique situations, a student is allowed to take a class for a grade of "Pass" or "Fail", "Pass" work is equivalent to the work required to earn a grade of "C" in that class. For purposes of GPA, the "Pass" will be figured in at the value of a "C" in that course.

PROGRESS / GRADE REPORTING

At the midpoint of each marking term, academic progress reports will be posted on-line and/or mailed home. Formal report cards are prepared at the end of each marking quarter. All report cards will be posted on-line and/or mailed home. If a report card is not received, a copy of the report card may be picked up from the guidance office. Final marks are the average of the four quarterly marks and the final exam. Since an "F" grade can mean anything from 0 – 59, a low "F" carries a great deal of negative weight in an average. Students who find themselves in academic difficulty in any given marking term should do their best to earn as high a numerical average as possible so that they will be able to do well enough in subsequent terms to pass for the year.

PROMOTION REQUIREMENTS

All students are required to carry a total of 42 credits per school year.

To be considered in good academic standing and on pace to graduate you should have accumulated 30 credits after grade 9 including:

- 6 credits of English (English 9)
- 6 credits of mathematics
- 6 credits of science (Introductory Physics)
- 6 credits of social studies (World History II)
- 3 credits of physical education (Wellness 9)

To be considered in good academic standing and on pace to graduate you should have accumulated 60 credits after grade 10 including:

- 12 credits of English (English 9 and 10)
- 12 credits of mathematics (including Geometry)
- 12 credits of science (Introductory Physics, Biology)
- 12 credits of social studies (including World History II and US History I)

- 6 credits of physical education (Wellness 9 and Wellness 10)

To be considered in good academic standing and on pace to graduate you should have accumulated 100 credits after grade 11 including:

- 18 credits of English (English 9, 10, and 11)
- 18 credits of mathematics (including Geometry and Algebra II)
- 18 credits of science (Introductory Physics, Biology, and lab science)
- 18 credits of social studies (World History II, US History I and US History II OR AP United States History)
- 9 credits of physical education (Wellness 9, Wellness 10, and Wellness 11/12)

SCHOLARSHIPS, AWARDS AND FINANCIAL AID

Several scholarships and awards are made available to seniors through the generosity of local service organizations as well as philanthropic groups and individuals through specific criteria. Scholarships, academic awards, and athletic awards sponsored or administered by the district are free of restrictions based upon race, color, national origin, age, gender, gender identity, religion, sexual orientation or handicap with the following exceptions: (1) When making athletic awards to members of single sex teams, awards are in proportion to the number of students of each gender participating in interscholastic competition, (2) When accepting outside assistance (i.e., wills, trusts) for awards that would discriminate, the district provides an alternative source of funding to erase the discriminatory effect. Benefactors who designate a recipient will have their donations listed separately as awards, not scholarships.

SPECIAL EDUCATION

The special education staff provides a full range of instructional and support services to students in accordance with their Individualized Educational Programs. Generally, all special education students receive their primary services through the “inclusion model”. Support services may include study and organization skills, appropriate modifications in the regular education program, reinforcement and re-teaching of basic skills and behavior management strategies. Goals for all students may include growth in personal, social, emotional, and academic development, awareness and acquisition of positive work attitudes and skills, improvement in the abilities to work independently and cooperatively, and successful transition from high school to post-secondary education and/or work.

STUDENT ADVISORY

The high school provides a formal advisory system for all students that attend Hull High School. Every teacher is assigned approximately 12 – 15 students to act as their advisor. Incoming freshman are assigned an advisor, and stay with that same advisor as they progress each year towards graduation. Advisories meet formally once a week for approximately 30 minutes and also for a daily advisory homeroom. Advisors are furnished with student contact information, standardized test scores (MCAS and PSAT), report cards, writing assessments, as well as frequent student progress reports.

STUDENT ASSISTANCE TEAM PROCESS

Any staff member can refer any student experiencing difficulty in his/her classes to the Student Assistance Team. After a referral has been made, the team, comprised of the principal, assistant principal, the student’s guidance counselor, adjustment counselor, and school nurse will work with the student, teachers, and parents to develop a measurable accommodation plan to help increase the likelihood for academic success. This action plan will be frequently reviewed and updated.

STUDENT RECOGNITION

An important part of our mission at Hull High School is to recognize students who achieve a prescribed level of academic achievement during the school year at the annual Underclassmen Academic Awards Ceremony or Senior Scholarships and Awards Night.

Students who meet the honor roll requirements for the first, second, and third marking terms receive an award for each year this honor is achieved. Recognition is only based on achievement while attending Hull High School.

Students who demonstrate high achievement, constructive participation in classroom activities and discussions, consistent effort and genuine interest in a specific subject area may receive a Subject Mastery Award Certificate or Collegiate Book Award where applicable.

Students who maintain perfect attendance during the school year receive a Perfect Attendance Certificate. Perfect attendance is defined as not missing a day of school throughout the course of the entire school year, excused absences included.

The award of AP Scholar is granted to students who receive grades of 3 or higher on three or more AP Exams on full-year courses; AP Scholar with Honor is granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams on full-year courses; AP Scholar with Distinction is granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams on full-year courses. All AP scholars receive a Certificate of Academic Excellence.

In addition, the high school administration will award a "Mission Award" to the student in each grade who best exemplifies the mission and core values of Hull High School. Nominees for the mission awards will be decided by the student body. Each student gets to nominate five students from their grade level. The five students in each grade level with the most nominating votes will be passed on to the faculty. Each faculty member will vote for two finalists from each grade level. The two finalists with the highest number of faculty votes are passed on to the administrative team, which make the final determination. Winners are announced at the annual Underclassmen Academic Awards Ceremony or Senior Scholarships and Awards Night. Winners of the Mission Award have their names engraved on a special plaque, which is hung by the entrance to the main office.

STUDENT RECORDS

Hull High School is responsible for maintaining official student records that include permanent and temporary transcripts of every student. The high school will provide a complete copy of a student's school record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district. Upon graduation, a student may obtain a copy of any record pertaining to that student.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA and Massachusetts student records laws allow Hull High School to disclose those records, without consent, to the following parties or under the following conditions:

- School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. It includes contractors, electronic/online vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions or to whom are providing administrative and educational services;
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

SUMMER SCHOOL/CREDIT RECOVERY

Hull High School students, who fail a course will be required to take either Virtual High School (VHS) or Edgenuity credit recovery course in order to make up academic deficiencies. Students may have the opportunity to take credit recovery courses during the summer, however the student will be responsible for the cost of the course. When a student takes a credit recovery course, both the original grade and the credit recovery grade (P or F) will appear on the student transcript.

TRANSFER STUDENTS

A Hull High School guidance counselor will evaluate the transcripts of all students transferring into the high school in order to determine their correct placement. Parents may request that their children be enrolled in specific courses (ex. Honors) but must provide supporting documentation (course descriptions, syllabus, teacher recommendations, etc.) to substantiate their requests. The guidance counselor will make the final placement determination. Counselor decisions regarding student placements may be appealed to the high school Principal. Transfer students' grades from their previous school will not be included in the Hull High School transcript. Students will be given the Hull High School credit equivalent to the credits they earned at their previous school. When applying to college your guidance counselor will include both the Hull High School transcript as well as your previous school transcript.

WAIVERS OF PRE-REQUISITES

A course prerequisite may be waived with written permission of the Principal. To attain a waiver the student must complete a waiver form and write a personal narrative explaining why the waiver should be granted. Students must also have their current teacher in the subject area in which they are applying for a waiver fill out a teacher recommendation form. All waiver requests must be turned in to the high school principal no later than one week after the due date of the signed course request sheet. Decisions granting waivers are based upon the student's record and available space and feedback from teachers. Students may be required to complete an assessment (i.e. interview, writing prompt, or placement test) in order to properly judge whether the student will likely find success in the class they are asking to waive into.

Private School or Vocational School Application Process

Students who apply to private schools or vocational schools must submit a complete application to the main office at the high school at least ten (10) school days before the application deadline. If an applicant is unsure of the deadline of the vocational school applications, please check directly with the vocational school or with the principal of the high school. For example, all applications due December 1 must be submitted to the main office at the high school NO LATER THAN November 13. A student or their parent/guardian who elects to attend a vocational school must submit a Chapter 74 Vocational Technical Education Program Nonresident Tuition Student Application to the Superintendent of the Hull Public Schools by April 1st. The Tuition Student Application and the April 1st deadline are requirements established by the Department of Elementary and Secondary Education to assist the District of Residence (Hull) with budgeting and planning for the next school year.

Attendance Policies

ATTENDANCE POLICY

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children between the ages of 6 and 16 attend school regularly, in accordance with state law. State law requires the school system to investigate cases of excessive school absence. For this purpose, the Committee defines excessive absence as more than five unexcused absences per five-month semester. All absences (even those authorized by parents) are considered unexcused unless the required documentation is provided.

Therefore, students may be excused temporarily from school attendance for the following reasons:

- Illness or quarantine (with a doctor's note)
- Bereavement or serious illness in family
- Weather so inclement as to endanger the health of the child
- For observance of major religious holidays
- Legal (with documentation from the court, lawyer etc.)
- Other – a student may be excused for other absences with approval from the school administrator.

Documentation for the above absences must be provided to the school principal or designee within ten (10) school days of the absence. Documentation provided after 10 school days may require a meeting with the principal or assistant principal. No documentation for the school year will be accepted after June 30th of that year.

Clear communication between parents and the school is imperative to ensure the safety of students and to reinforce a student's understanding of the importance of day-to-day schoolwork. Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

Unexcused absence from school is considered truancy and will be treated as such. This includes absence from any class, or activity during the school day for which the student is scheduled. It also includes any after-school special help session or disciplinary session that the student has been directed to attend. Disciplinary action shall be taken in such case, beginning with notification of parents. Continued violation may lead to suspension from school.

Unexcused absences in excess of five per semester will require assessment and intervention by the school principal or assistant principal. Interventions may include contact with parents, school conferences, case management services and service referral. In situations in which attendance does not improve despite intervention, the school may take one or more of the following actions:

- A Failure To Send, Criminal Complaint, against the parent/guardian will be sought at Hingham District Court
- A 51A for parental neglect will be filed with the Department of Social Services

A CRA(Child Requiring Assistance) petition will be sought at Hingham District Juvenile Court

Additionally, under state law, students who are absent for more than eight days in a quarter are considered habitually truant. Should a student be absent in excess of what is allowed by state law without an excusable reason as defined in the Student Handbook, the school is obligated to file a CRA petition for habitual truancy.

High School Attendance (in addition to the policy stated above): Grades are calculated for each student at the end of each term (approx. 45 school days). Students who accrue more than five (5) unexcused absences in a class for a term will receive a grade of AF (Attendance Failure) for that term.

Unexcused absences occur when a student misses more than 15 minutes of a class due to either tardiness, absence, or dismissal, which is not excused according to the district attendance policy. Documentation to excuse a tardy, absence, or dismissal must be provided to the school principal or designee within ten (10) school days of the tardy, absence, or dismissal. Attendance Failures will not be changed or amended based on documentation provided outside of the ten (10) day window.

Attendance Failures will be calculated as a 59 for the purposes of averaging final grades for semester and full year courses. If a student receives an Attendance Failure, but earns a grade, which is lower than a 59, the lower grade will be used for averaging final grades for semester and full year courses.

Students in full year courses, who receive an Attendance Failure for a single term, but meet the attendance requirements for the other three terms in the same school year, will have the Attendance Failure removed from their record. The original grade they earned in the course will be restored and used for averaging their final grade in each course where this applies.

In addition to the district attendance policy, high school juniors and seniors may be excused for up to two days for college visits. High school juniors may be excused to attend one session of the annual NACAC National College Fair held in Boston. The appropriate documentation from the college visited or college fair will be required in order to receive credit for the days.

Also, family vacations are not considered excused absences. Teachers will not be required to provide work prior to a student leaving for vacation. The student will be required to make up all missed work upon his/her return to school.

CLASS CUT

Unexcused absences from a class will result in a zero for all class work missed including assignments that are due to be handed in and tests/quizzes that are taken during that class period and the loss of the privilege to participate and/or attend co-curricular activities for the day. In addition, progressive discipline measures will occur.

DISMISSAL

If a student must be dismissed from school, a note should be presented to the office secretary or the attendance clerk upon arrival to school. The time and reason for dismissal needs to be clearly indicated. Dismissal notes must contain the parent/guardian's daytime phone number so that the dismissal may be verified. Students will not be dismissed if the above criteria are not met. Telephone dismissals are not allowed except in the event of emergencies. **Students must sign out at the main office before leaving the building, or it will be considered leaving the building without permission.**

TARDINESS

Being on time for one's obligations is an essential skill. In a school setting, students who arrive late to class cause a disruption to the learning environment. Therefore, all students are expected to be in their assigned location by the beginning of the school day. The School Committee defines excessive tardiness as more than ten (10) unexcused tardies per school year. All tardiness (even when authorized by parents) is considered unexcused unless the required documentation is provided.

Student tardiness may be excused for the following reasons:

- Doctor or dentist appointment (with documentation);
- Illness (with a doctor's note);
- Bereavement or serious illness in family;
- Weather so inclement as to endanger the health of the child;
- For observance of major religious holidays;
- Legal (with documentation from the court, lawyer etc.); or
- Other – a student may be excused for other tardiness with approval from the school administrator.

Students who have more than five (5) tardies per five-month semester will require intervention by the school. Interventions may include parent contact, school conferences, and disciplinary action. In situations in which tardiness does not improve despite these interventions, one or more of the following actions may be taken by the school:

- A Failure To Send, Criminal Complaint, against the parent/guardian will be sought at Hingham District Court
- A 51A for parental neglect may be filed with the Department of Social Services;
- A CRA (Child Requiring Assistance) petition may be sought at Hingham District Juvenile Court.

High School Tardy/Dismissal Policy (in addition to the policy stated above):

Students who miss more than 15 minutes of a class due to unexcused tardiness or dismissal will be considered absent from that class. More than five (5) unexcused absences in any class, in a given term, will lead to a grade of AF (Attendance Failure) for that term.

Attendance Failures will be calculated as a 59 for the purposes of averaging final grades for semester and full year courses. If a student receives an Attendance Failure, but earns a grade, which is lower than a 59, the lower grade will be used for averaging final grades for semester and full year courses.

Students in full year courses, who receive an Attendance Failure for a single term, but meet the attendance requirements for the other three terms in the same school year, will have the Attendance Failure removed from their record. The original grade they earned in the course will be restored and used for averaging their final grade in each course where this applies.

Students must be in their first period class by 7:40 a.m. and must remain in school for the entire school day in order to participate in or attend any co-curricular activity for that day. An administrator's pre-approval will waive any penalties. Students who spend a class period in the nurse's office will not be eligible to participate or attend any co-curricular or school events that day.

Code of Conduct

PRINCIPAL'S DISCRETION

In every case of student misconduct for which suspension may be imposed, the principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The principal shall consider ways to reengage the student in learning and shall attempt to avoid long term suspension as a consequence until alternatives have been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

INFRACTIONS AND CONSEQUENCES

Disciplinary action is taken with a view to helping the student achieve a greater degree of maturity and develop a healthier respect for learning and concern for others. The atmosphere of a school is a reflection of the attitude of its students and staff toward the school and toward each other. The school's code of conduct provides a guideline for behavior within a public secondary school with maximum concern for the dignity of all students and school employees. No student may interfere with the right of any other student to his/her education. In Hull High School this means that all individuals have the right to a quality education and no one has the right to infringe on this or cause a situation not conducive to good education. It is of equal concern that the school achieves an atmosphere of order, self-discipline, safety and mutual respect. All school rules are in effect at all school functions, both regular and extra-curricular. Disciplinary action may consist of tiered detention (Level 1 or 2), suspension, leave of absence, expulsion, or after school obligations to the classroom teacher. The Hull Public School System has adopted a policy and procedures consistent with the state law governing the use of physical restraint in public schools. A full copy of this policy is available in the Principal's Office.

Five levels of disciplinary violations, along with the consequences for breaking school rules, have been established. It should be noted that the listing of these violations does not anticipate every eventuality that would require a written policy. Where such policies do not exist, the principal will formulate and recommend them to the superintendent and the school committee, and they will be considered in effect until modified or rejected by the school committee. Decisions by administration may be subject to appeal. It should be noted that discipline will be progressive in nature and a copy of all referrals will be mailed home.

Level 1 (Classroom)

Misconduct in or out of class; tardy to class; pass violation.

- Discipline may range from teacher detention(s) to administrative detention (Level 1 or 2).
- Possible social probation and/or co-curricular suspension

Level 2

Failure to be in assigned area; leaving assigned area without permission; cutting class; excessive school tardiness; failure to attend assigned teacher detention; referral to an administrator for disruptive or inappropriate behavior in class or out of class; violation of the dress code and/or electronic devices policy; plagiarism/cheating; repeat level one violations.

