

**Millis High School
Student/Parent Handbook
2021-2022**



Millis High School
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STUDENT/PARENT HANDBOOK
Revised Spring 2021
MILLIS HIGH SCHOOL
MILLIS, MASSACHUSETTS 02054
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Statement of Core Values and Beliefs

The Millis High School family fosters the intellectual, personal and social growth of all its learners. This is accomplished through a challenging program of experiences, both shared and personalized. Our respectful, safe, inclusive and caring school works collaboratively with the parents and the community to best support the academic and personal growth of all of our students. We challenge them to develop increased understanding of themselves as citizens in a global society. Our scholastic program, enhanced by co-curricular activities, engages all learners in their pursuit of academic excellence. We strive to empower students as they become self-directed, respectful, responsible and civic-minded individuals.

Expectations for Student Learning

Academic Competencies

- *Communicate effectively through writing, speech and other media
- *Read, observe, and listen for understanding and to develop a point of view
- *Enhance problem-solving strategies through collaboration, creativity, and critical thinking skills
- *Access, utilize and gain confidence in using evolving technologies to enhance learning, understanding, and expression

Social Competencies

- *Maintain our school's culture of integrity, empathy and mutual respect

Civic Competencies

- *Exhibit active citizenship that embraces the values of our school and society

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GENERAL INFORMATION

School's Legal Requirement to Provide Student Information to the Armed Forces and Higher Education

Pursuant to the No Child Left Behind Act of 2001, Millis High School is required to provide, upon request, the names, addresses and telephone numbers of current students to armed forces' recruiters and institutions of higher education who request them unless the student and/or parent/guardian has submitted a request indicating that such information is not to be released. If a student or that student's parent/guardian does not want such information to be released, the student or that student's parent/guardian must notify the principal in writing of that desire as soon as possible, but in no case later than September 30 of any given school year.

Change of Address or Phone Number

Parents should notify the school of any changes of address, telephone number, emergency dismissal procedures or other pertinent information as soon as possible. This must be done in writing and confirmed with a telephone call.

Change of Name, Custody or Guardianship

The school should be notified immediately of any of these changes, as these affect your student's permanent records and transcript. Any original court documents must be brought to the principal's office where a copy will be made and placed with the student's records. If your student can only be dismissed to certain persons, we must have written confirmation of that form from the parent, guardian or the court. Massachusetts' law recognizes common law name changes. According to the Massachusetts Department of Elementary and Secondary Education, "An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required." Hence, when requested, Millis High School will accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change.

Student Records Regulations (Excerpt from Massachusetts Department of Education 603 CMR 23.00: Student Records, Section 23.07A)

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

Millis Public Schools will implement this section of the Student Records Regulations by releasing any of the above information. If a parent or guardian should choose not to allow this information to be released, he or she must write a letter and submit it to the building principal. It is the school's requirement that all incoming students provide a complete copy of their student record from their prior school. (MGL, Chapter 71, Section 37L.)

Non-Custodial Parental Notification (Excerpt from MGL, Chapter 71, Section 34H)

Any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

Parent and Student Involvement

Parent and student involvement is encouraged in the Millis Public Schools. Two opportunities for parent involvement are the High School Council and Home/School Association. Other opportunities are published in the high school newsletter and listserv. Parents may also wish to serve as chaperons or volunteer in other ways. Volunteers are required to file a CORI form at the superintendent's office prior to working with students. Parents have the right to request information about the qualifications of their student's teachers.

Advisory

All Millis High School students are assigned to grade-level advisories. These are small groups of students who meet regularly with a staff member. The goal of this program is to give students an opportunity to get to know a staff member closely, to discuss important topics in a non-threatening environment, to provide a forum for ideas and concerns, and to promote a positive climate for the school.

Schedule

Regular Day		Advisory/Flex Days	
Block 1	8:00-9:03	Advisory(Day B)/Flex Period(Day I)	
			8:00-8:48
			8:50-9:18
Block 2	9:05-10:08		9:20-10:08
Block 3	10:10-11:13		10:10-11:13
		1 st Lunch 11:15-11:37/Block 4 Class 11:39-12:42	
		2 nd Lunch 12:18-12:40/Block 4 Class 11:15-12:18	
Block 5	12:42-1:30	(B/G Days 12:42-1:45 & D/I Days 12:42-1:15)	12:42-1:30
Block 6	1:32-2:20	(B/G Days 1:47-2:20 & D/I Days 1:17-2:20)	1:32-2:20

ACADEMIC INFORMATION

Advanced Placement Courses

Advanced Placement (AP) courses are highly challenging and rigorous college-level (not college-preparatory) courses. Many colleges and universities award college credit based on AP exam scores. Any student who elects an AP course must take the AP examination at the conclusion of the course. The estimated cost for each AP exam is \$98. In a case of financial hardship, arrangements can be made through College Board.

Credit Requirement

Each semester, six courses that meet each day for the equivalent of an entire school year, and total at least 30 credits (5 credits per course) must be selected. Seven classes may be taken. Partial credit is not awarded for a full year (5 credit) course unless completed in full.

Grade Level Promotion

The School Committee established the following minimum requirements for promotion to another grade level/graduation. Students shall be required to receive, through passing grades, 25 credits each year, therefore freshmen need 25 credits, sophomores 50 credits and juniors 75 credits to move into their consecutive year. Students must receive 110 credits in order to graduate from Millis High School.

Grading

Students will be graded as follows:

A+	98-100	C+	78-79
A	93-97	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
		F	below 60
WP	Withdrawn Passing		
WF	Withdrawn Failing		

Prerequisites

The administration and staff will determine those courses for which students must meet certain prerequisites. Moreover, they will establish both the criteria for selecting students and the procedure students must follow in order to obtain approval. Students who wish to change the level of a course for which they have been recommended must receive written approval from a parent/guardian/teacher, counselor, and the principal.

Required and Elective Subject Policy

The following constitute minimum requirements: Each course of study is designed so that a student must successfully complete four years of English, three years of Social Studies (two of which must be U.S./American History), three years of Mathematics, three years of laboratory Science, two years of Foreign Language and four years of Health/Physical Education. Many colleges require three years of a World Language. Please note that the above requirements are considered minimal and students are urged to pursue each of the major subject areas for four years.

Requirements for Graduation

Credit Requirements: Students must receive 110 credits in order to graduate from Millis High School.

All students must pass the MCAS exams in ELA, Mathematics, and STE (Science/Technology/Engineering) in order to receive a diploma in the state of Massachusetts.