- Discipline may range from administrative detention(s) (Level 1 or 2) to suspension(s).
- Possible social probation and/or co-curricular suspension

Level 3

Leaving school grounds without permission; truancy; accumulation of minor infractions; insubordination; forgery of school-related documents; lying to a teacher/administrator; disrupting the educational process resulting in removal; gambling; failure to attend administrative detention; possession or use of non-drug related contraband; profanity, vulgar, or obscene language or gesture; possession of a pet or wild animal; possession of pornography; use or possession of tobacco or any type of vaping products; repeat level two violations.

- Discipline may range from one to five days of suspension.
- Possible social probation and/or co-curricular suspension

Level 4

Disrespect to persons of authority by word or action; fighting; bullying; intimidation; inappropriate use of technology; threatening behavior; vandalism / graffiti; destruction or theft of school or personal property; extortion; non-conformity to school rules; attending, or attempting to attend, a school event while on social probation; repeat level three violations.

- Discipline may range from two to ten days of suspension
- Possible exclusion for more than 10 days up to 180 days
- Possible social probation and/or co-curricular suspension
- Law enforcement officials may be notified

Level 5

Hazing; possession, distribution, or use of alcohol or a controlled substance, weapons, replica weapons, incendiary devices, or explosives; under the influence of alcohol or a controlled substance; possession of drug paraphernalia (including nicotine delivery systems that could be used for smoking marijuana); breaking and entering into school buildings; pulling false fire alarms; tampering with fire extinguishers; arson; bomb threats; use of racial, ethnic or religious epithets; sexual/religious/ethnic/racial/gender identity harassment; harassment of protected groups; assault on another student; assault on school personnel; dissemination of pornography; disrupting a school assembly; threats against a staff member; threats to public safety; any other illegal acts; repeat level four violations.

- Discipline may result in suspension for up to 10 days
- Possible exclusion for more than 10 days up to 180 days
- Possible expulsion for more than 180 days to an indefinite period
- Possible social probation and/or co-curricular suspension
- Law enforcement officials may be notified
- Possible court action

PROCEDURES FOR DETENTION

Minor violations may result in detention being assigned by teachers or administrators. Students are reminded that detention sessions are an obligation that must be met when assigned and that detention takes precedence over work schedules or co-curricular activities. Students who fail to serve assigned detentions will be subject to further disciplinary action. Level one detention will end at 3:00pm. Level two detention will end at 3:30 pm. Students may be required to attend after school and/or lunch detentions.

PROCEDURES FOR SHORT-TERM SUSPENSION

(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and

- vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the “Procedures for Long-Term Suspension”; and
 2. The right to appeal the principal’s decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. 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.

PROCEDURES FOR EMERGENCY REMOVAL

If the student’s continued presence 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 temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student’s parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student’s continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student’s misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR AN IN-SCHOOL SUSPENSION

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

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student’s academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
5. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
6. The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
 - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the

disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.

- f. The decision of the superintendent shall be the final decision of the school district.
- vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES OR ASSAULT OF EDUCATIONAL PERSONNEL

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, § 37H½

issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension;

provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

A copy of this law may be obtained in the main office.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 978-567-6111.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student 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 a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

LEGAL AUTHORITY:

M.G.L. c. 71, § 37H
M.G.L. c. 71, § 37H ½
M.G.L. c. 71, § 37H ¾
M.G.L. c. 76, § 21
603 CMR 53.00

CO-CURRICULAR SUSPENSION AND SOCIAL PROBATION

Students on co-curricular suspension may not participate on any school-sponsored team, club or organization. Students on co-curricular suspension may be required to attend, but not participate, in practices and meetings. At the discretion of the coach or advisor, this attendance may be required in order to return to the team, club or organization at the end of the co-curricular suspension.

Students on social probation will not be permitted to attend such school-sponsored events such as dances, proms, class trips, overseas trips, athletic events, or any other co-curricular activities so designated by the administration. The administration reserves the right to grant permission to attend some co-curricular events and to deny attendance at others during the period of social probation. Social probation will last a minimum of 10 consecutive calendar days.

CORRIDOR PASSES

Students are not allowed to leave class or assigned areas without a corridor pass issued by a teacher in charge. Any student without an authorized pass will be subject to disciplinary action. Students will sign a logbook when entering or leaving a classroom. If a teacher in a previous class detains a student, that teacher must give the student a pass to present to the teacher to whom he/she is to report.

DANCES AND SOCIAL EVENTS (INCLUDING THE PROM)

- Throughout the year there may be a number of dances or social events. These may be fundraisers and/or social activities designed specifically for the students of Hull High School.
- Hull High School annually sponsors dances:
 - Homecoming/Semi-Formal Open to students grades 9-12
 - Senior Prom: Open to graduating seniors
- Dances and social events are open to Hull High School students only. At their discretion, the principal may deny attendance at Hull High School dances or social events to individuals not enrolled at Hull High School.
- All bags/purses/backpacks will be searched prior to being granted admittance into a social event, including dances and prom
 - Items found to be in violation of Hull High School's student handbook during the search will be confiscated and not returned and will be treated as a school-related offense

- The Senior Prom is open to Hull High School graduating Seniors only. At their discretion, the principal may deny attendance to non-seniors enrolled at Hull High School, as well as individuals not enrolled at Hull High School.
- Requested Guest (currently enrolled in high school):
 - Guest Request Form must be submitted to the assistant principal at least three-weeks before the dance or social event.
- Requested Guest (currently NOT enrolled in high school):
 - Guest Request Form must be submitted to the assistant principal at least three-weeks before the dance or social event.
 - A CORI form, must be submitted to the assistant principal at least three-weeks before the dance or social event. The requested guest must agree to a criminal background check. Upon receipt of the completed CORI check, the high school principal will determine if the requested guest will be allowed to attend the dance or social event. The decision of the principal is final.
- No students will be allowed into any dance or social event more than one hour after the dance or social event begins.
- No students may leave the dance or social event and return.
- No sexually suggestive dancing.
- In order to attend a dance, students must be present in school the day of the event. If the event occurs over a weekend, the students must attend school on the prior school day. Students with excused absences before a dance will need written approval from the principal in order to attend.
- All violations of the Hull High School Chemical Health policy taking place at a dance or social event will be treated as a school-related offense.
- So that these activities provide the most enjoyment for our students, teachers and chaperones will be present and required to exercise the above rules.
- Hull High School students agree that they will be held responsible for the behavior of their guest.
- No guest will be allowed to attend a Hull High School dance or social event that has an active restraining order against a Hull High School student.

DISCIPLINE OF STUDENTS ON 504 PLANS

Students on 504 plans are, generally speaking, regarded as regular education students, subject to all school rules, including disciplinary rules. The following additional requirements apply to the discipline of students on 504 plans:

- If a student on a 504 plan is being considered for a suspension longer than ten school days, the 504 TEAM must convene to conduct a manifestation determination.
- In some instances, additional evaluations may be required before a determination is made as to whether the student's misconduct is related to his or her disability.

DRESS AND APPEARANCE

In order to maintain a positive learning environment, it is important that all members of the Hull High School community exhibit appropriate dress at all times. Appropriate dress is defined as clothing that is acceptable for the business environment and subscribes to the five guiding principles of dress: neatness, suitability, moderation, cleanliness and safety. All students must abide by the following standards:

1. Low cut tops in front or back are not appropriate. Shirts, blouses, dresses, and trousers must be cut conservatively and cover the abdomen and undergarments. Undergarments must not be visible.
2. Skirts, dresses and shorts must be an appropriate and modest length
3. Clothing that displays or promotes by picture or word illegal activities such as the use of drugs, alcohol or tobacco; are sexually explicit, suggestive, or otherwise vulgar in nature; acts of violence; material offensive in a racial, religious or ethnic manner; related to gang affiliation are inappropriate.
4. Students wearing heavy gauge chains or studs will be asked to remove these articles.
5. Hoods, bandanas, sunglasses (worn anywhere on the head), and sweatbands are not to be worn in the building between the hours of 7:25 a.m. and 2:20 p.m. Outdoor jackets and coats must be kept in the student's locker. Students required to attend detention may not wear the above-mentioned items until released from the program.

The school administration and teachers reserve the right to determine whether the student's attire is within the policy standards. Any student not attired in accordance with the policy shall be given the opportunity to correct the violation and/or lent appropriate clothing. Students in violation of the dress code will be subject to disciplinary action and parent notification.

ELECTRONIC DEVICES

1. Electronic devices including but not limited to cell phones; ear pods, ear buds, or headphones of any kind; beepers/pagers, radios, tape recorders, CD or MP3 players are prohibited during class time, during advisory, or in school assemblies without the consent of the classroom teacher or an administrator.

2. Students found using these devices during one of the prohibited times listed above will face the following consequences:

- **First Offense:** The student will serve a level one detention device will be confiscated and returned to the student at the end of the school day.
- **Second Offense:** The student will serve a level two detention and the device will be confiscated and only returned to a parent.
- **Third Offense:** The device will be confiscated and only returned to a parent, and the student will be required to serve a one-day in-school suspension.

3. Students are encouraged to use laptops and tablet devices appropriately during class time. These devices can be used to enhance the educational experience and increase student engagement. But, inappropriate use of these technologies including but not limited to playing games, accessing social media, and viewing non-class related content, may result in the consequences listed above. Classroom teachers and administrators will make individual determinations about appropriate use of technology.

4. Failure to turnover an electronic device upon request will be viewed as insubordination and failure to comply with a reasonable request

5. Students are encouraged to use the calculator and calendar of their cell phones or tablets. These functions are only to be used when students are given permission by their classroom teacher.

6. Students may use electronic devices during passing time and at their assigned lunches.

7. Students who choose to bring electronic devices to school take a risk that those devices may be lost or damaged. The Hull Public Schools takes no responsibility for personal property, which is lost or damaged.

REFERRAL TO LOCAL LAW ENFORCEMENT

The school administration reserves the right to determine which disciplinary matters are referred to local law enforcement. The following disciplinary infractions will result in an immediate referral to local law enforcement:

- Physical assaults
- Theft of school or personal property valued at \$100 or over
- Acts of vandalism where a student fails to make restitution
- Possession of illegal drugs
- Possession of a weapon

SEARCH AND SEIZURE

The school administration retains control over lockers loaned to students, and regulates admission and parking of automobiles on school grounds. The administration therefore has the right and duty to inspect and search students' lockers as well as student and non-student automobiles, if the administration reasonably suspects, upon information received from law enforcement officials or other sources, that drugs, weapons, dangerous illegal or prohibited matter, or goods stolen from school or from members of the staff or student body, are likely to be

found therein. The administration also has the right and duty to search a student's person or belongings if there is a high degree of suspicion that drugs, weapons, dangerous illegal or prohibited matter, or such stolen goods, are likely to be found on the student's person or belongings, in exercise of the school's duty to enforce school discipline and to protect the health and safety of the student and/or student body. The items of such search may be turned over to law enforcement officials for inspection or examination and may be the subject of criminal or juvenile court prosecution, or of school disciplinary proceedings.

Please be aware that we are working very closely with the Hull Police Department to keep Hull High School safe and drug-free. Parents and students are reminded that Hull Public Schools will request that the Hull Police Department, and trained animals, conduct a search when deemed necessary to ensure the safety of Hull High School students. Students and parents are also reminded that a person, person's personal belongings, and automobile/bicycle/other form of transportation, parked on school grounds, or in the immediate vicinity of Hull High School, are subject to search when there is reasonable suspicion that the student is in possession of drugs, weapons, contraband, or if there is reason to believe that he/she has violated or is violating the law or school rules.

Also, in an effort to encourage our students to make positive decisions about their health and well-being, we will frequently communicate with the Hull Police Department and information will be shared between the high school administration and the police department.

VANDALISM AND RESTITUTION

Students who vandalize the school will be required to pay restitution. Those that fail to make restitution will be referred to local law enforcement. Any student that causes more than one hundred dollars in damage will automatically be referred to local law enforcement official in addition to providing restitution. Restitution must be made prior to graduation or participation in the graduation ceremony will be denied.

Chemical Health Policies

HULLHIGH SCHOOL WILL NOT TOLERATE THE USE OR POSSESSION OF DRUGS, WHICH INCLUDES THE USE OF ALCOHOL AND TOBACCO.

All drug and alcohol offenses are cumulative. All school and non-school related offenses are cumulative and carry over from year to year.

The student may also be required to participate in a drug/alcohol awareness program.

Drugs and Alcohol: School Related

The use of alcohol and/or drugs, including steroids in or out of the season as well as in or out of school, is illegal and a serious offense. Drugs are defined as a controlled substance as defined in Chapter 94C., including, but not limited to marijuana, cocaine, heroin, and prescription medicine without a valid prescription. Students may not carry any prescription medication with them while at school. Being in possession of any prescription medication at school (excluding an inhaler), will be considered a violation of the Hull High School Chemical Health policy.

A student who has been found in violation of the Hull High School Drug and Alcohol Policy in or before school or at a school-related activity is subject to suspension, exclusion or expulsion by the principal and will be unable to participate in co-curricular activities, including sports. In addition to any academic consequences dictated by the Hull High School Code of Conduct, students facing school-related drug or alcohol offenses will also face the co-curricular and social consequences delineated below. All co-curricular suspensions and social probations begin at the conclusion of the suspension or exclusion.

In addition, members of the National Honor society found to be in violation of any portion of the Chemical Health Policy, will be referred immediately to the Faculty Council. The Faculty Council may remove any member who fails to uphold the school's Chemical Health Policy.

Co-Curricular and Social Consequences for Chemical Health Violations

<u>Chemical Health Policy</u>	1 st Offense	2 nd Offense	3 rd Offense
Co-Curricular and Social Consequences	14 consecutive calendar days of co-curricular suspension	28 consecutive calendar days of co-curricular suspension	A co-curricular suspension lasting the remainder of the school year
	14 consecutive calendar days of social probation	28 consecutive calendar days of social probation	A social probation lasting the remainder of the school year
	* Any MIAA suspension, which goes above and beyond the consequence provided by Hull High School.	* Any MIAA suspension, which goes above and beyond the consequence provided by Hull High School.	* Any MIAA suspension, which goes above and beyond the consequence provided by Hull High School.

Drugs and Alcohol: Non-school Related

Documented and verified non-school related drug and alcohol violations including transporting, possessing, consuming, or distributing, will result in a mandatory co-curricular suspension and social probation. In addition, student-athletes will also be subject to the consequences delineated in the MIAA chemical health policies (see Athletic Code).

All Tobacco Products

Smoking , chewing tobacco, or use of nicotine delivery systems by Hull High School participants in co-curricular activities, including athletics, in or out of season, as well as in or out of school, is a violation. The use and or possession of tobacco products, including chewing tobacco, has been proven to be detrimental to a student's health and performance.

According to Chapter 71, Section 37H of the MGL, the School Committee prohibits the use of any tobacco products within the school buildings, the school facilities, or on school grounds, or on school buses by any individual, including school personnel. In addition, Chapter 71, Section 2A states that it is unlawful for any student, enrolled in either primary or secondary schools in the commonwealth, to use tobacco products of any type on school grounds during school hours.

If a student is found to be in possession of a tobacco product or nicotine delivery system while on school grounds or while at a school-related event, the tobacco product will be confiscated, parents will be notified and the student handbook rules will apply. Subsequent offenses will result in confiscation of the tobacco product, a one-day suspension from school and an additional co-curricular suspension of up to 15 calendar days.

If a student is found to have used a tobacco product while on school grounds or while at a school-related event, the tobacco product will be confiscated and the student will be disciplined according to the student handbook. Subsequent offenses may result in a minimum 2 days suspension from school and 15 consecutive days of social probation and co-curricular suspension.

BREATHALYZER TESTING

School administration reserves the right to administer breathalyzer tests when students are attending school-sponsored events or activities. In addition, students exhibiting signs of having consumed alcohol including, but not limited to glassy eyes, slurred speech, unsteadiness on the feet or emission of an alcoholic odor upon arrival at, or participation in, a school-sponsored activity may be requested to take a breathalyzer test administered by a school administrator. If test results are negative, no action shall be taken. If a student tests positive for alcohol he or she will receive one additional opportunity to take the test. Students who test positive for alcohol or students who refuse to take a breathalyzer test upon reasonable suspicion to suspect they have consumed alcohol, will be subject to all school rules relating to the use and/or possession of alcohol.

Student Support Services

GUIDANCE SERVICES

Guidance services combine the student support efforts of our guidance counselors in collaboration with the school's faculty in guiding the academic and social development of each student. This team approach is to view the whole student as both an evolving individual and as a learner and to help our students prepare themselves for life after high school. The counselors meet with students in order to help students plan appropriate course selections and post high school plans. Counselors help students examine the process of self-assessment, goal setting, and career exploration as it relates to high school and post-secondary planning. Students are encouraged to consult with their counselors frequently and to make extensive use of the various publications and electronic resources to advance the process of job searches, college searches, as well as financial aid and scholarship opportunities. Students learn what is important in the area of employment, college requirements and the completion of appropriate post secondary institution applications. Parents/guardians are also encouraged to consult with members of the guidance staff, teachers and administrators with respect to their child's program.

Guidance Counselors also assist in identifying students who qualify for 504 disability services, facilitate 504 meetings and develop the necessary accommodation plans.

HEALTH SERVICES

School Nurses

The school nurses collaborate with other members of the educational team and parents/guardians to support the academic success of students. School nurses seek to prevent or identify student health-related problems and intervene to modify or remedy these problems. The school nurse is on duty from 7:15 am to 2:20 daily and can be contacted by calling 781-925-3000 ext. 1102.

Confidential Health Information/Medical Concerns/Special Health Care Needs

Please contact the school nurse if your child is under the care of a physician or if there have been any changes in his/her health status. Information is shared with faculty and staff only when appropriate to maintain the health and safety of your child.

Parents/guardians of students with a medical concern (asthma, diabetes, seizures, life threatening allergies or any other medical condition) should contact the school nurse to develop an individualized health care plan.

Students with an acute injury (fracture, sprain) that requires the use of crutches, wheelchair etc. must be seen by the school nurse before returning to school. A written note from the health care provider regarding the injury is required. The school nurse will work with parents/guardians to develop appropriate accommodations so that the student can attend school.

Health Screenings

Vision and hearing screenings as well as measurement of height and weight with a BMI calculation are mandated by the Massachusetts Department of Public Health and are conducted on all students in Grade 10.

Postural screening for signs of scoliosis also mandated by the Massachusetts Department of Public Health and is done for all students in Grade 9.

Parents/guardians are notified if their child does not meet the minimal screening standards for vision and hearing as well as any unusual findings seen during the postural screening. Results of BMI calculations will be sent home confidentially to parents. The school nurse will work with the families to obtain appropriate follow up services as needed.

Medication Policy

Prescription Medication: Students requiring prescription medication, including inhalers, during the school day must have signed forms from a health care provider and the parent on file in the health office before medications can be administered. Medication must be delivered to the school in a pharmacy or manufacturer labeled container by the parent/guardian or responsible adult.

Medications should be administered before and after school whenever possible. All medication must be taken in the Health Office except for inhalers, which may be carried by the student with parental/guardian and physician authorization.

Non-Prescription Medication

Acetaminophen (Tylenol) and other common over the counter medications may be administered with written parental/guardian permission. All other non-prescription medications require an order from a health care provider. **This is to include all other over the counter medications, and homeopathic remedies including any CBD products. The school may decline to administer medicine in certain instances due to safety issues. Parents/guardian should provide the school with a phone number of a person to be called in such a circumstance.**

Physical Exams

According to the Massachusetts General Laws students in grades 3, 7, and 10 are required to have an updated physical exam completed. The school physician will offer these at each school once during the spring. Students participating in the high school athletic program are required to have a physical exam done annually. The school physician will have a sports physical clinic at the high school during the summer. Permission slips are sent out to all students in June.

Immunizations

Massachusetts State Law requires students to be sufficiently immunized. Students are required to provide documentation of current immunizations consistent with the Massachusetts Department of Public Health requirements. In conjunction with the Town of Hull, Board of Health, various vaccinations are offered during the school year.

Emergency Cards

The school will provide a student emergency card to be filled out by a parent/guardian for the nurse and must include all persons to whom the student may be released. Parents must complete the emergency data card prior to registering their child for school and at the beginning of every year. The emergency contact person should be someone who lives in or near Hull, and is likely to be available between 7:30 am and 3:00 pm.

STUDENT SERVICES

School Psychologist

The school psychologist assists students, parents and school personnel through assessment, counseling and consultation services. Students with suspected disabilities that are struggling academically or emotionally are referred to the school psychologist for assessment in the areas of general intelligence, memory, attention, executive functioning and/or emotional disturbance. Functional behavioral assessments are also conducted with the development of behavioral intervention plans. The coordination of all Initial requests for evaluations as well as re-evaluations for students currently receiving special education services are managed by the school psychologist. The school psychologist chairs all Initial, Re-evaluation and Manifestation meetings and in conjunction with Team members, reports on assessments, address parent concerns, determine eligibility for special education, establish goals and accommodations and allocate necessary school funds for programming. Crisis counseling as well as consultation with teachers, counselors and administrators are also roles of the school psychologist.

School Adjustment Counselor

The School Adjustment Counselor is available to assist students with direct counseling needs and referrals to community resources. The School Adjustment Counselor maintains communication with parents, teachers, mental health providers, and other support people in students' lives as appropriate. Students can refer themselves to the School Adjustment Counselor for assistance with personal issues that are affecting their success at school; referrals also come from parents, teachers, administrators, the Student Assistance Team, or the Special Education Team.

Media and Technology

LIBRARYMEDIACENTER

It is the goal of the library media center to function as an integral part of the teaching and learning process to achieve the standard based outcomes of the Massachusetts Curriculum Frameworks. We provide books, periodicals, and newspapers to assist students and staff with research assignments and to promote literacy and recreational reading. The Winnebago Library automated library system allows students and teachers to search our collection. Instruction is also given for searching the Old Colony Network (OCLN) and the State Databases. We have a subscription to the MASSC at network and have interlibrary loan deliveries to Hull High School. Class orientations are given every September and teachers are encouraged to sign up for class visits. It is where students learn to find, analyze, evaluate, interpret and communicate information and ideas – skills they will need as adults to live and work in an information-based society. The Library Program is evaluated by the MSLA School Model Library Rubrics found at <http://maschoollibraries.org/dmdocuments/rubric.pdf>

TECHNOLOGY

A variety of educational technologies are available for student and faculty use, and all students and faculty are encouraged to avail themselves of these enriching opportunities. Two computer networks consisting of over one hundred personal computers are distributed throughout the building. All classrooms are wired to receive cable television signals and an in-house broadcast system. Television production and editing equipment make student productions of original television programming possible. It is also feasible for these programs to be broadcast from Hull High School throughout the town on the community television channel.

INTERNET ACCEPTABLE USE POLICY

In order for a student/faculty/staff to use the Hull Public Schools Internet Connection, the party must read these guidelines and sign the Acceptable Use Contract. The contract must also be signed by a parent or guardian for any person under eighteen (18) years of age.

Guidelines for Use of the Hull Public School Internet Connection

The Internet is a vast global network, linking computers at universities, schools, research facilities, and commercial sites. By way of the Internet, one can communicate with people from all over the world through various means including discussion forums and electronic mail (e-mail). In addition, files, many of which have educational value, are available for downloading. Because of its enormous size, the Internet's potential is boundless. It is possible to speak electronically with people from all walks of life. However, with such great potential for education comes the potential for abuse, as well. It is the purpose of these guidelines, as well as the contract for Internet use, to make sure that all who use the Internet, both students and faculty, use this valuable resource in an appropriate manner.

Use of the Hull Public Schools networks is a privilege, not a right, which may be revoked at any time for abusive conduct. Such conduct would include, but is not limited to, placing unlawful and/or inappropriate information on a computer system, the use of abusive or otherwise objectionable language in either public or private messages, the sending of messages or files that are likely to result in the loss of recipient's work or systems, the sending of "chain letter", or "broadcast" messages to lists or individuals, any other types of use which would cause congestion of the networks or otherwise interfere with the work of others, as well as the use of the Internet in a manner which would violate the copyright and/or trademark laws of the United States. In addition, the Hull Public Schools takes no responsibility for any information or materials that are transferred through the Internet.

Because of the size of the Internet, many kinds of materials eventually find their way onto the system. Should a user happen to find material which may be deemed inappropriate while using his or her Hull Public Schools' Internet account, he or she shall refrain from downloading this material, and shall not identify or share the location of this material. Be aware that the transfer of certain kinds of material is illegal, and punishable by fine or jail sentence.

The primary purpose of the Internet connection is educational. It is essential that everyone who uses this connection understand that purpose. Therefore, anyone using the Internet connection for non-educational purposes shall immediately log off should any significant system slow-down occur. No student shall use the Internet connection without the direct supervision of a qualified instructor. Failure to abide by these regulations shall result in suspension of their Hull Schools Internet account, pending administrative review.

The Hull Public Schools makes no guarantees, implied or otherwise, regarding the reliability of the data connection offered. Neither the Hull Public Schools nor the sponsor organizations shall be liable for any loss or corruption of data resulting from using the school Internet connection.

The Hull Public Schools reserves the right to examine all data stored in the machines involved in the Internet project to make sure that all users are in compliance with these regulations.

Network storage areas may be treated like school lockers. Network administrators may view files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school department servers will always be private. Within reason, freedom of speech and access to information will be honored. During the school day, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

No user shall use this Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on this or any other network.

The Hull Public Schools condemns the illegal distribution of software, otherwise known as pirating. Any student caught transferring such files through the Internet, and any whose accounts are found to contain such illegal files, shall immediately have their accounts permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment.

Also, all users should keep in mind that when they are using the Internet, they are entering a global community, and any actions taken by them will reflect upon the Hull Public Schools as a whole. As such, all users must behave in an ethical and legal manner.

In summary, all students, teachers and staff of the Hull Public Schools are prohibited from using the school department's Internet access for any personal use without permission (i.e., to send an e-mail and/or access an Internet site); using any profane, vulgar, threatening, libelous, or criminal language when using the Internet; accessing any prohibited sites on the Internet; overriding or encouraging students to override any firewalls established on the Internet access network; permitting another individual to use their password, dissemination of any passwords, codes, access telephone numbers, or account numbers and/or any other action whatsoever which would in any way subject the user and/or the Hull Public Schools to a possible criminal or civil action. The foregoing list is not all-inclusive and the Hull Public Schools reserves the right to notify a user of any other impermissible action regarding the use of the Internet.

MOBILE COMPUTING DEVICE ACCEPTABLE USE POLICY

HPS Mobile Computing Projects Policy, Procedures, Information Guide & Loan Agreement

The HPS Mobile Computing Devices are tools and resources for the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and *one* of the learning tools of these twenty-first century students is the mobile computing device (ie: iPads, Android tablets, Windows Tablets, Netbooks, etc...). The individual use of mobile computing devices is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

According to studies and school reports, students who use a computing device in a one-to-one education environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of formation and ideas. Mobile computing devices are devices that make learning more engaging and assessable by freeing up the student from being tied to a static location.

Learning results from the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with mobile computing devices integrate technology into the curriculum anytime, anyplace.

The HPS Computer Network and Mobile Computing Devices are established for a limited educational purpose, and have not been established as a public access service or a public forum. The HPS has the right to place restrictions on the use of the Computer Network and Mobile Computing Devices it issues, and to require users to abide by system rules and School Committee policies, including but not limited to, the HPS' Non-Discrimination Policy and Prohibition Against Sexual Harassment and the HPS' Anti-Bullying Policy and Bullying Prevention and Intervention Plan and to protect the confidentiality of student record information and personnel record information.

While there are many valuable resources on the Internet, there also are many sites that can be considered inappropriate for students and serve no educational value. All individuals using the Internet must use the Computer Network and Mobile Computing Devices responsibly to ensure it is only used for educational purposes, and must be consistent with the academic activities of the HPS and will be under the supervision of HPS staff. By using the HPS networked information resources, both student and adult users are agreeing to accept this policy.

Use of the HPS Computer Network and Mobile Computing Devices, including without limitation networked information resources, for any illegal or commercial activities is prohibited.

1.0 GENERAL INFORMATION

The policies, procedures and information within this document apply to all student mobile computing devices used at the Hull Public Schools, including any other device considered by the administration to come under this policy. Teachers may set additional requirements for use in their classroom.

1.1 Receiving your Mobile Computing Device

Mobile computing devices will be distributed during "Device Orientation".

Parents & students must sign and return the Mobile Computing Device

Acceptable Use Policy and Student Pledge before the device can be issued to their child.

1.2 Returning your Device

Devices with accessories will be returned back to the Hull Public Schools during the final week of school or upon sooner request. If a student leaves or transfers out of the Hull Public Schools District during the school year, the device will be returned at that time. Students who withdraw, are suspended or expelled, or terminate enrollment at Hull Public Schools for any reason must return their device with accessories on the date of termination.

2.0 CARE OF THE MOBILE COMPUTING DEVICE

The mobile computing device is school property and all users will follow this policy and the Hull Public Schools Acceptable Use Policy for this technology. Students are responsible for the general care of the device and assorted accessories they have been issued by the school. Devices that are broken or fail to work properly must be taken as soon as possible to the technology department for an evaluation of the equipment.

2.1 General Precautions

- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully into the device to prevent damage.
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of the Hull Public Schools.
- Devices must never be left in an unlocked locker, unlocked car or any unsupervised area.
- Students are responsible for keeping their device's battery charged for school each day.

2.2 Screen Care

The screens can be damaged if subjected to tough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the device when it is closed.
- Do not place anything on the device that could put pressure on the screen.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not "bump" the device against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

3.0 USING YOUR DEVICE AT SCHOOL

Mobile Computing Devices are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, calendars, grades, school work, and schedules may be accessed using the device. Students must be responsible to bring their device to all classes, unless specifically instructed not to do so by their teacher.

3.1 Mobile Computing Devices Left at Home

If students leave their device at home, they are responsible for getting the course work completed as if they had their device present, and may ask if a loaner device is available for the class.

3.2 Mobile Computing Devices Undergoing Repair

Loaner devices may be issued to students when they leave their devices for repair with the technology department. There may be a delay in getting a device should the school not have enough to loan.

3.3 Charging your Mobile Computing Device's Battery

Devices must be brought to school each day in a fully charged condition. Students need to charge their devices each evening.

3.4 Screen Savers/Background Photos

Inappropriate media may not be used or accessed on the device as a screen saver or background photo.

Inappropriate media includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures and will result in disciplinary actions.

3.5 Sound, Music, Games, or Programs

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

All required school software/Apps will be provided by the district. Inappropriate material includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures and will result in disciplinary actions.

3.6 Printing

Wireless printing will be available for devices in the library and classrooms.

3.7 Home Internet Access

Students are allowed to set up access to wireless networks on their mobile computing devices.

3.8 Passwords

All users must be aware that they should not have any expectation of personal privacy in the use of these devices. If a password is used to lock a device, the password must be given to administration upon request.

4. MANAGING YOUR FILES & SAVING YOUR WORK

4.1 Saving to the Mobile Computing Device/Cloud

Student may save work directly on the device. It is recommended students e-mail documents to themselves and/or their teacher for storage on a flash drive or district server or sync to iCloud, Google Docs, Dropbox or similar online service.

Storage space will be available on the device but it will NOT be backed up in case of re-imaging. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion.

4.2 Network Connectivity

The Hull Public Schools makes no guarantee that their network will be up and running 100% of the time.

5. SOFTWARE ON MOBILE COMPUTING DEVICES

5.1 Originally Installed Software

The software/apps originally installed by the Hull Public Schools must remain on the device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course. Periodic checks of mobile computing devices will be made to ensure that students have not removed required apps or added apps that are not appropriate for school.

5.2 Additional Software

Students are allowed to load extra software apps on their mobile computing device via wireless Internet connection, CD, DVD, flash drive or the like. Students are allowed to log into their personal online accounts (for example, iTunes or Android marketplace) in order to load appropriate software apps at their own expense. Under NO circumstance is any school device to be connected or synchronized to ANY computer. This action could wipe the device.

5.3 Inspection

Students may be selected at random to provide their mobile computing device for inspection.

5.4 Procedures For Reloading Software

If technical difficulties occur or inappropriate media is discovered, the device will be restored from backup. The Hull Public Schools do not accept responsibility for the loss of any software or documents deleted due to re-imaging.

5.5 Software Upgrades

Upgrade versions of licensed software/apps are available from time to time. Students may be required to turn in their device for periodic updates and synching.

6. ACCEPTABLE USE

6.1 Statement of Responsibility

The use of a mobile computing device is a privilege. The user is responsible for what he/she says and does on the network. Communication with thousands of others is quick and easy. Therefore it is important for the user to **stop** and **think** before communicating and to show respect for other people and for their ideas. Student users should assume that none of their data is private or confidential. Any communication or data may be subject to review by the technology department or school administration. Please refer to the district “Internet Use Policy” which is located in the student handbook.

6.2 Confidentiality and Data Guidelines

The Hull Public Schools abides by the Family Education Rights and Privacy Act (FERPA), The Children’s Online Privacy Protection Act (COPPA), The Children’s Internet Protection Act (CIPA), The Protection of Pupil Rights Amendment (PPRA), and Freedom of Information (FOI). Guidelines, protocols, and service contracts have been established to ensure all data systems, cloud based resources, locally installed applications, databases, and vendors protect and secure the confidentiality and privacy of students.

6.3 Parent/Guardian Responsibilities

Talk to your children about values and the standards that your children should follow on the use of the Internet just as you would on the use of all media information sources as television, telephones, movies, and radio. If you have particular concerns regarding use of the mobile computing device by your child, these conditions, access to sites, material, content or the like, you must discuss it with the school.