1. All courses specifically required for graduation (20 credits of English; 15 credits each of Mathematics, Social Studies, Science; 10 credits of World Language; Health/Physical Education each year) must be taken at an accredited high school. Students must have the equivalent of two years of the same world language at the high school level. Students who lose credits in the above areas for failure and/or reasons of absence or tardiness must make up these credits within the subject area in which they were lost. *Please note, the University of Massachusetts and the Massachusetts State University system requires applicants to pass four years of math.
2. No student will be assigned to a graduating class until minimum requirements, as stated above, have been satisfactorily completed. The principal has the option of reassigning a student to the student's graduation class at any time upon satisfactory completion of minimum requirements.
3. Failure of a course in the 55-59% range during the academic year may be made up with a grade of 70 or better in a thirty (30) hour night or summer course during the summer immediately following the failure. Failure below 55% must be repeated at Millis High School. Any make-up course requires prior written approval by the school principal. Parents and students are responsible for finding suitable course offerings and assume all costs relating to summer school.
4. No courses taken during summer school and/or night school courses will be computed into the cumulative weighted GPA.
5. Elective courses, which make up the remainder of the credit requirements, may be taken at night or summer school with the principal's prior approval and according to the

stipulated guidelines. Courses taken outside Millis High School are not calculated into the student's GPA.

Honor Roll Criteria

Honor Roll is determined by term grades and not semester and final grades. All subjects receiving a letter grade are considered in the Honor Roll. Pass grades are not to be considered in the Honor Roll. An honor roll student cannot receive a failing or incomplete grade in any subject.

High Honors: A-or better

Honors: All grades that are A's and B's

Progress Report Policy

Communication between home and school is essential to monitor student progress. In addition to quarterly report cards, progress reports are issued at the midpoint of each term and are available online through PowerSchool. Parents/guardians who would like a paper copy of their student's progress report should contact the school office. Parents are also encouraged to use PowerSchool Parent-Student Access to check for current grades online.

It is the responsibility of the student to inform the parent that the student has received a Progress Report and the responsibility of the parent to question the student's status relative to each of the student's subject areas. No student may fail a course unless the student has received notification advising that the student is in danger of failing. A grade in the "D" range at progress report time also reflects a danger of failing for the term.

Scheduling of Students

Student scheduling involves a process whereby students select a minimum of 30 credits each year consisting of at least six (6) major courses each semester. Much thought must go into the preliminary course selection process since course subscription is the basis on which courses are ultimately offered.

Students are urged to select additional elective offerings in order to explore other areas of the curriculum in the hopes of broadening their background. Should courses not be offered due to insufficient enrollment, students will be asked to choose an alternate. Students should choose courses commensurate with their academic ability and their career goals. In order to make the best possible choices; they should consult with their teachers, counselor, parents and anyone who can advise them with regards to the background necessary to pursue a particular career successfully. The administration then constructs a master schedule, which considers the conflicts inherent in such a diverse curricula offering, and tries to provide as conflict free a schedule as possible. Should conflicts arise during this process, the student will be called to the school counseling office to discuss the problem, and work out a solution prior to leaving for summer recess, if possible. A student who wants to make a schedule change after school begins must wait one full 7-day cycle before requesting a change of classes.

Weighted GPA

Courses are leveled according to the degree of difficulty. Advanced Placement (AP) courses are leveled at one (1). Honors classes are leveled at two (2). College Prep 1 classes are leveled at three (3). College Prep 2 classes are leveled at four (4). All courses, including electives, are weighted with the exception of pass/fail courses and Physical Education.

	GPA	A.P.	Honors	College 1	College 2
	Level	1	2	3	4
A+	98-100	5.80	4.80	4.30	3.80
A	93-97	5.50	4.50	4.00	3.50
A-	90-92	5.20	4.20	3.70	3.20
B+	88-89	4.80	3.80	3.30	2.80
B	83-87	4.50	3.50	3.00	2.50
B-	80-82	4.20	3.20	2.70	2.20
C+	78-79	3.80	2.80	2.30	1.80
C	73-77	3.50	2.50	2.00	1.50
C-	70-72	3.20	2.20	1.70	1.20
D+	68-69	2.80	1.80	1.30	0.80
D	63-67	2.50	1.50	1.00	0.50
D-	60-62	2.20	1.20	0.70	0.20
F	0-59	0.00	0.00	0.00	0.00

The weighted score (rank index) would be the marks received, times the credits of the course, added together and divided by the total number of potential credits equals weighted GPA.
(Grade Points x Potential Credits/Potential Credits=Weighted GPA)

An unweighted GPA often requested by colleges is computed by utilizing actual percentages (unweighted) multiplied by potential credits and divided by potential credits. (Actual Grade x Potential Credits/Potential Credits=Unweighted GPA)

The student who has the highest cumulative weighted GPA at the end of 3rd term of senior year will be the Valedictorian. The student with the second highest cumulative weighted GPA will be the Salutatorian. A student must be enrolled at Millis High School for a minimum of 4 consecutive semesters and the entirety of the student's senior year to be considered for either distinction.

Homework

Homework refers to those assignments that are to be completed outside of class time. Homework is based on the premise that the school day is not long enough for a student to practice and/or use all of the skills, concepts, and understandings taught in class and that learning is not confined to the school, but takes place in the home and in the community as well. In addition, homework includes home study in which students study course materials on their own without a teacher's noted assignment.

The objectives of homework are:

- To develop independent work habits in the learner.
- To give added practice for skills being developed.
- To use as a diagnostic tool for individual or class teaching.
- To give the learner the opportunity to organize and plan time.
- To give the learner opportunities to use resources in the community.
- To enable the learner to get more out of the learner's classroom time with the teacher.
- To broaden learning through independent research and discovery.

Respective Responsibilities

Students:

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

Parents:

- Provide suitable place for study.
- Establish a consistent study time.
- Check student assignments in notebook.
- Encourage student to accept responsibility for completing homework assignments and budget time accordingly.
- Assist with but do not do the work.
- Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching.

Grade nine through twelve

Homework assignments should be given in all subjects. Students should be studying and doing homework for a minimum of 2 to 2 1/2 hours. In addition to these daily assignments, students may be assigned short and long-term projects as determined by the teachers.

Final Examinations

Final examinations are given in all core academic courses and most elective courses. Final examinations in a full year course constitute 10% of the final grade. Teachers may require a midterm exam in a course. That midterm grade will be factored into a student's term two or three average.

Senior Project

All seniors at Millis High School complete a senior project. This project is an opportunity to demonstrate knowledge and skills acquired during four years of high school through the completion of a capstone project. In most cases, this project is conducted through the senior's English class. For dual-enrolled seniors and other seniors who are not taking English at Millis High School, alternative arrangements for senior project will be developed in consultation with the student, the school counseling department, and administration.

Dual Enrollment

Dual enrollment is a program where a high school student is eligible to enroll in courses at local colleges and universities. These college courses are counted towards a student's high school diploma. The student is responsible for all costs and transportation associated with dual enrollment. Juniors and seniors interested in pursuing this option should see their school counselor for more information.

EXTRACURRICULAR INFORMATION

Extracurricular Policy

Any student who is not physically present and in attendance in the student's class before 8:23 A.M. on the day of an activity or dismissed before 1:30 P.M. will not be permitted to participate in that extracurricular activity for that day except as noted below. When a student cannot physically be present in class because of circumstances beyond the student's control (e.g., funeral, temporary emergency) on the day of an activity, the student may be granted permission to participate upon the prior approval of the principal or designee. When a student is absent from school on the day before an activity, which is held on a non-school day because of circumstances beyond the student's control, the student will be permitted to participate in the activity upon the prior approval of the Principal or designee.

All participants are to understand that any obligation to a classroom teacher shall take precedence over an activity whether it is a game, a practice, or a rehearsal. Chronic abuse or failure to fulfill a responsibility may result in a suspension from that activity.

Coaches, advisors and supervisors must be fully aware of the absence of an active participant. Coaches, advisors and supervisors will have the responsibility to see that the student will be withheld from participation or request a waiver from the Principal.

Eligibility for Athletics

To be eligible for athletics, student athletes must be enrolled in a minimum of six academic subjects that meet each day and also meet the following requirements:

1. A passing grade must be maintained in all subjects in order to maintain athletic eligibility.
2. To be eligible for athletic participation in the fall marking period, student athletes must maintain passing grades in all subjects for both Term 4 and the Final Average of the previous school year. A student who fails for the previous school year and is eligible for summer school may have eligibility reinstated after 50% of the fall season contests if the student passes an approved summer school class and earns full credits for the course (summer school eligibility requirements may be found on page 8 of the student handbook). Please note this only applies to students who passed for fourth term, but did not pass for the final grade. Students who fail a subject during fourth term are not eligible for the following fall marking period.
3. No summer school course will make a student athlete eligible for fall athletics (except as noted above).
4. Students are expected to maintain proper behavior in school and in all school-sponsored events to avoid being ruled ineligible for play by the Principal or designee.
5. Millis High School is also required to conform to all other minimum eligibility standards set forth by the MIAA. These requirements are available in the Athletic Director's office. Every athlete should take the opportunity to familiarize themselves with these

regulations. Knowledge of the rules is an important step in an effort to minimize any potential problems.

6. The academic eligibility of all students shall be considered as official on the published date when report cards for that ranking period have been issued to the parents of all students.

Suspected Head Injury/Concussion Policy For Extracurricular Athletic Activities

Millis Public Schools have developed a policy to address the prevention, identification and proper handling of head injuries and concussions in students. It is in compliance with Massachusetts General Laws Chapter 111, section 222, and accompanying regulations 105 CMR 201.000: Head Injuries and Concussions in Extracurricular Athletic Activities. This policy outlines definitions, roles and responsibilities, training, participation requirements, and reporting requirements. The full text of this policy can be found in the School Committee Policy Book on the Millis Public Schools Website at

http://www.millisps.org/information/school_committee/district_policy_book/policy__5_11_3_2-_head_injury___concussion_policy/

Eligibility for Extracurricular Activities

Participation in extracurricular activities at Millis High School is a privilege. Students who participate in such activities are expected to be positive representatives of our school. To be eligible for extracurricular activities students must maintain passing grades in all subjects. If a student fails a course for a term, the student will remain ineligible until the next term. Students are expected to demonstrate proper behavior in school and at all school-sponsored events. Certain behavior and conduct by students participating in extracurricular activities during non-school hours (including weekends, holidays, and vacations), or at non-school sponsored activities, may impact eligibility for such activities. A non-exclusive list of prohibited conduct and behaviors includes, but is not limited to: possession, use, purchase, sale, or transfer of illegal drugs and/or alcohol (student-athletes will receive consequences per MIAA chemical health rule); theft; physical assault; vandalism; or other acts that endanger the safety or well being of students, staff, or the school.

The school will investigate all allegations of potential violations. The investigation will include an informal meeting with the student, at which time the student will be informed of the allegations against the student and be given an opportunity to respond to the allegations.

If the school determines that an extracurricular participant has engaged in any of the above conduct, the student will be subject to the following consequences:

First offense: A two-week suspension from the extracurricular activity and/or suspension from the next public event/performance as determined by principal or designee in consultation with the activity advisor.

Second offense: A twelve-week suspension from the extracurricular activity and/or suspension from the next six public events/performances as determined by principal or designee in consultation with the activity advisor.

Third offense: A twelve-month suspension from the extracurricular activity.

An approved community service program that provides an educational benefit appropriate to the offense may reduce, but not eliminate, a suspension from extracurricular participation. Individual clubs or activities may also require students to sign behavior contracts as a condition of membership. These contracts may include more specific consequences for the violations outlined above. In addition to the foregoing penalties, the high school administration reserves its right to impose more serious disciplinary action based on the particular circumstances of each violation.

National Honor Society

The Millis Chapter of the National Honor Society is an organization chartered by the National Honor Society sponsored by the National Association of Secondary School Principals. Honor Society students must display evidence of good scholarship (maintain a cumulative unweighted high school grade point average of 90.00 or better beginning with the Class of 2025; for the Classes of 2024, 2023, and 2022, the cumulative unweighted high school grade point average shall be 85.00 or better), leadership, character and service. There are set criteria for the last three characteristics. The purpose of the organization is to recognize excellence in these four areas of one's high school years with each of these four qualities having equivalent value in the selection process.

The academic records of students in grades 11 and 12 are reviewed to determine scholastic eligibility of a 90.00 or better cumulative average, beginning with the Class of 2025; for the Classes of 2024, 2023, and 2022, the cumulative average shall be 85.00 or better (please note: student unweighted cumulative averages are not rounded in determining eligibility for, or continued inclusion in, National Honor Society). Since scholarship is only one area of recognition, the faculty council must assess students in the area of service, leadership and character.

Students who are eligible scholastically are then notified and told that for further consideration for selection to the NHS Chapter they may complete the Student Activity Information Form. These are made available to all faculty members who are invited to review the students' service, leadership and character.

A faculty council then reviews faculty input, along with the Student Activity Form. Candidates receiving a majority vote of the faculty council are granted membership and are inducted into the chapter during a formal springtime ceremony. Cheating is grounds for removal or non-consideration of membership in the National Honor Society.