6.4 School Responsibilities

- Provide Internet access to its students.
- Provide Internet Blocking of inappropriate materials while on the school wireless and wired networks.
- Provide network data storage areas. These will be treated similar to school lockers. The Hull Public Schools reserves the right to review, monitor, and restrict information stored on or transmitted via Hull Public Schools owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid student in doing research and help assure student compliance of the “Internet Use Policy”.
- Teachers, administrators and other school personnel who are using the Internet as part of their teaching may call the HPS Technology Department to request that a specific site be blocked or unblocked. Such decisions will be made by those responsible for monitoring the HPS filtering system in consultation with appropriate school personnel.

6.5 Students Responsibilities

- Use computer/devices in a responsible, respectful, and ethical manner. Responsible users will not use computers, devices or the network:
 - for commercial purposes of any kind;
 - for political lobbying, although users may use the system to communicate with representatives and to express his/her opinion on political issues;
 - for illegal or criminal activities;
 - for posting, disclosing or otherwise disseminating personal contact information about themselves or other people, including name, address, telephone, school or work address, without the prior permission of a school administrator, and the prior written permission of the individual whose personal contact information is to be posted;
 - for posting or otherwise disseminating a message that was sent to them privately without permission of the person who sent the message. This provision does not prohibit a user from promptly disclosing

- to a teacher or school administrator any message they receive that is inappropriate or makes them feel unsafe;
- to threaten, humiliate, bully, harass, intimidate or send offensive information to another person or about another person;
- for posting chain letters, engaging in spamming or engaging in any other inappropriate form of communication over the computer network;
- for posting, disclosing or otherwise disseminating personnel record information without prior permission of a school administrator unless such disclosure or dissemination is permitted by federal or state law;
- for viewing, possessing, posting, disclosing, sending, sharing or otherwise disseminating sexually explicit digital pictures, text messages, emails or other material of a sexual nature on any computer, cell phone or other electronic device regardless of whether federal or state child pornography law is violated;
- for activities which disrupt the educational environment;
- for unethical activities, such as cheating on assignments or tests or engaging in plagiarism;
- for activities that invade the privacy of others;
- violate the legal rights of software producers, network providers, copyright and license agreements;
- to permit students to interact with any websites that require input of personal or student identifiable information (such as name, address, telephone number, email address, etc.) unless the use of such website has been approved by the HPS Technology Department; and to violate the provisions of M.G.L.c. 71, §37O, including its provisions of regarding bullying, cyberbullying and retaliation.
- Obey general school rules concerning behavior and communication that apply to network use according to the **Hull Public Schools Internet Use Policy**. This policy is available online and in the student handbook and must be signed by students and their parents each year.
- Use all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions cause by the students’ own negligence, errors or omissions, or hacking. Use of any information obtained via Hull Public Schools designated Internet System is at your own risk. Hull Public Schools specifically has no responsibility for the accuracy or quality of information obtained through its services.
- Help Hull Public Schools to protect our computer system/device by contacting an administrator about any security problems you may encounter. Students will not attempt to gain unauthorized access to the HPS Computer Network and Mobile Computing Devices or any other computer network or go beyond the user’s authorized access, make deliberate or malicious attempts to disrupt the Computer Network and Mobile Computing Devices or destroy data by spreading computer viruses or by any other means, or otherwise vandalize, tamper with, destroy or interfere with the Computer Network and Mobile Computing Devices, with programs, data, files or any other electronic information or devices or attempt to vandalize, tamper with, destroy or interfere with the Computer Network or Mobile Computing Devices, with programs, data, files or any other electronic information or devices.
- Students should always turn off and secure their mobile computing device after they are done working to protect their work and information.
- If a student should receive email or other electronic message containing inappropriate or abusive language or if the subject matter is questionable, it must be reported immediately to a staff member or parent/guardian.
- Return the device to Hull Public Schools at the end of each school year.
Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment from the Hull Public Schools for any other reason must return their school issued mobile computing device on or before the date of termination. Students and parents must return the device and all accessories in good working condition whenever directed to do so by the school. If you do not fully comply in a timely manner with all terms of this Agreement and the Internet Use Policy including the timely return of the property, the district shall be entitled to declare you in default and may notify the police and/or pursue legal action.

6.6 Mobile Computing Device Care

- The device battery must be charged and ready for school each day.
- Students will be held responsible for maintaining their individual devices and keeping them in good working order.
- Only labels or stickers approved by the Hull Public Schools may be applied to the device.
- Mobile computing devices that malfunction or are damaged must be reported to the technology department or assistant principal.
- The school district does not cover the mobile computing device if it is lost, stolen or damaged due to neglect.
- If it is determined that the damage, loss or theft was due to student or parent negligence or intentional conduct, the student/parent shall be liable for replacement or repair costs as directed by the Hull Public Schools. Students will not receive a replacement device until the cost of the damaged, lost, or stolen device is paid in full.

6.7 Student Discipline

The discipline procedure in the student handbook addresses serious and major offenses such as stealing and destruction of school or personal property, which apply to the mobile computing device. Depending on the seriousness of the offense, students may lose mobile computing device and/or network privileges as well as being held for detention, suspension or even in extreme cases expulsion.

7. PROTECTING & STORING YOUR MOBILE COMPUTING DEVICE

7.1 Mobile Computing Device Identification

Student devices will be labeled in the manner specified by the Hull Public Schools. Devices can be identified in the following ways:

- Serial number
- Hull Public Schools Asset Tag

7.2 Storing Your Issued Mobile Computing Device

When students are not using their devices, they should be stored in their locked lockers. The Hull Public Schools require that students use the lock provided by the school district. Nothing should be placed on top of the device when stored in the locker. Students are encouraged to take their devices home every day after school, regardless of whether or not they are needed. Devices should not be stored in a vehicle at school or at home. If a student needs a secure place to store their device, they may check it in for storage with their classroom teacher.

7.3 Devices Left in Unsupervised Areas

Under no circumstances should mobile computing devices be left in unsupervised areas. Unsupervised areas include the school grounds, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, dressing rooms and hallways. This includes areas outside of the school system and any area where the device is not secure or properly supervised. Any device left in these areas is in danger of being stolen. If a mobile computing device is found unattended by school staff, it will be taken to the principal's office.

8. LOSS OR DAMAGE

- If the device, cables, and/or cords are damaged, lost, or stolen, you are responsible for the reasonable cost of repair or its fair market value on the date of loss. You must immediately report this to the assistant principal.
- Loss or theft of the property must be reported to Hull Public Schools by the next school day after the occurrence.

9. ONLINE EDUCATIONAL SERVICES

9.1 HPS utilizes many online applications and web-based tools to foster student learning through personalization, collaboration, and exploration. Online or "cloud" based applications and services extend student learning beyond the school day and building and provide accessibility to useful learning tools.

9.2 HPS uses educational accounts for most of its online services in order to have more control of settings and ease of classroom setup. Prior to using a service or application in the classroom, a staff member must contact the HPS Technology Office. HPS will review the service's privacy and security policies and inform teachers of best practices for using them responsibly. HPS does not approve providers who use personally identifiable information outside of Family Educational Rights and Privacy Act (FERPA) and Massachusetts student records law and do not meet third party standards. Once the application or online educational service has been approved, the staff member will be notified.

9.3 HPS provides these online educational programs and services, certain personal information, generally a student's name and email address and/or user name.

9.4 COPPA requires website operators to provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. COPPA, however, allows school districts to consent for the collection of personal information on behalf of students under the age of 13, eliminating the need for parental consent to be given to each website operator. To streamline the provision of educational services to students, the District will provide consent on behalf of all students. Any website operator who provides educational services is prohibited from disclosing student information to third parties. Parents may at any time request personal information collected from the website operator and ask for the website operator to delete the personal information maintained on the student.

9.5 HPS will maintain a list of programs currently being used by the District.

10. MISCELLANEOUS

10.1 These policies may be amended or supplemented from time to time by the Hull Public Schools. The Hull Public Schools may at any time waive, under appropriate circumstances, any of these terms and conditions.

10.2 The headings in this policy are for convenience and administrative purposes only and do not limit the application of the policy. If you do not completely understand any term of the policy, you are to ask for an explanation from the appropriate representative of the school. Signatures shall be taken as your representation that you understand and agree to the policy.

10.3 The Hull Public Schools will cooperate fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime or other laws. You have no rights of confidentiality when using a school issued mobile computing device. Contents of email, information regarding your Internet usage, and network communications may be reviewed at the sole discretion of the Hull Public Schools.

10.4 Many mobile computing devices come equipped with a microphone, front and rear- facing camera, and video capacities. The district retains the rights concerning any recording and/or publishing of any student or staff member's work or image. You must obtain permission from the principal or designee before recording an individual or group or publishing a photograph or video of any school related activity. Unauthorized recordings are subject to disciplinary action in accordance with the Internet Use Policy, student handbooks and applicable law.

10.5 You shall defend, exempt, indemnify and hold harmless the Hull Public Schools, its officers, agents, servants, representatives and/or employees from any and all claims, suits, actions, legal proceedings, demands, damages or judgments, including all expenses, attorney fees, witness fees, costs, and costs and expenses of appeals there from, arising out of your use of the mobile computing device including, but not limited to, your intentional or negligent acts and/or omissions. This paragraph shall survive termination of this Agreement.

10.6 The Mobile Computing Device Acceptable Use Policy must be reviewed and signed each school year.

10.7 I understand that I am to be solely responsible for the care and custody of the equipment listed above during the term of this loan agreement. I understand and agree that I will bear the cost of restoring the equipment to the condition described if it is damaged during the term of this agreement. I understand and agree that if the equipment is damaged beyond repair, or that I am unable for any reason to return it in the condition described, reasonable wear and use excepted, I will pay to the Hull Public Schools the fair value of said equipment.

Adoption: June 2017

First Reading: May 22, 2018

Second Reading:

Adoption:

Proposed reconsideration:

Student Activities

HULL HIGH SCHOOL THEATER ARTS: Each school year, Hull High School Theatre Arts presents two main stage productions. Although auditions are required for performance, everyone is given the opportunity to participate in a show if they meet rehearsal requirements and are academically eligible. Additional opportunities to be involved include stage management, running crew, props, costumes, lighting, and sound design. As members of The Massachusetts Educational Theatre Guild, HHSTA brings a student-directed/produced piece to the annual festival competition. Participation is limited due to festival guidelines and students are selected to represent Hull High School through an application and audition process. Theatre Arts members actively raise funds throughout the year. Money raised from fund raisers may be used to help defray the production costs, purchase equipment for the theatre program, and offer scholarships to seniors. The organization is led by elected officers as well as chairs selected by the Director of Theater Arts.

PROJECT HUMANITARIAN INVOLVEMENT (PHI)

This organization is dedicated to the principle of helping others; those less fortunate than themselves. This past year PHI travelled to the Dominican Republic and dedicated their efforts to encouraging and helping girls with educational opportunities. After educating fellow students, they sent many letters to local businesses and organizations to aid in their efforts. This is a student driven organization with committed and enthusiastic students from all grades of our school. In the past eight years, the group has successfully journeyed to an earthquake ravaged area in the Central American country of El Salvador four times and built houses with Habitat for Humanity. The students learned powerful lessons about themselves and the impact they can have on their world. They have made this mission a semi-annual service-learning opportunity.

STUDENT GOVERNMENT

Student Council

The Student Government at Hull High School is a student run organization representative of the student body, serving to coordinate, advise, and help lead the school community. Elections are held each year to determine representatives from each grade level.

Class Officers

Class officers are elected representatives of a given class. Each class will annually elect a President, Vice President, Treasurer, and Secretary. These elected officials will organize class events, fundraisers, and work cooperatively with the members of Student Government in order to provide leadership for the school community.

P.R.I.S.M.

PRISM is a diversity, tolerance, and awareness organization that meets once a week with the goal of affecting change through community service, education, and fun.

PRISM Mission Statement

“PRISM is dedicated to service and education. Through *pride, raising awareness, involvement, support and mentoring* we will serve, help, and educate others and ourselves to be more aware of the world around us.

YEARBOOK “THE LOG”

The Log, our high school yearbook, is distributed in June of each year, providing seniors and others with a lasting remembrance of their high school years. The yearbook includes pictorial and printed reminders of all their activities, co-curricular, athletic, and academic. Although the editors are primarily upperclassmen, students in grades nine through eleven may volunteer to work on the yearbook. Participating in the yearbook endeavor offers students, whether their interests are literary or business, an unusual opportunity to display their skills and abilities in writing, art, and design. The expertise they develop may provide positive background for their future career choices. Being on the staff of *The Log* is both a challenging and rewarding experience, since this book of memories lasts a lifetime.

General Information

BUS TRANSPORTATION

Good bus behavior enhances the health, welfare and safety of all passengers. Any negative action or disregard for rules and regulations, which could distract the driver, endangers the lives of all concerned. All safety rules must be observed. State law requires that smoking be prohibited on all school buses. All Hull High School policies are in effect at bus stops and on the bus. Students who take the bus are required to enter the high school immediately upon getting off the bus. Failure to do so will be considered leaving school grounds without permission.

CAFETERIA

The Hull High School cafeteria is a full-service establishment. Breakfast is available daily and serves such items as fresh baked muffins, cereal, doughnuts, juice, and milk. For lunch, our cafeteria offers a full package of hot and cold entrée choices as well as an a la carte program from which students may choose a variety of sandwiches, salads, assorted milks, juices, snacks and meal accompaniments. Students who, by their behavior, indicate that they cannot act in a responsible manner in the cafeteria may lose the privilege of eating in the cafeteria and be subject to disciplinary action. Students who throw food or beverages or tamper with others' food or beverages will be subject to suspension.

COMMUNITY SERVICE

Our mission in Hull is to provide an educational program of the highest quality that will prepare each student to develop as an individual and become a socially responsible, productive member of society. In so doing, the students will gain a respect for and feel a shared ownership with the community of Hull. Community service projects provide students with the opportunity to engage in a variety of enriching, useful, and practical experiences that will service the school and the community. Through community service, a student can learn new skills, assume responsibilities, become aware of the needs of others, gain a deeper appreciation of themselves and their potential and learn the importance of service and giving.

FIRE DRILLS & BUILDING EVACUATIONS

The building must be vacated each time the fire alarm is sounded. Directions for exiting the building are posted in each classroom and are explained by the teacher of each class. The following rules must be observed: (1) Students must, as a class, move quickly and quietly to a predetermined area outside the building; (2) Students must adhere to any directions given by the teacher and stay with their class; (3) No students may reenter the building until the all-clear signal is given; (4) Students will return directly to class after the drill is over unless otherwise directed.

FOOD AND BEVERAGES

The consumption and presence of food and beverages in the classroom is left to the discretion of the individual classroom teacher. Students refusing to comply with a teacher's reasonable request to put away food and beverages will be referred to the main office for insubordination.

LOCKDOWNS

In the event that an emergency or dangerous situation prevents the safe evacuation of the school and requires steps to isolate students and staff from danger, the school will initiate its lock down procedure. Parents and students should be aware that the high school will periodically conduct lock down drills to evaluate the faculties' ability to respond to an emergency situation. In the event of a lock down students should follow the direction of the nearest faculty member and remain as calm and quiet as possible. Students in the hallway should enter the nearest classroom. Fire alarms will be ignored during a lock down. Students and faculty should not leave a secure area until they receive further instructions from a teacher, administrator, or police officer, or an "ALL CLEAR" announcement is made.

SECURITY CAMERAS

Hull Public Schools may use security cameras and other security devices and measures on any school property or any school vehicle. School Committee policy governs the use of security cameras, devices, and measures and can be found on the district website or can be requested from the Office of the Superintendent.

LOCKERS

A corridor locker and gym locker are provided each student for security of personal belongings. Students should keep locker combinations private and make sure that locks are properly secured. Students are encouraged to keep their lockers neat and clean. Decorations must be removed before the end of the school year. Students should not bring valuables or large sums of money to school. The school is not responsible for lost or stolen articles. Lockers are the property of the school and are subject to administrative inspection at any time.

SCHOOL CANCELLATIONS

If it becomes necessary to cancel or delay school, announcements will be made over television stations WBZ, WCVB, WHDH, FOX25 and NECN as well as on radio station WBZ 1030 AM, the Hull Public Schools district webpage, Facebook and Twitter, as soon as possible the night before or in the morning. In addition, your primary and secondary phone numbers and email addresses will be used by the SchoolMessenger system to notify you of any unexpected schedule changes, including cancellations, delays and emergency dismissals. Any changes to phone numbers or email addresses should be reported to the school. SchoolMessenger will not connect to extensions; therefore, direct numbers are required. (School delays do not affect dismissal times.)