Appeal of cases in Non-selection

Chapters are not legally or constitutionally obligated to share with parents and students information concerning specific students not selected for membership in the Society. Since the chapter advisor is closest to the selection process, it is this individual who is best prepared to provide immediate feedback. If a student or the parents of a student not selected for membership in the Society are still not satisfied after speaking with the chapter advisor, the next level of discussion should take place with the principal. The principal will listen to the concerns of students not selected and/or from the parents of such students. Following such discussions, if the principal believes that some kind of technical or procedural mistake has been made, the principal may ask the Faculty Council to reconvene to review the situation.

Non-selected students are not entitled to review the Faculty Council's decision, other than the process identified above. It is important for students to understand that all decisions of the kinds involved in the selection process have some subjective aspects but that the decisions were derived in a fair manner and based on sound, professional judgment.

STEAM Scholars Program

The STEAM Scholars at Millis High will experience a personalized educational pathway that will provide them with the opportunity to deepen their knowledge and skills in the STEAM fields so as to pursue higher education goals in the disciplines of Science, Technology, Engineering, Arts and Mathematics. The staff and faculty of Millis High School will work with the STEAM scholars to foster an environment where the students participate in meaningful collaboration with each other and experts in the field. STEAM Scholars will generate questions and develop pathways to find solutions through the application of research, creativity, adaptability, innovation and leadership. All sophomores interested in Science, Technology, Engineering, Art, and Math are encouraged to apply. Among the requirements of students chosen for the STEAM Scholars Program are: completion of certain academic classes before graduation, projects, and extracurricular activities that must be participated in junior and senior years.

GLOBAL Scholars 21st Century Program (GS21)

The goal of the Global Scholars 21st Century Program (GS21) is to help promote global competence, a key twenty-first century skill. Through interdisciplinary academic study, community service and international travel, participants will increase their global awareness, heighten their appreciation of diversity, and enlarge their capacity to work and contribute in an increasingly interconnected world. The program is open to prospective students during their sophomore year in high school.

GENERAL RULES AND EXPECTATIONS

Attendance Procedure

Classroom participation, coupled with teacher student interaction, is a vital part of our educational program. To ensure that students receive the greatest opportunity from their experiences at Millis High School, the administration, staff and school council have adopted an attendance procedure to encourage responsible daily attendance and punctuality in keeping with the provisions of the Educational Reform Act of 1993. This law requires that all students in a secondary educational program experience a minimum of 990 hours of instruction each school year. This can only be accomplished if all students and their parents assume their full responsibilities toward the fulfillment of this goal.

Unless ill, all students are expected to attend school daily. In the event of an absence, parents are to call the school at 508.376.7010 between 7:00 A.M. and 8:00 A.M. If the parent does not call the school by 9:00 A.M., the school will notify the parent at home or work.

Any loss of time from school is to be avoided. Parents and students should guard against all unnecessary absences. If a student is absent, it is the student's responsibility to go to each subject teacher immediately upon return and make arrangements to make up any work missed. Tests, examinations and other work are counted as no credit unless they are made up within the same number of days as was missed. Failure for the course is probable unless the work missed is completed by the assigned date.

Parents may obtain a list of homework missed for students absent two (2) consecutive days or more. They should call the school early in the day to request homework. They should also call prior to picking it up. Homework should be requested only if it is possible for it to be done during the absence.

Excused absences for the purposes of this policy are:

- Family bereavement (parent note or call required).
- Religious holiday (parent note or call required).
- Absences due to illness or a doctor's appointment with written verification from a doctor (parent note or call required).
- Suspension for violation of the school disciplinary code if, during the suspension, all work is completed and the regulations of the suspension policy are followed.
- College interview/visit (limit three per year) documented on college letterhead.
- Court appointment with official court time and date verification.
- Nurse, school counseling, or administrative appointment reported to office by said staff.
- Driver's license appointments (parent note or call required).
- Absence from school for vacation purposes is discouraged. Every attempt should be made to schedule student vacations in accordance with the published school calendar. To do otherwise gives the impression that daily attendance at school is not of the highest priority. All work missed during a vacation must be made up within the same number of

school days as the vacation days or the student will receive no credit for the missing work. If a student is going to be absent more than three days, the student needs to fill out a teacher notification (green) slip and have all the teachers sign it before leaving for vacation.

Students who wish to have an absence excused must present the required documentation to the office by the third school day following the absence. There will be no extensions.

Examples of non-excused absences (not a complete list)

- Truancy
- Class cutting
- Illness without verification by a parent or doctor
- Unnecessary absences from a class as determined by administration

For each five (5) unexcused absences from a class, a student shall have one (1) credit reduced from the potential credit available for that course. Twenty-five (25) unexcused absences shall result in the total loss of credit for the course. Note: this computation is based on full year courses. Semester courses or those that meet less frequently shall be pro-rated based on the frequency of meetings.

Cutting of classes and/or detention

If a student misses more than 20 minutes of a class with no valid excuse, the student will receive NO CREDIT for that class and the infraction will count as an unexcused absence. A record will be kept of the student cutting classes as follows:

- No make up work will be allowed.
- A cut will be noted and will count towards the 5 cut rule where credit may be lost.
- One detention will be given for a one period cut and two detentions will be given if the cut is a double period.

Dismissals

If a student is requesting early dismissal, a parental note must be brought to the office at the beginning of the day. This note will explain the reason for the dismissal. If a student does not bring in a note on the morning of the dismissal, a parent must come to the high school and dismiss the student in person. Only in emergency situations will early dismissal be allowed via telephone and must be followed up with a parental note explaining the reason for the dismissal. If a student is dismissed for a doctor's appointment, the student must return with a doctor's note verifying the appointment.

Tardiness to School

Punctuality is to be encouraged. It is a valuable trait in both the school and work place. Students entering late to school will report to the office and will be issued an excused or unexcused tardy slip. The student will then give the tardy slip to the student's teacher.

Tardy Excused

If a student has a tardy excuse to class then the teacher will admit the student to class. It is then the student's responsibility to return to the teacher at the end of the day to see what work the student missed and to make up all missing assignments by the next day.

Excused tardies for the purpose of this policy are:

- Verified doctor's appointment (doctor's note required).
- Pre-planned tardy (parents must notify the school prior to 8:00 A.M. and students must present a parental note upon arrival.)
- Emergency situations that necessitate tardiness (parents must notify the school before 8:00 A.M. and state the reason for the emergency). All students with excused tardies must make up all work missed by the next school day.