SCHOOL PROPERTY

A responsible citizen will assume the care and maintenance of any items on loan from the school. All lost items should be paid for prior to the close of the school year. Textbooks, athletic uniforms, instruments, and library books are loaned to students and are the property of the Town of Hull. Students will be charged for lost or damaged textbooks and library books. All books must be returned or their replacement cost covered by students prior to taking their final exams. Students who fail to do so may not take the exam until the final make-up period. Students may not participate in or attend any co-curricular team, club, or event until all financial obligations are met. In the event of a student transferring from Hull High School, student records will not be released until all textbooks, library books and school property are returned and/or all replacement costs covered. Lockers and locks are property of the school. They are furnished on loan to the student. In order to protect the general welfare of all students, the administration reserves the right to open lockers for reasonable cause.

SENIOR PRIVILEGES

1. FINAL EXAM EXEMPTION: Seniors may, at the discretion of the principal, be exempted from their final exam in any given course by earning an A- or better for the overall full year/semester 2 average at the time of the exam.
2. PARKING: Seniors only, will be awarded parking in the Hull High School parking lot on a first come first serve basis during the first week of school. At the end of the first week of school, parking spaces that are still available may be awarded to members of the junior class.
3. SENIOR STUDY PERIOD: Seniors who have a cumulative GPA of 3.00 or better, have made the honor roll during the previous term, and have no suspensions, co-curricular suspensions, or social probations during the 2020--2021 school year, may participate in a senior study period during the second semester only.

In order to be eligible for senior privileges, a senior must meet the following standards:

- Discipline – students that receive a suspension will forfeit their senior privileges for the remainder of the school year.
- Grades – students must be academically eligible in order to utilize their senior privileges.
- The student cannot be enrolled in a (non-Special Ed) Strategies class for second semester.

STUDENT PARKING PRIVILEGES

Students who drive to and from school are required to register their cars with the administrative office. Students are prohibited from parking to the right and left of the pump house, or on the surrounding streets, including Helen Street. Students should park in the parking lots on the high school property (in front of the gym and behind the school) and display a valid student parking pass. Students may not park in the MBTA Commuter Lot. Students are not allowed to go to the parking lot, or their cars, during the school day without permission from the administration. Standard rules for auto safety will be enforced; violations will result in revocation of parking privileges or citation by police. Parking privileges may also be revoked as a result of disciplinary action. Vehicles illegally parked or not registered with the school may be ticketed or towed.

VISITORS

Parents and citizens are cordially invited to visit schools throughout the year. All visitors must sign a log located at the Administration Office upon entering the building and receive a visitor's badge. Please note that staff members will approach visitors who are not properly identified. This is necessary in order to ensure a climate of safety and well-being for our students.

An administrator must approve student visitors in advance. The only visitors students may bring to school during the school day are foreign exchange students or prospective Hull High School students. Visitors without scheduled appointments may not be admitted to the school or may be subject to trespassing laws.

District Policies

BULLYING and CYBER-BULLYING

The Hull Public Schools is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. Acts of bullying and cyber-bullying are prohibited:

(i.) on school grounds, property immediately adjacent to school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district and

(ii.) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target, infringes on their rights at school or materially and substantially disrupts the education process or the orderly operation of a school.

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

A. Definitions

Aggressor is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity and paraprofessional who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c.71, s.370, is specific to the bullying of students and bullying is the repeated use by one or more students or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional 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 victim or damages the target's property;
- ii. places the target in reasonable fear of harm or damage to his property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or materially and substantially disrupts the education process or orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including: intimidating an individual into taking an action against his/her will, oral or written threats, teasing, putdowns, name calling, stalking, threatening looks, gestures, or actions; cruel rumors, false accusations, and social isolation.

Cyber-Bullying, as defined in M.G.L. c.71, s.370 is bullying through the use of technology or any electronic communication; which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system; including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- ii. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (iv), inclusive, of the definition of bullying; and
- iii. the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that maybe accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (iv) inclusive, of the definition of bullying.

Hostile Environment, as defined in M.G.L. c. 71, s.370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of the student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

B. Bullying and Retaliation Are Prohibited and May Lead to Discipline

The Hull Public Schools absolutely prohibits bullying, cyber-bullying and retaliation as defined above. Students who engage in bullying or retaliation may be subject to disciplinary action; however, disciplinary action taken must balance the need for accountability with the need to teach appropriate behavior. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements.

School staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engage in bullying or retaliation will also be held accountable and/or disciplined. A report of bullying of a student by a staff member shall be investigated and, if substantiated, will result in discipline in accordance with the applicable personnel policies and procedures of the Hull Public Schools.

Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of

bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

C. Reporting Obligations

Reporting by Staff: A member of school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation s/he has witnessed or become aware of to the school principal or designee.

Reporting by Students, Parents/Guardians, and Others: The district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation to report it to the school principal or designee. Any individual may make an anonymous report of bullying or retaliation, however, no disciplinary action may be taken against a student or staff member solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Reporting to Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will notify the parent/guardian of the target and of the aggressor of this finding and of the school's procedures for responding to it. If the alleged target and alleged aggressor attend different schools, the principal receiving the report shall inform the principal of the other student's school, who shall notify the student's parents of the report and procedures.

Reporting to Local Law Enforcement: At any point after receipt of a report of bullying or retaliation, or during or after an investigation, if the school principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, the school principal or designee will notify the local law enforcement agency. In addition, if an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the Superintendent of the Hull Public Schools or designee will notify local law enforcement if he/she believes that criminal charges may be pursued.

Reporting to Administrator of Another School District or School: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school and the Hull Public Schools is the first to be informed of the bullying or retaliation, then the Superintendent of the Hull Public Schools or designee must, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.

D. Investigation

The school principal or designee shall investigate promptly a report of bullying or retaliation, giving consideration to all circumstances at hand, including the nature of the allegations and the ages of the students involved. The following are general guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the complaint.

Pre - Investigation: Even before fully investigating allegations of bullying or retaliation, school personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

Written statement of the complaint: The investigator will seek to determine the basis of the complaint, gathering information from the complainant, including such matters as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred. It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

Interviews: Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and may result in disciplinary action.

Confidentiality: The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

Student with Individual Education Program: The Individualized Education Program Team will indicate if a child has a disability that affects social skills development or that child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills proficiencies needed to avoid and respond to bullying, harassment, or teasing.

E. Determination

School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. When applied to children, the "reasonable person" standard is generally "that of a reasonable person of like age, intelligence, and experience under like circumstances." See *Ellison v. Brady*, 924D.2d 872 (9th Cir.1991).

If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent recurrence and ensure that the target is not restricted in participating in school or in benefiting from school activities. As with the investigation, the response will be individually tailored to all of the circumstances, including the nature of the conduct and the age of the students involved. In addition to taking disciplinary action, the following are examples of

steps that may be taken to prevent the recurrence of bullying or retaliation directed at a student:

- Hold parent conferences;
- Transfer a student's classroom;
- Limit or deny student access to a part, or area, of a school;
- Enhance adult supervision on school premises;
- Exclude a student from participation in school-sponsored or school-related functions, after-school programs, and/or extracurricular activities;
- Provide relevant educational activities for individual students or groups of students. Clinical staff and others in the school setting who have been trained to work with students on interpersonal issues may be helpful in providing such programs.
- Personalized Action Plan and directives for future conduct, including providing the target with a process for reporting any concerns about future conduct immediately. It is critical to involve the student in creating an action plan that involves a reporting process that works for that particular student
- Arrange for communication between the parties, if appropriate, to assist them in resolving issues which have arisen between them. (Such an approach will be used cautiously since communication can sometimes exacerbate, rather than alleviate, the target's concerns and since the conduct often involves an imbalance of power.)
- Provide counseling (or other appropriate services) or referral to such services for the target and/or the aggressor and/or for appropriate family members of said students.

F. Closing the Complaint and Possible Follow-Up

If a complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the target and the aggressor. Notice will indicate what action is being taken to prevent any further acts of bullying or retaliation. Specific information about disciplinary action taken generally will not be released to the target's parents or guardians – unless it involves a “stay away” or other directive that the target must be aware of in order to report violations.

If appropriate, within a reasonable time period following closure of the complaint, the administrative staff or designee will contact the target to determine whether there has been any recurrence of the prohibited conduct.

The district will retain a report of the complaint, containing the name of the complainant, the date of the complaint, investigator, school, a brief statement of the nature of the complaint, the outcome of the investigation, and the action taken.

Any student that is found to have violated this policy may be subject to action including, but not limited to, warning, formal reprimands, education or counseling, suspension, or exclusion.

TABLE OF CONTENTS

I	LEADERSHIP	4
II	TRAINING AND PROFESSIONAL DEVELOPMENT	5
III	ACCESS TO RESOURCES AND SERVICES	6
IV	ACADEMIC AND NON-ACADEMIC ACTIVITIES	7
V	POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION	8
VI	COLLABORATION WITH FAMILIES	13
VII	PROHIBITION AGAINST BULLYING AND RETALIATION	13
VIII	DEFINITIONS	14
IX	RELATIONSHIP TO OTHER LAWS	14
Appendix	ACTION PLAN WORKING DRAFT – BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM	

¹This Model Plan is updated to reflect M.G.L. c. 71, 37O as amended by Sections 72 – 74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including but not limited to, the individuals listed in the amended perpetrator definition.

I. LEADERSHIP

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans (“the Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan was developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation includes notice and a public comment period before the Plan is adopted by the school committee. The district will involve representatives from various constituencies in various aspects of Plan development, including needs assessments, working groups, task forces, and public meetings.

B. Assessing needs and resources. The district will consider the following needs assessments:

1. surveying students, staff, parents, and guardians on school climate and school safety issues; and 2. collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses).

This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. The Plan will describe the methods the school will use to

conduct needs assessments, including timelines and leadership roles.

- C. Planning and oversight. The Plan identifies the school or district leaders responsible for the following tasks:
1. receiving reports on bullying – principals or designee;
 2. collecting and analyzing building data on bullying
 3. creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
 4. planning for the ongoing professional development;
 5. planning supports for targets and aggressors;
 6. developing/revising curricula;
 7. revising and implementing current policies and procedures
 8. amending student and staff handbooks and codes of conduct; to, among other things, make clear that bullying of students by school staff or other students will not be tolerated
 9. leading the parent or family engagement efforts and drafting materials for parent information; and
 10. reviewing and updating the Plan biennially.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

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

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
 - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - (v) information on the incidence and nature of cyber bullying; and

- (vi) internet safety issues as they relate to cyber bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the district for professional development may include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students; and
- engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

- C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the staff handbook and an email or letter referencing the location of the plan.

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. The Plan should describe the strategies for providing supports and services necessary to meet these needs. In order to enhance the district's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students.

- A. Identifying resources. The Plan includes the district's process for identifying its capacity to provide counseling and other services for targets, student aggressors, and their families. This will include a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. The district will develop recommendations and action steps to fill resource and service gaps.
- B. Counseling and other services. The Plan includes the district's process of identifying culturally and linguistically appropriate resources within the school and district. If resources need to be developed, the Plan will identify linkages with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the Plan will identify a process to identify staff and service providers who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team

will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

- D. Referral to outside services. The district will establish a protocol for referring targets, aggressors, and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, the district has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of our school community – students, parents, and school staff – know what will happen when incidents of bullying occur. This includes procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to

be followed by the principal or designee, or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor once a report is made.

****The Department recommends that districts and schools develop different procedures for reviewing and investigating reports of bullying by students, and of bullying by school staff. Incorporate these procedures into the local Plan.****

- 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. All Hull Public Schools' employees (employee), including contracted employees providing services to students, are mandated 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 employee 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. Use of an incident reporting form is not required as a condition of making a report

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.

I. Reporting by Staff

An employee 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 s/he witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The 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 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.

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

I. 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.

II. Obligations to Notify Others

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. There may be circumstances in which the principal or designee contact parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

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.

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 Superintendent or designee.

- C. Investigation Procedures. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the clinical staff, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

The principal or designee will follow the investigation policies and procedures that are outlined in the Hull Public Schools code of conduct.

- D. 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 clinical staff, 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.

E. Responses to Bullying.

I. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v).

Skill-building approaches that the principal or designee may consider include:

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

II. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. The range of possible disciplinary actions will be consistent with the Plan and with the school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

III. Restoring Safety for the Target and Others

The principal or designee will assess target's needs and consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

School staff, including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engage in bullying or retaliation will be held accountable and/or disciplined. A report of bullying of a student by a staff member shall be investigated and, if substantiated, will result in discipline in accordance with the applicable personnel policies and procedures of the Hull Public Schools.

The school principal and/or designee will investigate promptly a report of bullying and/or retaliation by school staff, giving consideration to all circumstances at hand including the nature of the allegation and the age(s) of the student(s) involved. Even before fully investigating allegations of bullying or retaliation the school principal or designee will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target for further incidence of concern. However, the rights of the alleged target and the alleged aggressor must be carefully considered. The investigator will seek to determine the basis of the complaint through gathering information from the complainant including such matters as what specifically happened, who committed the alleged acts, who was present or who may have information about the events and when and where the events occurred (date, time of day). It is helpful to have these facts in writing and the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write a complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to verify accuracy. If the complainant cannot or chooses not to sign, the investigator may sign and date the document. The investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. The investigator would remind the alleged aggressor and witnesses that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and may result in disciplinary action. The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

The principal or designee must weigh all of the evidence objectively to determine whether the alleged events occurred, and if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. If bullying or retaliation is substantiated, the school will take steps reasonably calculated to prevent reoccurrences and ensure that the target is not restricted in participating in school or benefitting from school activities. If the complaint is substantiated, school staff will promptly provide notice to the parent/guardian of the targeted student.

VI. COLLABORATION WITH FAMILIES

Parents and guardians must also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. School- or district-specific approaches to collaboration should take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

- A. Parent education and resources. The district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula, any social competency curricula used by the district, and strategies to reinforce the at home.
- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The district will send parents written notice each year about the student-related sections of the Plan and the district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

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

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Aggressor is a student or a member of a school staff who engages in bullying, cyber bullying, or retaliation towards a student.

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

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

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

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of age, race, color, sex, gender, gender identity, religion, national origin, sexual orientation, physical and intellectual differences. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category

under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§41 and 42, M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

HARRASSMENT AND DISCRIMINATION

The Hull Public Schools has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination or harassment on the basis of race, color, national origin, sex, gender, gender identity, sexual orientation, religion, national origin, physical and intellectual differences, disability, or age, are not tolerated. Discrimination and harassment are contrary to the mission of the Hull Public Schools and its commitment to equal opportunity in education.

It is the policy of the Hull Public Schools to promote and maintain a working environment that is free from *all forms of harassment including sexual harassment*. The district does not discriminate against students, parents, employees, or the general public. No person shall be excluded from or discriminated against in admission to the Hull Public Schools on account of race, color, sex, religion, national origin, or sexual orientation (M.G.L. c. 76 5). Additionally, the Hull Public Schools does not tolerate harassment based upon race, color, sex religion, national origin, or sexual orientation. (603 CMR 26.08). “School” includes school sponsored events, trips, sport events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination or harassment, or any retaliation against any individual who has cooperated with an investigation of discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Hull Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Hull Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

Definition of discrimination and harassment

Harassment is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, sexual orientation, religion, disability, or age.

“Sexual Harassment” is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of employment;
2. Submission or rejection of such conduct is used as a basis for employment decisions or success as a student;
3. Such conduct unreasonably interferes with work performance, or creates an intimidating, hostile or offensive working or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not
- Coerced sexual relations
- Physical assault, including rape
- Inappropriate personal questions about an individual’s sexual activity
- Sexual remarks about a person's clothes, body or sexual activity
- Unwelcome suggestive remarks, verbal abuse, whistling, brushing against the body
- Public display of sexually explicit, offensive or demeaning photographs
- Requiring a person to wear sexually revealing clothing
- Leering, ogling of a person's body
- Unnecessary touching in any form
- Subtle pressure for sexual activity
- Demanding sexual favors, accompanied by promises, hints or threats concerning one’s opportunities.

Grievance Officer:

The building Principal and/or Designee, Assistant Principal, Adjustment Counselor and School Psychologist act as grievance officers for the Jacobs Elementary School. The grievance officers will be provided with training for handling discrimination/harassment cases and each year will be responsible for informing all staff and students of their rights and responsibilities under this policy.

Procedures for reporting, investigating and resolving complaints of discrimination/harassment:

1. Any member of the school community who believes that he or she has been subjected to discrimination/harassment will report the incident(s) to a building administrator. If normal disciplinary procedures are determined to be inadequate, the incident(s) will be referred to one of the grievance officers. In the case of student-to-student discrimination harassment it is the belief of Hull Public Schools that education is the first step in resolving discrimination/harassment complaints.
2. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer may put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to report the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer.