Tardy Unexcused

- A student who is tardy more than half of the class to which the student is late (8:23 AM or later) will be considered absent from that class.
- If a student is tardy unexcused to school and arrives late to the student's first block class, the teacher of that class will count three unexcused tardies that are less than 23 minutes into the class as a cut of the class.
- An hour detention will be assigned for every three unexcused tardies that occur throughout the day. Hence after the first three, six, nine, etc. unexcused tardies in a class are recorded, a detention will be assigned and a cut will be noted. Any time a student is tardy unexcused 8:23 AM or later, or does not arrive in school until the following period, the teacher will mark the student as cutting a class. An unexcused cut is the same as if the student did not come at all and will count toward a loss of credit in the class. In addition, detentions are assigned for each cut.
- Any student who comes to school tardy unexcused will serve one hour of office detention for every three such tardies.

Books/Equipment/Laptops Payment for Loss

Payment for textbooks and other items lost or damaged including digital cameras and TV equipment must be made before the start of the next academic year or before a replacement book, camera or TV equipment can be given to a student within an academic year. Payment for damage must be made before the student is issued schoolbooks the following year.

The cost of a lost or damaged book is the replacement cost. If a book is found and in good condition, money will be returned to the student if the student has already paid for a replacement book. Payment for loss or serious damage to a library book is the replacement cost of the book.

If a book is lost, payment for the book must be made. A book may be loaned to a student who believes to know the whereabouts of the book; however, the student shall then be responsible for the return of the two books.

If a student refuses to pay for damaged or lost books in the student's senior year of high school, the student shall be denied the opportunity to participate in the graduation exercises.

Cafeteria/Vending Machines

Each day a period of approximately twenty-five (25) minutes is set aside for lunch. Students should go directly to the cafeteria at lunchtime. All food must be eaten in the cafeteria and trash is to be placed in the receptacles provided. No food is to be removed from or eaten outside the cafeteria, unless for an approved activity. Food eaten outside the cafeteria is to be eaten in the location of the approved activity but not in the halls. No open containers or previously opened containers are allowed in halls or lockers.

Cheating/Plagiarism

At Millis High School we strive to create an environment wherein all act honestly. We believe it is the right, privilege and responsibility of each individual to contribute and to work in an environment of trust.

Cheating consists of any schoolwork a student submits for evaluation that is not done by the student themselves. Knowingly sharing work with another student who then submits that work as the student's own is also considered cheating. Plagiarism consists of the unauthorized use or close imitation of the language or thoughts of another author and the representation of them as one's own work. In addition, easy access to electronic information and multiple web sites that offer responses to assignments present students with opportunities that may compromise their integrity and define their work as plagiarism. A student caught cheating will receive no credit for the work and additional disciplinary consequences may result. A student caught cheating may become ineligible for consideration for induction into the National Honor Society, and if he or she holds membership in the National Honor Society, removal may be carried out at once.

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

Purpose

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

Goal

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

Users

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

Statement of Responsibility

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

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

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

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

Responsible Student Use of the Network/Internet

Security and Safety

Students will:

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

Students will not:

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

Behavior and Property

Students will:

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

Students will not:

- Use the network for the transmission of any material in violation of any U.S., state, or local regulations including, but not limited to the following: copyrighted material; threatening, racist, sexist, obscene, and pornographic material; or information protected by trade secret
- Download files or programs and will not join listserves, newsgroups, or chat rooms without expressed permission of instructional staff
- Use the network for commercial purposes, product advertisement, or political lobbying
- Use the network for illegal activities, or in support of illegal activities
- Use computers/network to play non-educational games or other nonacademic activities

- Intentionally waste resources such as paper, ink cartridges, ribbons, disks, storage space, etc.
- Use the network for any purpose that is inconsistent with the educational purpose intended

Consequences

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

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

Network Guidelines for Student Use

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

- Include name and school at the bottom of email messages
- Keep all passwords private
- Check email frequently and delete or file outdated messages
- Never be vulgar or offensive; no swearing
- Never publicly criticize or anger others
- Be careful when using sarcasm and humor; without face-to-face communications, a joke may be misinterpreted or viewed as criticism
- When quoting in a message, attribute the quotation to its author or source

- Use all capitals only to highlight a word; if used for an entire message, people will think the user is shouting
- Make the "subject" as descriptive as possible
- Never send personal messages to conferences, discussion lists, or news groups
- Briefly restate or quote any question being answered
- Keep messages in the electronic mailbox (or trash) to a minimum because overload slows down the operation of the network
- Limit line length and avoid using control characters, so messages can be read on any system
- Remain within the disk quota

For More Information

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

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

Copier Use

Use of the copier machines in the building is for staff or trained students only.

Dance/Activity Regulations

The success of a school dance depends upon the good conduct of those attending. Students attending school dances and activities can assist in their success by observing school rules. In general, all should refrain from any conduct that is inappropriate. Students may not participate in school activities unless they have been present in school on the day that the function is taking place. On full days one must be present for half a day and on half days one must be present the entire time. Smoking is not permitted in the school buildings, grounds, or at school functions. Guests of students attending dances and parties should observe the same code of conduct as our Millis High School students. All students and guests will be required to sign a dance policy before attending a school dance. The following rules are to be observed:

If a student leaves, under no circumstances will that student be readmitted. If a student wishes to retrieve something from his or her car, a chaperone at the dance will escort that student to the car and back to the dance.

The dance will begin at a specified time and will conclude at the time stated for that particular dance. No student will be admitted if the student arrives 30 minutes after the dance is scheduled to begin.

Any student who is under the influence of drugs or alcohol at a dance will have the police notified, parents will be called and the student will leave the dance immediately accompanied by

a police officer or parent. Being under the influence of drugs or alcohol is against the law. Students and guests may be subject to search or Breathalyzer. In addition, school rules apply and a student will either be suspended for a period of days or possibly face expulsion. The student and parent must meet with the Principal on the first school day after the incident.

Any student who wishes to bring a guest to the dance must sign up the student prior to the day or night of the dance when purchasing the tickets. Only one guest is allowed for each Millis High School student. If the guest misbehaves at the dance, the punishment by the school can apply to the Millis student who is responsible for the guest at all times. No middle school students are allowed at any dance. No guests who have reached their twenty-first (21) birthday will be allowed.

Any student caught smoking or in possession of tobacco or tobacco products on school grounds will be subject to the school committee policy. Any dance venue is considered school grounds.

Students must be present at school on the day of the dance in order to attend. Since the prom is held on a half day, students are expected to be at school on time. Any student not present by 8:15 A.M. may be excluded from the prom.

Dress and Appearance

It is the responsibility of the school to provide the means for students to be educated. It is the responsibility of the home to prepare students to be educated. This preparation includes decisions about appropriate dress for those students in school.

Thus, the parent/guardian should make the decision on the attire of their children. However, we as educators, feel that it is necessary to establish basic guidelines of dress to ensure the well being of the entire student body.

We believe the guidelines to be followed by all students should be safety, cleanliness, neatness and decency. Student dress should enhance the teaching/learning environment.

The following are NOT acceptable in the building if such attire either creates a disruption and/or a disorder within the classroom or the school:

- Articles of clothing that allow overexposure of a person's thighs, chest, stomach or underwear showing (i.e., halter-tops, half shirts and tank tops).
- Articles of clothing (including alcohol and drug insignias) with wording or visual representation of illegal behaviors, profanity or sexual innuendo.
- In the event that school officials determine that a student's personal dress violates reasonable standards of health, safety and cleanliness, or, in the event that school officials determine that a student's personal dress interferes with the educational process, the student(s) shall be referred to the principal and will not be permitted to attend class until the student(s) is wearing attire that complies with the above standards.

- Head coverings such as hats, hoods, and visors are not to be worn during the school day. Hats should not be carried, but rather stored in a book bag or locker.

Driving and Parking

For your safety and for others all Millis High School students should wear seatbelts.

Parking on school grounds is a privilege extended to students. It is NOT a right.

- All vehicles must be registered in the principal's office. Failure to do so may result in the loss of privileges.
- Speeding is not permitted. 15 mph can be considered excessive.
- Inviting non-students to meet you in the parking lot is unacceptable.
- Loitering, or allowing others to loiter in automobiles is not permitted at any time.
- Driving that endangers persons or property is strictly prohibited.
- Parking is permitted in the following areas:
 - Seniors in back parking lot
 - Others in cafeteria parking lot
- Cars must be parked in legal parking spaces or they will be towed.
- Any student using the student's vehicle to leave campus without authorization is subject to loss of driving privileges.
- Any student leaving campus with the student's vehicle and transporting a student not authorized to leave campus is subject to loss of driving privileges .
- Driving and parking violations are also subject to the Discipline and Suspension/Expulsion procedures.
- The parking lot is off limits to students between 8 A.M. and 2:20 P.M. If a student needs to go to a car, the student must receive permission from the main office before going to the parking lot.

Violations of any one or more of the above may result in the loss of parking privileges.

Electronic/Communication Devices

Cell phones, smartwatches, iPods, portable listening or recording devices, Bluetooth devices, cameras or photographic equipment, pagers, and other electronic communication devices are not allowed to be used during class time unless approved by the teacher. Violations of this rule during the hours that classes are in session may result in device confiscation (to be returned at the close of school). Repeated offenses will result in device confiscation until parents come in to retrieve them. Violators will be subject to progressive discipline under Discipline and Suspension/Expulsion Procedures.

Elevator Use

Students who are disabled can borrow an elevator key from the nurse or main office. A \$10.00 deposit is required and will be returned once the key is returned.

Fire Drill/Code Red

Prompt and quiet response to teachers' verbal instructions and directions posted in each room is required during fire and Code Red drills.

Lavatory Procedure

Use of lavatories should be limited to before and after school, lunch time and between classes. If a student must use the lavatories during class/study hall, the student is to secure a pass from the teacher and proceed without other stops to the nearest lavatory. Students found wandering the halls, or otherwise abusing the use of this privilege will be referred to the office.

Frequent absence from class will be reported to parents for medical follow up. Students on the Medical Concerns list are excused if their condition warrants it.

Library/Information Center

PURPOSE: The goal of the Millis Middle/High School Library is to fulfill the vision of students as information-literate, lifelong learners.

BEHAVIOR: Students using the library are also expected to understand and adhere to the following established rules of decorum:

1. No food, drink (except water), gum, or candy is permitted.
2. Students should come to the library for the purpose of completing reading, research or specific project work - not for socializing.
3. Once a student comes to the library from a study, that student is not permitted to go anywhere else except the nurse or the lavatory, if necessary. No lockers, school counseling office, or visits to other staff.
4. No cell phones or electronic games. Headphones and music (iPods, etc.) are permitted for use by high school students provided the student is working.
5. Students must adhere to the Acceptable Use Policy for computers and sign onto the computer with their names and passwords.
6. No loud talking, rude or inappropriate language, running or otherwise disruptive behavior.
7. If a student is warned about the student's behavior and disregards the library staff person, the student will be sent back to the directed study and be restricted from future library use.
8. Students may take up to two (2) books at a time for a period of two weeks. Books may be renewed as necessary for projects and up to twice on regular reading.
9. All students are asked to limit printing of materials, with four (4) pages the suggested maximum per job. Please ask for help from the library staff before printing.
10. Virtual High School (VHS) students must follow the same regulations as other library patrons. When a VHS student arrives for the student's assigned time, the student must sign into the VHS book.

11. Community School/Service (CSS) students may come to the library providing there is adequate space. These students must also follow the same library regulations. Disruptive students will be asked to leave and also may be subject to having Community School/Service (CSS) revoked.
12. After school use of the library follows the same rules of decorum as during school.

Library Pass Procedure

1. Students will sign up for the library with the study hall teacher, prior to the start of school/study hall. Sign-up is on a first come, first serve basis. Criteria includes the need for library use (research, computer use, book use, etc.).
2. The High School Directed Study Halls will be limited to eight (8) students per period. Adjustments will be made according to size of study halls as well as use of passes.
3. Virtual High School students are permitted in the library and are not part of the library pass totals.
4. Teacher use and scheduling of the library has priority over library passes from directed study halls. Numbers will be adjusted accordingly.

OVERDUE OR LOST/DAMAGED BOOKS: A book is considered "overdue" if it is beyond the due date stamped on the circulation card or noted in the automated system. The following procedures will be followed to resolve overdues:

1. The student's name, due date, homeroom and book will be noted in the "Overdue" spreadsheet and emailed to Middle/High School teachers.
2. Homeroom/English teachers will inform students that books are overdue and should be returned to the library.
3. If a student fails to return a book within a reasonable time (two weeks), the student will receive a written notice of the overdue, as well as a "Lost Books Payment form." Payment will include the price of the book plus processing.
4. If a student does not return a book before the end of the marking period, notices will be sent to the principal.
5. End of year obligations are required to be fulfilled either through book return or payment. Failure to do so may prevent students from getting texts in the start of next year's classes.
6. Books/materials that are returned and damaged are also required to be replaced, either with funds or the exact title.

Locker Assignments

Each student is assigned a locker at the beginning of the school year. Students may not change lockers and should report any damaged locker to the main office. Student lockers are property of the school and are subject to administration search at any time for any reason. Students should not place stickers on, draw on, or deface lockers in any way. Students are responsible for their own belongings as well as school-issued books and materials, and the school recommends students padlock their lockers. Money and all other valuables should be kept at home. In exceptional cases, valuables may be left in the main office. The Millis School Department is not

responsible for items lost from lockers. Students should not leave valuables in an unlocked locker at any time, including during physical education classes. Athletes involved in interscholastic sports should not leave valuables in unlocked lockers. In addition, food should not be left in lockers overnight.