Student-to Student Education Procedure

The student complainant meets with the Adjustment Counselor and/or School Psychologist. The student is given the opportunity to meet with the alleged harasser face-to-face or, if that is not possible, to write a letter to the alleged harasser. The conversation or the letter should include the following:

- a. An exact description of the behavior, including when and where it occurred
- b. A description of how the behavior made the victim feel – embarrassed, intimidated, angry, etc.
- c. A request that the behavior stop because it is discrimination/harassment and is against the law
- d. An agreement that if the behavior stops, nothing further will be said and no further action is to be taken

The Adjustment Counselor and/or School Psychologist will meet with the accused to discuss and resolve the issue either with the complainant or by going over the letter. A statement of resolution will be signed. The Adjustment Counselor and/or School Psychologist will provide the Principal and/or Assistant Principal a brief report which documents the intervention. This documentation shall be kept in the School Psychologist's office. Within a reasonable time following this meeting, the Adjustment Counselor and/or School Psychologist will meet with the complainant to confirm resolution of the situation.

In cases where the discrimination/harassment is determined to be severe, persistent, when there is retaliatory behavior or when it is not resolved through the above procedure, the situation will be immediately referred to the administration (Principal and/or Assistant Principal) for disciplinary action.

Formal Complaint Procedures for filing report of discrimination/harassment with Central Office Harassment Complaint Officer:

In cases where the student complainant is not satisfied with the outcome, the student has the option of filing the written complaint of discrimination/ harassment with the district Harassment Complaint Officer: Judith Kuehn, Superintendent of Schools, or the Alternate Complaint Officer, at 180 Harborview Road, Hull MA.

3. The central office grievance officers are responsible for processing all discrimination/ harassment complaints whose seriousness falls beyond the regular discipline code, by following the procedure outlined below. The grievance officers will attempt to resolve the problem through the following process:

- a. The grievance officer will meet with the individual to obtain a clearer understanding of that individual's statement of facts. After meeting with the grievant, the grievant or grievance officer shall put the complaint of discrimination/harassment in writing. In the event that the grievance officer puts the complaint in writing, the grievant will review the written grievance for its accuracy and sign it. In the event that the grievant does not feel comfortable making the grievance as outlined above, he or she is free to file the grievance with any other administrator. That administrator will then coordinate the processing of the grievance with the grievance officer. If a student under 18 years of age is involved, his/her parents shall be notified immediately unless, after consultation with the student, it is determined not to be in the best interests of the student.
 - b. The grievance officer will meet with the alleged discriminator/harasser to obtain his or her response to the complaint.
 - c. The grievance officer may hold as many meetings with the parties as is necessary to gather facts.
 - d. The grievance officer will meet with other individuals who may have pertinent information.
 - e. The grievance officer will review any pertinent documents.
 - f. The Hull Public Schools may take immediate steps, at its discretion, to protect the complaining student, alleged discriminator/harasser, witness, students, and school employees pending completion of an investigation of alleged discrimination/harassment and may make any appropriate referrals for assistance, including but not limited to counseling, rape crisis intervention, etc.
4. The investigation will be processed expeditiously with a completion time goal of two weeks. Upon completion of the investigation, the grievance officer shall prepare a report outlining the findings. If discrimination/harassment is found to have occurred, the grievance officer will meet with the Superintendent of schools to plan appropriate disciplinary action.
 5. The grievance officer will write a summary of the investigation and the disciplinary action decided upon by the Superintendent of Schools. Both the complainant and the alleged discriminator/harasser shall receive the summary. If a complaint is substantiated, the summary shall be placed in the file of the discriminator/harasser. If the complaint is unsubstantiated, a summary shall be kept in the grievance officer's confidential files for one (1) year.
 6. Grievant are not limited to a formal grievance procedure but may seek relief from other agencies including the Equal Employment Opportunity Commission, the Massachusetts Commission Against Discrimination, or the Office of Civil Rights of the Department of Elementary and Secondary Education.
 7. Any retaliatory action taken by an employee or student in connection with a discrimination/harassment complaint will be regarded as a separate and distinct matter under this procedure.

HAZING POLICY

Hull High School prohibits the practice of “hazing” in the public schools. Hazing may result in suspension from school. School administrators are expected to report occurrences to proper authorities.

CH. 269, s.17 HAZING, ORGANIZING OR PARTICIPATING; HAZING DEFINED ‘Whoever is the principle organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment. The term “hazing” as used in this section and in sections 18 and 19 mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING Whoever knows that another person is the victim of hazing as defined in s.17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (\$1,000).

CH. 269, S.19. ISSUANCE TO STUDENTS AND STUDENT GROUPS

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

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

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

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

REF: JICFA

FUNDRAISING

In general, the School Committee disapproves of fund-raising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items. Exceptions to this policy will be:

- ❖ Sale of tickets to scheduled athletic events and school dramatic and musical performances.
- ❖ Sale of advertising space in school publications.
- ❖ A fund-raising activity approved by the Superintendent, or her designee.
- ❖ Proposals to raise funds for charitable purposes or for benefit of the school or community provided the building Principal and Superintendent have individually approved such proposals.

NOTICE OF NON-DISCRIMINATION

Hull High School admits the students of either sex and of any race, color, religion and ethnic origin to all the rights, privileges, programs, courses and activities generally accorded or made available to students at the school. Further, Hull High School does not discriminate on the basis of age, sex, gender, gender identity, sexual orientation, race, color, religion, national or ethnic origin, physical and intellectual differences, or disability in the administration of its educational policies and programs.

Inquiries concerning the application of this policy prescribed by TITLE IX of the Education Amendments of 1972 and Chapter 622 of the Laws of the Commonwealth of Massachusetts may be directed to a building Administrator or the Superintendent of Schools.

Inquiries concerning the application of nondiscrimination policies may also be referred to:
Regional Director, Office for Civil Rights, U.S. Department of Education, Room 222, Boston, MA 02109-4557.

**ABBREVIATED REFERENCE TO THE LEGISLATION AND SPECIFIC
CRITERIA OF CIVIL RIGHTS LAWS, AND SCHOOL AND DISTRICT
COORDINATOR INFORMATION**

<i>Law</i>	Coordinator
<i>Title VI of the Civil Rights Act of 1964</i> – prohibits discrimination, exclusion from participation, and denial of benefits based on race, color and national origin.	Ms. Judith E. Kuehn 180 Harborview Road 925-4400
<i>Title IX of the Education Amendments of 1972</i> – prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.	Mrs. Rebecca MacDonald 81 Central Ave., 925-2040 Ms. Judith E. Kuehn 180 Harborview Road 925-4400
<i>Title I of the Americans with Disabilities Act of 1990</i> – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.	Ms. Judith E. Kuehn 180 Harborview Road 925-4400
<i>Title II of the Americans with Disabilities Act of 1990</i> – prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.	Mrs. Judith E. Kuehn 180 Harborview Road 925-4400 x 1132
<i>Section 504 of the Rehabilitation Act of 1993</i> – prohibits discrimination, exclusion from participation, and denial of benefits based on disability.	Mrs. Judith E. Kuehn 180 Harborview Road 925-4400 Mrs. Rebecca MacDonald 81 Central Ave. 781-925-2040 Ms. Andrea Centerrino 180 Main Street 925-3000 Ms. Maureen Rosenplanter 180 Harborview Road 925-4400
<i>Massachusetts General Laws, Ch. 76, S. 5</i> – prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.	Ms. Judith E. Kuehn 180 Harborview Road 925-4400

<i>Title I of the Elementary and Secondary Education Act of 1965</i> – designed to help disadvantaged children meet challenging content and student performance standards.	Ms. Judith E. Kuehn 180 Harborview Road 925-4400
<i>603 CMR 46.00</i> – governs the use of physical restraint on students in publicly funded schools	Ms. Judith E. Kuehn 180 Harborview Road 925-4400 Ms. Christine Cappadona 180 Harborview Rd. 925-4400 Mr. Anthony Hrvinak 81 Central Ave 781-925-2040

RELIGIOUS HOLIDAYS

The Hull Public Schools is committed to a policy of educating children by helping them to develop an awareness and appreciation for the religious convictions of all people in our diverse society. It is essential that staff, students, parents, and citizens respect the right of each individual to practice his/her respective religion without fear of embarrassment, harm or inconvenience. In demonstrating belief in this principle, the Hull Public Schools shall utilize every opportunity to develop religious harmony within the school and community by adjusting instructional activities and refraining from testing, issuing homework, and scheduling extra-curricular activities on the following Religious Holidays:

Rosh Hashanah	September 6- September 8, 2021
Yom Kippur	September 15-16, 2021
Sukkot	September 20 – September 27, 2021 (first two days)
Shemini Atzeret	September 27 – September 29, 2021
Simchat Torah	September 28 – September 29, 2021
Christmas	December 25, 2021
Purim	March 16-17, 2022
Passover	April 15 – April 22, 2022 (first two days)
Holy Thursday	April 14, 2022
Good Friday	April 15, 2022
Easter	April 17, 2022
Shavuot	June 4-6, 2022

SCHOOL-SPONSORED FIELD TRIPS

The Hull School Committee recognizes that it is desirable, on occasion, to supplement and extend classroom activities with voluntary domestic and international field trips to broaden educational experiences of students. The School Committee and Superintendent shall be informed of all field trips.

A. CRITERIA FOR APPROVAL

Field trips meeting the following criteria may be permitted and encouraged. Depending on circumstances, other criteria may be applicable. The trip shall:

1. be relevant to the course of study and program;
2. provide learning experiences, which cannot be provided in the local school setting;
3. be appropriate for the age group involved in the activity;
4. be reasonable in terms of time, distance and cost;
5. be planned with careful consideration of student safety, which includes without limitation an appropriate number of adult chaperones, SORI checks, CORI checks on chaperones or other volunteers and assurance that the selected transportation carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration with “satisfactory” safety rating.
6. assure that no student is denied the opportunity to participate in a field trip because of the inability to pay; and
7. be voluntary.

B. AUTHORITY TO APPROVE/DISAPPROVE

1. All school-sponsored day in-state field trips must receive the prior approval of the principal.
2. All school-sponsored day out-of-state field trips must be approved by the Principal, the Superintendent and the School Committee.
3. All school-sponsored late night or overnight field trips (in- or out-of-state) must be approved by the principal, Superintendent and School Committee. Late night travel is defined as travel between the hours of midnight and 6:00 a.m.
4. All school-sponsored international field trips must be approved by the principal, Superintendent and School Committee.
5. The approval process shall be completed prior to engaging students in fundraising activities or other preparations for the trip including soliciting students or other promotional activities.
6. The School Committee reserves the right (a) to cancel trips up to departure and (b) to recall trips in progress, if they believe there is potential danger to students or any other reason deemed appropriate by the School Committee.
7. In the event that the School Committee must cancel or recall a trip due to safety concerns or other reason, the Superintendent will alert the School Committee to final deadlines regarding required commitment of funds for School Committee review.
8. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
9. Teachers and other school staff should be prohibited from soliciting privately run trips through the school system. The trip approval process should apply only to school-sanctioned trips; School Committees should not approve trips that are privately organized and run without school sanctioning.
10. Policies and procedures for trip approval should take into account all logistical details involving transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs

C. APPROVAL DOCUMENTATION

Approval for all trips must be received prior to making any financial contractual arrangements. All field trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation to request a field trip must include:

1. The purpose of the trip including a mapping to the curriculum.
2. Proposed dates.
3. Proposed itinerary.
4. A description of the process that will be used to determine student eligibility.

5. Estimated number of students expected and percentage of eligible students participating.
6. Cost per student (if applicable).
7. Mode of transportation and schedule.
8. Proposed method of securing sufficient chaperones is to be supplied. Students shall be accompanied by a sufficient number of chaperones, taking into account the trip scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with M.G.L. c.71s.38r. Unless otherwise waived or excused, the recommended ration of chaperones/teachers to students is as follows: (Recommended ratio – HS 1:10 min. domestic, 1:6 international; MS 1:10 min.; Elementary 1:10 min.)
9. Description of arrangements for meals and lodging (if applicable).
10. Description of security features for transportation and accommodations.
11. Means of financing.
12. A draft copy of any contract and refund policies associated with the trip.
13. A draft copy of the letters to be sent to parents and guardians explaining the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the District student conduct policies or student handbook rules or regulation.
14. A description of the educational alternative and mapping of that alternative for students not attending the trip.

TEACHER APPROVAL FOR HULL HIGH SCHOOL FIELD TRIPS

In addition, students at Hull High School will not be approved to attend a field trip without the consent of their classroom teachers. Consent forms will be provided to students when the field trip is announced.

FURTHER DOCUMENTATION

1. A satisfactory Criminal Offender Record Information (CORI) check is required of all chaperones.
2. Additional information may be requested from the appropriate authority prior to making a decision and/or at any time.
3. Should external circumstances change after the initial trip approval detailed modifications to the relevant approval documentation (see above) will be required.

D. DISCIPLINE OF STUDENTS AND FIELD TRIPS

1. All Policies on Student Behavior, Student Handbook rules and regulations, and trip rules as specified in Section C.13 regarding student conduct will apply to all field trips.
2. If a student violates any student conduct policies, Student Handbook rules or regulations, trip rules as specified in Section C.13, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home as appropriate.
3. Policies on Student Behavior, Student Handbook rules and regulations, and trip rules as specified in Section C.13 regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them.

E. HEALTH POLICIES

1. In accordance with the Hull School Committee Policy on Administering Medicines to Students (JLCD), the administration of medications while on a day field trip is discouraged if medically feasible. However, in the event that it is medically necessary for a student to be administered medication while on a field trip the procedures promulgated in the Policy on Administering Medicines to Students will apply. *Parents/legal guardians will receive a copy of the Policy JLCD – Administering Medicines to Students - in advance of the field trip as part of the trip materials.*
2. Up to date medical form is completed.
3. Hull High School will make every effort to have a nurse attend field trips if a student attending a field trip requires medical monitoring.

F. TRANSPORTATION AND SCHEDULING

1. The use of private vans and automobiles for trips planned to include late night (travel between the hours of midnight and 6:00 a.m.) or overnight student travel must comply with policy EEAG – Student transportation in private vehicles. Such trips should generally use commercial motor coaches.

2. Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6 a.m.
3. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see the Department's Student Learning Time Regulations Guide). School districts may consider travel for field trips as included in students' schedules, but the Department recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e., time outside the hours of the regular school day).
4. School officials should ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district should not contract with any carrier that has an FMCSA safety rating of "conditional" or "unsatisfactory." FMCSA carrier ratings are available at <http://www.saferys.org/>.
5. If school officials are unable to conduct their own in-depth reviews of bus carrier qualifications they may elect to use ratings and prequalifications established by other public entities, such as the Department of Defense's approved list of motor carriers for troop transport (<http://www.mtmc.army.mil/content/504/approvedlist.pdf>).
6. Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.
7. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

G. CONSENT and RELEASE FORM

Any student going on a school sponsored field trip must submit a properly completed and signed FIELD TRIP CONSENT and RELEASE FORM (see attached copy). This form must be signed by the student's parent or legal guardian. The consent form will include a section in which parents/legal guardians will be required to affirm and record that they have read the Field Trip Emergency Consent and Release Form and they understand the contents of the form. By signing the form, the parent/legal guardian will affirm that he/she/they have decided to allow the child to participate in the school-sponsored field trip with full knowledge that

1. the School Committee reserves the right to cancel a trip up to the departure date or to recall a trip in progress due to safety concerns or any other reason deemed appropriate by the School Committee and
2. he/she/they may lose any and/or all of the funds he/she/they have expended for the voluntary trip.

In the event that the School Committee must cancel or recall a trip due to safety concerns or other reason, the Superintendent will alert the School Committee to final deadlines regarding commitment of funds for School Committee review.

H. INTERNATIONAL FIELD TRIPS

The District may sponsor international field trips. All school-sponsored international field trips must be approved by the Principal, Superintendent, and School Committee in accordance with the specifics (A-G) set forth in this policy.

I. FUNDRAISING

1. The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.
2. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.
3. If students are charged individual fees for participation, the district should make every effort to provide scholarships where needed.

The Hull Public School District shall be held harmless from any claims, suits, liabilities, causes of action or responsibility of any type for any accidents, injuries or death connected with this policy. Parents/Guardians and student must sign the PARENT/STUDENT CONSENT RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT - File: BBC as presented in the Hull Public Schools Policy Manual.

Cross Ref: School Committee Policies JJE & IJOA

Additional Useful Resources:

1. Federal Motor Carrier Safety Administration (FMCSA) <http://www.fmcsa.dot.gov>
2. United Motorcoach Association - Student Motorcoach Travel Safety Guide (includes "Motorcoach Safety Checklist") <http://www.uma.org/consumerhelp/studentguide.asp>

Legal References: Massachusetts Department of Education Regulations 603 CMR 27.00

Time on Learning, Massachusetts General Laws Chapter 71§ 37M and N,
Massachusetts General Laws Chapter 71§38R

Hull Public Schools
Field Trip Consent and Release Form

I. Consent to Participate in Voluntary Field Trip

I, the undersigned _____ (parent/legal guardian) of _____
(student), a minor do hereby consent to my child's participation in a voluntary field trip sponsored by the Hull
Public School District. I am aware that my child will be traveling to _____ and returning
to Hull.

My child has my permission to participate in this voluntary field trip.