Obligations of Students

Students must satisfy all of their obligations in a timely manner; otherwise, they could be denied extra-curricular, co-curricular and intramural opportunities as well as the other privileges generally ascribed to those who fulfill their obligations in a responsible manner. Privileges, which could be denied, are participation in sports, stage productions, class activities, social events, etc. Graduation participation may also be withheld for students not fulfilling their obligations.

Obligations for the purpose of this policy can range from owing detention time, books, fees, dues, uniforms, cameras and TV equipment, etc. All obligations not satisfied by the end of the school year must be satisfied prior to entering school the following year.

Photographs, Newsletter, Videotaping, Website

Newspapers often come to school to write articles and take photographs of assemblies, classroom activities and other student-related events. Students are sometimes videotaped for the local cable channel or television station. In addition, there may be times when student pictures or work samples may be displayed on our website and/or in our district/school newsletters. Any parent opting not to have photos, videos or work samples of their minor child appear in any newspaper, video, television show, newsletter or website should share preferences with the principal in a letter. No letter is necessary for a parent allowing a minor child to have the child's picture or video taken or work sample displayed.

Security

During school hours the only entrance to the building is through the high school main office. Students are reminded that for security reasons, they may not prop open doors or open doors for strangers. If someone is attempting to gain entrance to the building through a door other than the high school main office, do not let the individual in. The person should ring the bell at the high school main office. Students and staff should immediately report any strangers inside or outside the building to administration.

Student Teacher Assistance Team

STAT (Student Teacher Assistance Team) is an ongoing confidential team approach to assist troubled students. It is not a disciplinary team but rather one that will function as an assessment, prevention and intervention team. Among other scenarios, the following would recommend a student for STAT team participation: Students, who are at risk of failing multiple subjects, are suspected users or abusers of alcohol and/or drugs, have major behavioral problems, are involved

in the court system, or in psychiatric placements. The team is comprised of the school nurse, a teacher, the school psychologist, school counselors and the principal. They meet on a biweekly basis. Students or teachers may make referrals to the team regarding a student thought to be at risk by using the STAT Referral Form. Once completed, the form may be submitted to a school counselor. All information is kept strictly confidential. STAT also acts as a pre referral for special education concerns. Any teacher or parent who suspects a learning disability should first fill out a referral sheet to the STAT team.

We encourage staff members to continue to speak to school counselors with concerns. If you suspect a student is under the influence of drugs or alcohol, please notify the principal, school nurse or school counselor as quickly as possible.

Telephone Messages

Students will not be called from classes for telephone calls except in emergencies. Students should not send or receive cell phone calls or text messages during the school day. Parents and guardians need to be aware that such interruptions disrupt the educational process.

Theft

Every student has a moral obligation to respect the property of others, be it students or community. Unfortunately, some students shirk this responsibility and thefts occur. The administration urges that students not carry large sums of money on their person nor place it in their lockers.

Students are urged to use locks on both their corridor and gym lockers. Should the need arise to carry large sums of money, checks or money orders should be used or such sums should be stored in the school vault. The office secretary will give you a receipt.

Tobacco Usage

The use of tobacco products in any form has been shown to be a health hazard and the Surgeon General has warned against its use. The law clearly takes a position relative to its use and the school supports and enforces that position.

Effective August 31, 1999, the following tobacco policy shall be in effect. When students are caught using tobacco they will be issued a "ticket." School officials will send a copy of this ticket to Town Hall who will administer the smoking fines and punishments as stated in #3.

Regulations

1. Pursuant to Chapter 641 of the General Laws it shall be unlawful for any student enrolled in either primary or secondary public schools in the Commonwealth to use tobacco products of any type in the school building or on school grounds at any time.
2. The use of tobacco products of any type by students on school buses or field trips is

prohibited. No student may use tobacco or be in possession of tobacco.

3. Any student who violates this policy shall be subject to the following disciplinary actions.
 - a. First offense: (a) Notification of the violator's parent(s) or legal guardian(s) of the violation. (b) Requirement that the violator attend tobacco education classes (e.g. , END-Ending Nicotine Dependency through the Caron Foundation) and (c) Issuance of a citation for one hundred dollars (\$100.00)
 - b. Second offense or subsequent violation: (a) Notification of the violator's parent(s) or guardian(s) about the violation. (b) Issuance of a citation for one hundred dollars (\$100.00).

Organizations requesting the public use of school facilities will be denied the privilege of smoking in the building and on school grounds. Tobacco use is prohibited on school property by all other persons. The penalties will be as follows:

1. In the case of a first violation-Verbal warning.
2. In the case of a second violation or subsequent violation: Issuance of a citation for one hundred dollars (\$100.00).

Transfer Student Obligations

A student transferring into Millis High School must provide the school with a complete official school record of the student's past performance in the previous school(s) This record shall include, but not be limited to, any incidents of behavior requiring disciplinary action involving suspension, expulsion, or violation of criminal acts or any incident reports in which such student was charged with any act leading to suspension. A student will be considered neither fully registered nor eligible to attend classes until satisfactory proof of Millis residency has been provided to the high school office.

Visitors

All visitors to the building must report directly to the high school main office, sign in and conform to all safety procedures currently in place. Visitors can be very disruptive to the learning process. Parents/guardians of visitors must call the main office in advance and set up a time for a student to visit. Students who visit should be thinking about attending Millis High School. An appointment with a school counselor will be arranged during the visit. Visitors will be given a pass from the office for that day and teachers will be notified of the visitor's presence in the building.

Weapons

Any student who is found on school premises or at school sponsored or school related events in possession of a dangerous weapon will be subject to expulsion (see page 40). Water guns are not allowed at any time in school or on school grounds. Students in possession of water guns shall have them confiscated and they will not be returned. Repeated offenses shall carry greater

consequences. No other types of “toys” are permitted that have no educational value for a particular class.

SCHOOL HEALTH SERVICES

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

Emergency Information

At the beginning of each academic year, families are asked to fill out an emergency form identifying relatives or friends school personnel should contact in the event of illness or injury when a parent/guardian cannot be reached at home or at their place of business.

Parents/guardians should notify the school promptly of any changes in the list of emergency contacts. These forms will be available via Millis web site.

Illness at School

A student must receive permission from the student’s teacher to visit the nurse.