I agree to release and hold harmless the Hull Public School District, the members of the School Committee and its
officers, agents, and employees (herein referred to as "District") from any and all liability for personal injuries to my
son/daughter or other damage to personal or property that might result in any way from his/her voluntary
participation in the above activity and fully release the "District" and its employees from any liability in connection
with those decisions.

II. Emergency Treatment and Medication Consent

I, _____ (parent/legal guardian – please print), give permission to the Hull Public
School District staff or chaperones to act on my behalf for
_____ (Student's Name – please print), in the event of a medical emergency.

Please fill out the accompanying emergency card.

Will medication be required during the field trip? Yes _____ No _____

If yes, please describe and fill out accompanying medication form.

Please fill out the accompanying health form.

As per the Hull Public School District Policy on Administering Medicines to Students (JLCD), students may not
carry any medication (prescription and non-prescription) on a field trip. If medication is necessary, school personnel
must carry the medication and dispense it to the student. Written instruction signed by the student's physician must
be on file with the school. These instructions must include the diagnosis, name of medication, dosage, and time of
administration. Medication must be in the original labeled container.

III. Consent and Release

I further affirm that I have read this Consent and Release Form and that I understand the contents of the form. I
understand that my child's participation on this trip is voluntary and that my child and I are free to choose not to
participate in said field trip. By signing this Form, I grant permission for school personnel to administer medication
to my child as prescribed by his/her physician. I also affirm that I have decided to allow my child to participate in

the voluntary school-sponsored field trip with full knowledge and acceptance of the provisions of this consent and release form. In signing this form I fully release the Hull School Committee and its officers, agents, and employees (hereafter referred to as "District") from any liability in connection with those decisions and provisions:

1. that the Hull Public School District Policy on Medications will apply to a student who needs to be administered medication while on a field trip;
2. that Hull Public School policies on student behavior and Student Handbook rules and regulation apply to all PK-12 field trips;
3. that the School Committee reserves the right to cancel a trip up to the departure date or to recall a trip in progress due to safety concerns or any other reason deemed appropriate by the School Committee;
4. that a parent/guardian may lose any and/or all of the funds he/she/they have expended for the voluntary trip
5. the District shall be forever held harmless for remuneration of any and/or all costs associated with this voluntary trip; and
6. the District will not be liable to anyone for personal injuries, property damage, or financial loss my child or I may suffer in voluntary Hull Public School District field trip programs.

Parent/Legal Guardian Printed Name

Date

Parent/Legal Guardian Signature

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation or disability.

The Hull Public School District shall be held harmless from any claims, suits, liabilities, causes of action or responsibility of any type for any accidents, injuries or death connected with this policy. Parents/Guardians and student must sign the PARENT/STUDENT CONSENT RELEASE FROM LIABILITY AND INDEMNITY AGREEMENT - File: BBC as presented in the Hull Public Schools Policy Manual.

Concussion Policy

Athletic Policies



HULL HIGH SCHOOL

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Athletic Director

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ATHLETIC CODE

The administration applauds all students who are able to take on the added responsibility of a co-curricular activity. The athletic program exists for the welfare of students and for the contributions it makes to their educational experience.

This Athletic Code outlines the added responsibilities of Student-Athletes. Please note that the Student Handbook guidelines and the minimum standards of the Massachusetts Interscholastic Athletic Association's Bluebook will always supersede the Athletic Code.

We all must remember though, that athletics are subordinate to the essential purpose for which schools exist and shall therefore be directed by educational considerations. Students attend Hull High School to strive for the highest level of educational accomplishment possible. Sports will never take precedent over this primary mission of the Hull School System.

Participation in our interscholastic program is a privilege to all students. While athletic ability is an important consideration, a student's participation is voluntary. As such, the student-athlete is thrust into a role of increased responsibility and must deal with team and self-discipline that transcends those of non-participants. Student-athletes are representatives of Hull High School and the Athletic Department both inside the building and at each athletic venue. The student-athlete needs to weigh the merits of participation as opposed to the additional responsibilities. Teammates look to athletes as important squad members and need to be assured that the athlete will willingly be a member of the team for the entire season.

Academics, citizenship, physical vitality, a positive attitude and loyalty to the school are prime concerns of our athletic program. To strive beyond your means both in the classroom and on the athletic fields will guarantee the greatest feeling of success among our student-athletes.

Once again, it is an honor and a privilege to be an athlete in Hull High School. We ask that you, both parents and student-athletes, try to match what you get out of sports in Hull with what you can put back into the school. Student-athletes should conduct themselves as representatives of Hull High School and the athletic department at all times.

Article I. PRE-TRYOUT REQUIREMENTS:

CO-CURRICULAR ACTIVITY ELIGIBILITY: In order to be eligible to participate in any co-curricular activity, the student must have earned 26 credits toward graduation in the previous term, and have not received more than one (1) “F” in any course, in the previous term.

Eligibility for fall co-curricular activity will be based on the last term grades of the previous year and the final grades of the previous school year.

Students that receive one (1) grade of “F” will be permitted to practice and participate in games as determined by the Head Coach.

Students that receive two (2) grades of “F” will be permitted to practice with their team as determined by the Head Coach. This practice arrangement will continue until the date in which progress reports are sent home.

Students that receive two (2) grades of “F” may NOT participate in games.

Upon the mid-term progress reports for the immediately following term, students that receive two (2) grades of “F” on the previous report card, may rejoin teams as full members, eligible for game participation, if they receive zero (0) “F” grades on the progress report.

If the student that receives two (2) grades of “F” on the previous report card receives one (1) or more “F” grades on the mid-term progress report – in any subject – then the practice privilege is revoked, and the student is ineligible for any participation until the next report card.

Students that receive three (3) grades of “F” will be permitted to practice with their team as determined by the Head Coach. This practice arrangement will continue until the date in which progress reports are sent home.

Students that receive three (3) grades of “F” may NOT participate in games at any time until the next report card.

Upon the mid-term progress reports for the immediately following term, students that receive three (3) grades of “F” on the previous report card, may complete the season as ‘practice squad players’ if they receive zero (0) “F” grades on the progress report.

If student that receives three (3) grades of “F” on the previous report card receives one (1) or more “F” grades on the mid-term progress report – in any subject – then the practice privilege is revoked, and the student is ineligible for any participation until the next report card.

Students that receive more than three (3) grades of “F” will not be eligible for participation until the next report card.

If a student is denied credit in a class for a term, the letter grade will be considered an “F” until credit has been restored.

An incomplete is considered to be an “F” grade, earning zero credits until updated grade is posted through guidance department. Eligibility or ineligibility for co-curricular activities starts the day the prior term report cards and/or progress reports are issued.

An “AF” (attendance failure) for a course is equivalent to a student earning an “F” in a class so the above rules for eligibility will also apply.

A student cannot count for eligibility any subject taken during the summer, unless that subject was pursued and failed during the immediately preceding academic year.

SCRIMMAGES: Student-athletes that are ineligible for game participation may NOT participate in scrimmages. Scrimmages will not count as games missed for the purpose of game suspensions.

ATHLETIC ELIGIBILITY: Students are accountable for athletic equipment and/or supplies issued to them. The items are to be returned and/or paid for in the three-day period immediately following the end of the season.

In the event that the requirements are not met within the stipulated time the student will be considered ineligible for athletics.

Student-athletes not returning equipment may be assigned multiple detentions for insubordination.

Student-athletes not returning equipment may be denied participation in all co-curricular school functions including the prom and graduation ceremony.

ONLINE REGISTRATION: Student-athletes and their families are required to register online for all athletic participation.

Online registration can be completed at the following link:

<http://fs24.formsite.com/HullPirates/form1/index.html>

This link is also available on the athletic department web site and blog.

Student-athletes and/or their families that have some issue with registering online may arrange with the athletic director for hard copy registration.

Online athletic user fee payment is strongly encouraged.

ATHLETIC CODE: Candidates and their families must consider and return signed Athletic Code forms. This process can be completed during online registration. The signing of the Athletic Code indicates an accepting of the terms of co-curricular participation by the student-athletes and their families.

ImPact Program: Hull High School provides ImPact (Immediate Post-Concussion Assessment and Cognitive Testing) Tests to student-athletes prior to athletic participation. This test is a baseline measure of a student-athletes ability prior to any potential injury. The test is designed to give medical professionals a tool to diagnose a concussion. Student-athletes and their parent(s)/guardian(s) are required to sign the ImPact permission slip attached to this Code.

PHYSICALS: Candidates must pass a physical exam and/or return a medical history form. Students who do not take the school-sponsored exam must obtain one at their own expense and provide medical clearance to the nurse and the coach. No student may participate in any manner without a physical.

A physical is valid for thirteen (13) months from the date performed. This date is determined as indicated on the document provided by the Doctor's Office.

If a physical expires during a season, an updated physical must be submitted so that the student-athlete can remain eligible. Participation will be denied within a season upon the 13 month expiration of the physical on file in the nurse's office.

It is the responsibility of the student and his/her family to be aware of the dates that personal physicals have been performed, and consider them in the context of this policy. It is strongly encouraged that student-athletes check the status of their physicals at least one month prior to the season of participation.

As the absence of a valid physical prevents athletic participation, the athletic department recommends the scheduling of yearly physicals with the students medical provider, or attendance at the school sponsored physical.

In order to stay informed as to the school sponsored physical schedule, please reference the school calendar on the website – or contact the Athletic Director at spaine@town.hull.ma.us or the school nurse at troach@town.hull.ma.us. The direct line to the High School is 781.925.3000.

ATHLETIC USER FEE: Candidates participating in athletics must pay an activity fee. The activity fee is to be paid prior to 'tryouts' of a particular team. Athletic user fees can be paid online at: <https://unipaygold.unibank.com/Default.aspx?customerid=1039> This link is also available on the athletic department website and blog.

The activity fee structure is:

Sport One:	\$250
Sport Two:	\$175
Sport Three:	\$150

Students participating in Football and Ice Hockey must pay an additional \$25 fee.

The activity fee cap structure is:

Individual Student-Athlete cap:	\$575
Immediate Family cap:	\$1050

Families of student-athletes that view these activity fees as a hardship may file waiver paperwork with the Main Office or Athletic Director.

Waivers will be considered by High School Principal or his/her designee.

Waiver decisions could include: no change, fee reduction, payment plan, or volunteer work at athletic events.

In the event that student-athletes and their families would like to request a payment plan in regard to full payment of the athletic user fee, the plan must be submitted in writing, signed and dated by the student-athlete's parents.

Fee payment or waiver paperwork must be received prior to participation. ‘Tryouts’ of a particular team are included in this section.

Fees will be collected at designated paperwork drop off time frames:

In the event that a student-athlete and their family cannot attend the scheduled paperwork drop off time frame for the corresponding season, an appointment should be made with the Athletic Director prior to the scheduled drop off time frame to fulfill necessary requirements prior to participation.

Fees collected prior to tryouts will be held until process is completed. If student is not selected to be a member of team, fee will be refunded. Upon the selection of the team, all fees will be deposited.

If a student-athlete participates on a team for more than ten (10) school days, the athletic user fee becomes non-refundable.

If a student-athlete pays an athletic user fee and does not complete ten (10) school days with a team, the athletic user fee will be refunded. All refund requests must be submitted in writing to the Athletic Director, including proof of payment – no later than May 1.

Upon participating for the eleventh (11th) school day, a student-athlete’s athletic user fee becomes non-refundable.

TRAINING REQUIREMENTS:

CHEMICAL HEALTH: From the earliest fall practice until the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol, any tobacco product, marijuana, steroids, or any controlled substance. It is not a violation for the student to be in possession of legally defined drug specifically prescribed by his/her doctor for the student’s own use.

This policy is not intended to render “guilt by association”, e.g. many student-athletes might be present at a party where only a few violate the standard.

If the student-athlete in violation of the chemical health policy is unable to participate in interscholastic athletics due to academics or school discipline, the penalty will not take effect until that student-athlete is able to participate again.

When the Athletic Director confirms, following an opportunity for the student to be heard, that a Chemical Health violation has occurred the student-athlete shall face the following consequences:

First violation: 14 consecutive days of co-curricular suspension. Student-athletes may not participate in games during this 14 day period. Student-athletes may attend and participate in practices at the discretion of the athletic director during this time.

Second violation: 28 consecutive days of co-curricular suspension. Student-athletes may not participate in practices or games during this 28 day period. Student-athletes may attend practices during this time. Coaches may make attendance at practice during the suspension period mandatory.

Third violation: Co-curricular suspension for the remainder of the current school year. Student-athletes may not participate in practices or games during this period. Student-athletes may attend practices during this time. Consequences are to be served cumulatively.

Consequences as outlined above must meet the minimum standard as outlined in the MIAA Chemical Health Policy. If a violation occurs and the consequence does not meet the minimum standard as listed below, the consequence is strengthened as to meet the MIAA minimum standard.

When a student participates in their initial team activity, then that student is bound by this rule for the remainder of their high school years.

First violation: When the Athletic Director confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs within. Or, in the case that the student is not a participant in that season’s sport, the penalties are carried into the next season of participation. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed

to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. all fractional part of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the Athletic Director confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs within. Or, in the case that the student is not a participant in that season's sport, the penalties are carried into the next season of participation. All decimal part of an event will be truncated i.e. all fractional part of an event will be dropped when calculating the 60% of the season.

If the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. all fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the academic year. Additionally, if the student is found in violation of the chemical health policy in a season that they do not participate, the consequence will be carried to the next season of participation.

A student who has been found in violation of the Chemical Health Policy in or before school or at a school-related activity will face consequence as outlined in the Student Handbook so long as the consequence meets the MIAA minimum standard.

If a student is not an athletic participant for one full year after affirmation of a violation, then the penalty period would close and the student would face no consequence.

If the student-athlete's potential violation is being handled as a legal matter, it is important to note the following: "Admitting to sufficient facts" or entering a diversion program, as outlined in the legal system does not constitute a not guilty in accordance with this policy.

LOYALTY TO THE HIGH SCHOOL TEAM: A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Saturday and Sunday practices ONLY may be excluded from this rule and no waiver is required.

Penalties: First Offense: Student athlete is suspended for 25% of the season.

Second Offense: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of violation.

The regular season portion of the penalty for a violation toward the end of a season will carry over to the very next high school season in which the student is a participant.

Student-athletes on an interscholastic roster in a particular season may not leave that team in order to participate in another sport offered, within the same season, at which point the first contest has been played for the first team that the student-athlete was a member.

Student-athletes are reminded that games are often rescheduled. Simply looking ahead at your schedule may not be enough to avoid violating this rule. Be sure to remember that while participating in out of school teams is permitted, they must always be secondary to the High School team.

If it is determined that a student-athlete has chosen to be unexcused absent, tardy or dismissed in order to deliberately avoid the bona fide team member rule (Loyalty to the high school team), the athletic director may impose the consequence of that rule

CONDUCT:

SCHOOL DAY ATTENDANCE: Students must be in school by 7:40 a.m. and remain in school for the entire school day in order to participate in any co-curricular activity for the corresponding day. Additionally, students that

spend an entire class period in the nurse's office will not be eligible to participate in co-curricular events for the corresponding day.

The High School Principal and/or the Athletic Director may waive the penalty of this section before the excused absence, dismissal or tardiness takes place.

High School Principal and/or the Athletic Director may consider waiver of the penalty of this section in situations that pre-approval has not been granted and/or requested. Simply providing a note after the absence, dismissal or tardiness takes place will NOT ensure approval.

It is, at all times, the student-athlete's responsibility to seek permission in absentee/participation situations before the day of absence, dismissal or tardiness.

The student-athlete bears responsibility for reporting his/her unexcused absence, tardiness or dismissal to the Head Coach. Any practice or game participation on the day that a student-athlete has violated Section 3.01 will come with the suspension from participation in the next scheduled game. If there are no additional games during that season, an underclassman will serve suspension in the same sport during the next school year. If the student-athlete is a senior, the suspension will be served in the next sport that they participate in.

A student-athlete that cuts a class during a school day is immediately ineligible to participate in co-curricular activity for the corresponding day.

The student-athlete bears responsibility for reporting his/her cut class to the Head Coach. Any practice or game participation on the day that a student-athlete has violated this section, will come with the suspension from participation in the next scheduled game. If there are no additional games during that season, an underclassman will serve suspension in the same sport during the next school year. If the student-athlete is a senior, the suspension will be served in the next sport that they participate in.

If it is determined that a student-athlete has chosen to be unexcused absent, tardy or dismissed in order to deliberately avoid the bona fide team member rule (Loyalty to the high school team), the athletic director may impose the consequence of that rule.

TARDY TO SCHOOL: Being part of a high school team requires strong time management skills. Student-athletes should make every effort to be to school on time.

In order to maintain eligibility for that day, a student-athlete must be in school by 7:40 a.m.

A student-athlete that arrives in school unexcused at 7:41 or after, will be ineligible to participate in athletics during that school day.

During a season, a student-athlete may be tardy (prior to 7:41) four (4) times.

Upon the fifth tardiness (prior to 7:41) within a season, the student-athlete will be suspended for the next contest.

For every five subsequent in season tardies (prior to 7:41), the student-athlete will be issued an additional one game suspension.

PRACTICE/GAME ATTENDANCE: A player should make every effort to contact the coach in the event that a game/practice will be missed. Each practice or game missed hurts the absent player and his/her teammates. A student has two unexcused absences during the season. The season is defined as the period of time from the first practice/tryout up to and including the last game.

Upon the first two unexcused absences, a Coach may suspend a student-athlete for up to one game per offense.

Upon the third unexcused absence the student may be suspended from the squad for the duration of the season.

Participating on an athletic team requires a commitment and sacrifice from both student-athletes and their families. The decision to participate also directly influences the experience of the other student-athletes that make up a team. With that in mind, student-athletes and their families are strongly encouraged to review all vacation plans with participation decisions in mind. Practices and games missed may be considered unadjusted absences.

Practice participation is a vital part of the educational aspect of athletics. Practice is the tool that a coach uses to strive for excellence. Full attendance is required for participants. Upon making the participation decision, and all that comes with it, student-athletes and their families should recognize the following: just as homework is a requirement of academic pursuit, so is practice to athletic pursuit. Parents may not dismiss the homework requirement without academic consequence. In that same light, parents may not dismiss the practice requirement without potential athletic consequence as: whether adjusted or unadjusted,

absence from a practice/game and/or practices/games may result in a change in the status of the student-athletes role on an athletic team upon return.

Student-athletes that provide a note from a teacher indicating that they were making up work or receiving extra help will not face practice/game attendance consequence. It is upon the student athlete to let the coach know prior to the missed practice/game that he/she will not be in attendance due to academic circumstance.

SUSPENSION FROM SCHOOL: If a student is suspended from school, it shall immediately affect his/her eligibility to participate. The student will not be allowed to practice or play a contest on the afternoon or evening of the suspension or participate during the period of the suspension, including non-school days. This section refers to both in-school and out of school suspensions. Suspension from school denotes a disregard for living up to the standards of acceptable school citizenship. Any subsequent suspension from school during that season may result in dismissal from the squad for the duration of the season.

DETENTION: Student-athletes must serve and complete all detentions before participating in co-curricular activities for the corresponding day.

The student-athlete bears responsibility for reporting his/her detentions to the Head Coach. Any practice or game participation on the day that a student-athlete has violated this section will come with the suspension from participation in the next scheduled game. If there are no additional games during that season, an underclassman will serve suspension in the same sport during the next school year. If the student-athlete is a senior, the suspension will be served in the next sport that they participate in.

INSUBORDINATION/PROFANITY: A student must not commit an act or deed of disrespect toward anyone of designated authority while under a coach's supervision.

First offense will result in a one-game suspension (and practices up to that game).

Second offense may result in a season suspension.

At any time, the Head Coach may recommend a player's permanent removal from the squad to the Principal and Athletic Director.

BUS DECORUM: Acceptable conduct is expected at all times. All team personnel are to take the bus to and from any away contest with the exception of conditions outlined below.

A student who desires to ride with his/her parents after the contest must request prior permission from the coach and provide the coach with written permission of allowance from the parent.

A parent/guardian may provide permission to the student-athlete to go home with the parent/guardian by presenting themselves to the Head Coach – and indicating such.

Participation on some teams may require that parents and/or students provide their own transportation to and from practices held in locations other than Hull High School.

Permission slips will be sent home in the scenario that participation in an athletic contest will require the parent and/or student to provide their own transportation to that contest.

A parent/guardian may not provide a ride for any other team member unless parent/guardian of the 'other team member' provides written permission to the Head Coach and/or Athletic Director on the day prior to the athletic event.

In signing this document, the parent/guardian understands and accepts that at the conclusion of the bus trip returning from games played at sites other than Hull High School – the student-athlete may be dropped off within the vicinity of their regular bus stop as supported by the Coach supervising the bus – and indicated on this signed document.

LOCKER ROOM: Athletes are responsible for cleaning the area immediately surrounding their locker after practice or a game. After an athletic event, and the post practice/post game meeting with the Head Coach, the student should immediately leave the high school building.

Student-athletes are strongly encouraged to lock all belongings in the locker room area.

Student-athletes must provide their own lock.

Hull High School is not responsible for lost or stolen belongings.

PRACTICE/GAME AREA: Working collectively as a team, student-athletes are responsible for cleaning the area immediately surrounding the practice/game participation area after either a practice or a game. This includes Hull High School facilities, off site fields or buildings and venues that Hull travels to as a visiting team.

AGE: The student shall not have reached 19 prior to September 1st.

THEFT: A season suspension shall be the minimum penalty for any student-athlete found to be involved in theft during the time frame immediately before or after a practice or game hosted in Hull or at an opponent's venue.

SECOND VIOLATION: A second and subsequent violation of any athletic code guidelines (unless otherwise noted) may result in loss of eligibility for the next twelve consecutive contests or twelve consecutive weeks in which the student is a participant, whichever is greater.

CAPTAIN: A captain of a team suspended from a game, the team, or from school shall immediately lose his/her title for the remainder of the season.

Captains are required to serve on and participate within Hull High School's Captains Counsel.

A Captain that is found in violation of Hull High School's Academic Integrity Policy may not be a captain in any sport for one school year.

A Captain that is found in violation of the Chemical Health Policy in or before school or at a school-related activity may not be a captain in any sport for one school year.

GOOD CITIZEN/SCHOOL REPRESENTATIVE CLAUSE: As a member of a team you have become part of an entity. You are no longer just an individual; you are a representative of your team, your school and your town. Anything that you do to disgrace, embarrass or demean your team can be grounds for dismissal or suspension from the team as determined by the Athletic Director. Behavior that is acceptable by school policy is expected of student-athletes both inside and outside of the school day and building.

At which point a student-athlete has been issued a fifth (5th) student discipline referral form, as substantiated by the Principal, Assistant Principal and/or Athletic Director, within the same athletic season – that student-athlete is suspended from the next scheduled athletic contest.

Any subsequent student discipline referral forms, as substantiated by the Principal, Assistant Principal and/or Athletic Director, within the same athletic season – will result in additional one game suspension to be served in the next scheduled athletic contest.

Student discipline referral forms occurring in one athletic season will not carry over into the following athletic season.

Student-athletes should be aware that in school discipline issues can result in co-curricular suspensions as determined by the Principal and/or Assistant Principal.

ATHLETIC AWARD REQUIREMENTS:

ATHLETIC AWARDS: Due to the need for the Hull Boosters to supplement the athletic budget, student-athletes and their parent(s)/guardian(s) are advised in regard to the following:

It is possible that physical Athletic Awards will not be presented for FY18.

Athletic Awards may be presented during FY18 at the expense of the student-athlete and his/her family. This would be a requirement above and beyond Activity Fee.

ATHLETIC AWARD STANDARDS: Student Athletes will be awarded a varsity letter at the discretion of the head coach and the athletic director.

Student-athletes must be eligible to participate for the entire season (e.g. scholastically eligible, no athletic suspension, no chemical health code violations, cleared of equipment issued).

Student-athletes that are issued game disqualifications will be eligible for post season awards unless the game disqualification form indicates a violation of MIAA Bluebook Sections 49.3, 49.6 or 49.7

Student-athletes ineligible for an athletic award based on an in season suspension from a team and/or school will be issued a participation certificate.

Upon earning a varsity letter the student athlete will receive a letterman's jacket and pin representing the sport in which the letter was earned. For each additional year the student athlete earns a letter in the same sport, a service bar will be issued to the student athlete.

If a student athlete earns a letter in a 2nd or 3rd sport they will receive a pin representing the sport and service bars for each subsequent letters earned in each sport.

When a student athlete is a captain of a team they will receive a captain's pin for each sport and each year they are a captain.

When a student athlete is selected as an all-star in a sport they will receive an all-star pin for each sport and each year they are an all-star.

'END OF YEAR' AWARDS:

BOOSTERS' CLUB AWARDS: Due to the need for the Hull Boosters to supplement the athletic budget, student-athletes and their parent(s)/guardian(s) are advised in regard to the following:

It is possible that physical Boosters' Club Awards will not be presented for FY18.

Boosters' Club Awards may be presented during FY18 at the expense of the student-athlete and his/her family.

This would be a requirement above and beyond Activity Fee.

BOOSTERS' CLUB AWARDS PROCESS: At the conclusion of each school year, the Athletic Department through the Boosters' Club – hosts an 'End of Year Awards Ceremony.' This ceremony honors student-athletes in each of the sports offered at Hull High School. The ceremony also recognizes recipients of 'Special Awards.' These Special Awards reward student-athletes for achievement, loyalty and excellence in multiple sports.

The Head Coach from the current school year will be responsible for selecting the winners of each sport specific award.

If, for some reason, the Head Coach is unavailable, the Athletic Director will assume the selection responsibility.

In a meeting, called by the Athletic Director, the varsity coaching staff and the Athletic Director will vote on the 'Special Awards.'

'Special Awards' are intended to recognize achievement over the course of a student-athlete's time at Hull High School.

INSURANCE:

INSURANCE/INJURIES: All athletes are covered by non-duplicating school insurance. It is essential that each injury, however minor, be immediately reported to the coach.

The student should obtain insurance claims forms from the Athletic Director and return them as soon as possible. Failure to, or a delay, in returning the completed insurance forms may result in possible loss of coverage for this injury.

Injuries reported outside of one (1) week from the date of occurrence will not be covered by school insurance.

PARENT-COACH COMMUNICATION GUIDE

Parenting and coaching are difficult vocations. If we understand each of these roles and establish good communication, we are better able to accept our respective responsibilities and support our student-athletes. Effective communication is vital and requires participation, dedication, sacrifice and communication from parents, student-athletes and coaches.

From your child's coach, you should expect communication regarding:

Coach and program's philosophy.
Individual and team expectations.
Location and times of all practices and games.
Team requirements: practices, special equipment, suggested off-season conditioning.
The Procedures followed if your child is injured during practice or game.
Any interest shown by non-Hull High School coaches in your son/daughter regarding future athletic opportunities.
Any discipline that may result in the denial of your child's participation.

From parents, coaches should expect:

Attendance at the corresponding season's student-athlete/parent team meeting.
Concerns, including those about a coach's philosophy and/or expectations, expressed directly to the coach.
Notifications of schedule conflicts well in advance.
Support for the program and the commitment and responsibility that are essential ingredients for success and excellence. Encourage your child to excel.

While your child is involved in interscholastic athletics, he or she will experience rewarding and inspiring moments. At other times things may not go the way you or your child wishes. Encourage your child to first speak to his or her coach directly regarding these situations. Dealing with issues is a vital part of the development that young people must go through to be successful later in life. If the student-athlete to coach conversation has not satisfied concerns, we would then encourage you to speak directly to the coach.

Participation in an interscholastic contest is the culmination of hours of preparation through the course of a season. This preparation is at the direction of the head coach. The complete attention and focus of each team member is required in order to effectively implement this preparation on the athletic field or court. With this in mind, parents should completely refrain from direct communication with or influencing of student-athletes as they participate in an interscholastic contest unless there is an injury or safety issue.

Supporting the efforts of student-athletes by being a vocal fan is encouraged; attempting to influence game action by 'coaching' student-athletes is not.

Accepting your child not playing as much as you would hope is difficult. The full payment of athletic activity fees does not entitle a student-athlete to minimum playing time standards. Coaches are professionals and make decisions based on what they believe is best for the team and all of the student-athletes. Certain issues should be discussed with your child's coach [after the student-athlete to coach conversation has been exhausted]. Other issues should be left to the direction of the coach.

Appropriate concerns for discussions with coaches:

The psychological and physical treatment of your child.
Ways to help your child improve and develop.
Concerns about your child's behavior.

Inappropriate concerns for discussion with coaches:

Playing time
Team strategy
Play calling
Other student-athletes
Activity Fees and payment of such

If you have a concern to discuss with a coach:

Call to set up an appointment with the coach.
If you cannot reach the coach, call the Athletic Director, who will set up a meeting with the coach for you.
Please, do not confront a coach before, after or during a practice or game. This interaction, at times that may be emotional for both the parent and the coach, does not promote objective analysis or resolution.

If the meeting with the coach does not provide a satisfactory resolution, call and set up an appointment with the Athletic Director to discuss the situation.

Athletics support the academic mission. They are an integral part of a good educational program. Students who participate in athletic programs tend to develop good time management skills, self-discipline, self-confidence and the ability to handle competition. Experience in athletics teaches life skills through valuable lessons in teamwork, sportsmanship, winning and losing, and hard work. Participation in high school athletics is often a predictor of later success – at college, in a career and as a community member.

As the South Shore League motto states: Let the players play, let the coaches coach, let the officials officiate – and let the parents positively cheer for their son/daughters during the game.

CONTACT INFORMATION

IMPORTANT CONTACTS: The following are pertinent contacts to your son/daughter's athletic experience:

Principal:	Mrs. Nicole Nosek nnosek@town.hull.ma.us 781.925.3000 ex 1103
Assistant Principal:	Mr. Daniel Mastrogiacomo dmastrogiacomo@town.hull.ma.us 781.925.3000 ex 1108
Athletic Director:	Mr. Connor Duhaime cduhaime@town.hull.ma.us 781.925.3000 ex 1113 508.400.9007
School Nurse:	Mrs. Tricia Roach troach@town.hull.ma.us 781.925.3000 ex 1102
Main Office Secretary:	Ms. Tia Falletti tfalletti@town.hull.ma.us 781.925.3000 ex 1106
Real Time Schedules:	schedules.schedulestar.com - sign up for your son/daughters team and receive automatic email updates. 781.925.3000 extension 2211

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in cocurricular athletic activities including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an cocurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and cocurricular athletic activities.

This policy also applies to volunteers who assist with cocurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

I Cocurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, staff member, volunteer, athletic director or marching band leader. All interscholastic athletics are deemed to be co-curricular athletic activities.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS: M.G.L. 111:222; 105 CMR 201.000

School Committee Policy REFS: JJIF

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)
- Symptoms (reported by athlete):
- Headache
- Fatigue

- Nausea or vomiting
- Double vision/blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the (designee responsible for student care, to be known throughout this document as athletic trainer¹) will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP.

Worsening signs and symptoms requiring immediate physician referral include:

- A. Amnesia lasting longer than 15 minutes
- B. Deterioration in neurological function
- C. Decreasing level of consciousness
- D. Decrease or irregularity of respiration
- E. Decrease or irregularity in pulse
- F. Increase in blood pressure
- G. Unequal, dilated, or unreactive pupils

¹ The term athletic trainer in this document refers to the designee responsible for student care, which could be the athletic trainer, paramedic, athletic director, school nurse, coach or volunteer, in that order.

- H. Cranial nerve deficits
 - I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
 4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

Section V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test (**or other approved test identified by the School District**). The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.

2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and cheerleading members will undergo ImPact testing.** Student athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be retested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.
 - A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
 - B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
 - C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC.** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days**.
 - D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neurophysiologist or nurse practitioner stating when the athlete is allowed to return to play.
 - E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
 - F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
 - G. Once the athlete starts on the exertional post-concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neurophysiologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the co-curricular activity.
 - H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**
 - I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. Test 1: (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle strengthening) and stretching exercises.
- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises **VE** and **LE**, wall squats, lunges, step up/downs). More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zigzags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

- 1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
- 2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse yearly.
- 3. Complete symptom assessment when student athlete enters Nurse Office (NO) with questionable concussion during school hours. Repeat in 15 minutes.
- 4. Observe students with a concussion for a minimum of 30 minutes.
- 5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD
 - (a) If symptoms are not present, the student may return to class.
- 6. If symptoms appear after a negative assessment, MD referral is necessary.
- 7. Allow students who are in recovery to rest in NO when needed.
- 8. Develop plan for students regarding pain management.
- 9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
- 10. Educate parents and teachers about the effects of concussion and returning to school and activity.
- 11. If injury occurs during the school day, inform administrator and complete accident/ incident form.
- 12. Enter physical exam dates and concussion dates into the student information system.
- 13. Ensure that all concussion related documentation is copied to athletic department.

Section VII. School Responsibilities:

1. Review and, if necessary, revise, the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, the school nurse will be "point person".
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.
10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any co-curricular athletic activity.
4. Ensure that all students participating in co-curricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic director and/or school nurse.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic cocurricular activities.
8. Ensure that all concussion related documentation is copied to student health record.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.

3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and sign form within participation paperwork stating that training has been completed.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any co-curricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form to athletic department prior to participation in athletics.
3. Participate in all concussion training and education and sign form within participation paperwork stating that training has been completed prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.

6. REST.
7. NO ATHLETICS.
8. BE HONEST!
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic director prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation.
3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse.
5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion.
7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer.
8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer.
10. Any coach, band instructor, or volunteer coach for cocurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a

few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called "Concussion In Sports: What You Need to Know". This course is offered by the National Federation of State High School

Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them seek appropriate healthcare professional!**