- At the time of the visit the nurse will record the student's name, time of arrival, reason for the visit, assessment of the problem and intervention.
- Parents/guardians will be notified when there is serious illness or injury, repeated visits during the school day for the same complaint or frequent visits to the nurse.
- Parents/guardians will be asked to pick up their child if their child's recorded temperature is 100 degrees or more.
- In the event that a student requires immediate medical attention 911 will be called, the parents/guardians will be contacted if possible and the student will be sent to the Emergency Room (preference to the designated hospital, if possible.)
- Only those injuries or illnesses occurring in school or on the school bus going to or from school, or on the school grounds during school hours are the responsibility of the school personnel. The school nurse will not treat children injured outside of school hours. The treatment or the arrangement for treatment of home injuries, illnesses, rashes, etc., is the parents/guardians responsibility.
- The school nurse may not legally diagnose a child's medical condition.
- The school has the responsibility for immediate first aid care as well as notifying parents, who, in turn, have the responsibility for transporting the student home or to a doctor at their expense. It is the responsibility of the parent to arrange for the taxi or rideshare service if this is the means of transportation of choice. Under no circumstances shall any school personnel call a taxi or rideshare service for a child.

- The discretion of the school nurse will be used when the parent/guardian cannot be reached for a reason that would require parental notification. If the child needs to be treated, a memorandum from the Health Office will be sent home.
- Accidents are to be reported to the school nurse and the principal. This includes any and all accidents. The teacher in charge of the class or activity in which the accident occurred must submit an accident report to the office before the end of the day. This report must include the assessment of the school nurse.
- Treatment and after care of injury or illness is the responsibility of the family and their family physician.
- No student shall be dismissed without being accompanied by a responsible adult, or with parental permission. It should be made certain that a qualified adult will be there when the injured or sick child arrives home.

Returning to School Following an Absence

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

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

Administration of Medication at School

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

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

- Acetaminophen (Tylenol) may be given by the school nurse with written and/or one time telephoned permission of a parent.
- A written note from the doctor must accompany the medication requesting that the dose be administered at school. The order must also include the name of the medication, dose to be administered, time(s) for administration, any known allergies or side effects, and the reason for medication. The only exception to this policy is for prescription medications requiring administration for ten (10) days or less. Under these circumstances the pharmacy or manufactured-labeled container may serve as the doctor's order if the school

nurse has no questions. Each time a prescription medication is changed or the dosage is adjusted, a new order must accompany all medications. Physician's orders may be brought in or faxed to the Health Office.

- State law (105CMR210.005) requires written authorization by the parent/guardian, which contains approval to have the school nurse administer the medication. A parental authorization form, which is available in the Health Office, must accompany all medications.
- All medications must be plainly labeled and brought to school in the original pharmacy or manufacturer-labeled container.
- When it is necessary for a child to take medication at school, a parent/guardian or a responsible adult must bring the medication to school. The student should not bring medication to school. There is a safety factor to consider regarding bottle breakage or other children taking the medication. Please contact the school nurse if you require special arrangements.
- There shall be a new licensed prescriber order for all medications at the beginning of each academic school year. A new licensed prescriber order will also be required when there are any changes made in the type or dosage of medication.
- No student will be allowed to carry any medications (this includes inhalers unless the student has a physician's letter/order allowing them to carry them) during the school day. All medications are to be brought to and kept in the Health Office. The school nurse will dispose of any medication left in the Health Office after the last day of school.

Physical Examinations

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

Immunizations

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

New Student Enrollment

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

- Complete copy of student record from previous school (M.G.L.Chp71, Section 37L)
- Birth certificate copy
- Complete immunization record
- Current physical exam report

- Completed student registration form
- Health history form
- Medical and Emergency Information Form

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

Screenings

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

Head Lice

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

Physical Education

If a student is unable to participate in Physical Education/Health, they must submit a note from their physician stating the reason for and duration of restriction.

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

All Health Office forms will be available via the Millis website.

Discipline and Expulsion Procedures Student Code of Conduct

Massachusetts General Laws-Chapter 71, Section 37H

Expulsion/Exclusion

1. Any student who is found on school premises or at any school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including but not limited to, marijuana, cocaine or 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 staff member on school premises or on school sponsored or school related events,

including athletic games, may be subject to expulsion from the school or school district by the Principal.

Any student who is charged with a violation of either paragraph (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 the principal's discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (1) or (2) above.

Any student who has been expelled from a school district pursuant to those provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of the student's appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

Massachusetts General Laws-Chapter 71, Section 37H1/2

Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal

Notwithstanding the provisions of Section 84 and Sections 16 and 17 of chapter 76:

Upon issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the welfare of the school. The student shall receive written notification of the charges and the reasons for suspension prior to such suspension taking effect. The student shall also receive written notification of the student's right to appeal and the process of appealing 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 the student's 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 the student's behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five

calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster 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 the student's right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent, in writing, of the student's request for an appeal no later than five calendar days following the effective date of the expulsion. At the hearing, the student shall have the right to present oral or written testimony on the student's 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.

Massachusetts General Laws-Chapter 71, Section 37H3/4

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

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

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

If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school

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

A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

Alcohol/Drugs

There will be no alcoholic beverages consumed or non-prescription drugs used on school property or at any sponsored school function at any time. Students who must take prescribed medications in school must follow the Student Health Services Guidelines (see pp. 38-39). Parents of students found to be in violation of this rule will be required to come to the site of the function or to the school promptly to escort the student home. The parent will then be required to attend a subsequent hearing with the Principal to determine the consequences and a course of action.

If a school employee has reasonable suspicion that a student has been abusing substances, parents or guardians of that student will be called and asked to come to the school and take the student home. At this meeting a hearing will be held with the Principal to determine the consequences and a course of action.

Possession and use of electronic cigarettes is not permitted in school or at school-sponsored events whether or not these events are on school property. These devices will be confiscated and will not be given back to the student.

Behavior in Class

A student must fulfill the student's responsibilities in the classroom as well as in the other areas of the school buildings and grounds. The student does this by punctual attendance in each of the student's classes and studies, and by doing all in the student's power to learn as much as the student can without infringing in any way upon another student's right to learn.

Students are expected to obey all reasonable teacher requests, as they relate to behavior problems. Insubordinate behavior, such as back talk, swearing, failure to respond to these requests will be made known to the parents of the students in an attempt to curb the behavior at its inception. Documentation of such contacts and details of each incident shall be made and a copy referred to the Principal to be filed in the individual's disciplinary folder. If a student is asked to leave a class and sent to an administrator's office for inappropriate behavior, the student may receive two (2) hours of office detention. Depending upon the circumstances, the administrator may use her/his discretion to invoke suspension for classroom misbehavior.

If a student does not attend an office detention, that student will receive two mandatory office detentions. If either of these two detentions is not served, the student will be suspended for a day.

For minor infractions within the classroom, the teacher will keep the student after school on the day of the infraction or the following day. If the student does not fulfill this responsibility, it will be treated as a cut and will be dealt with according to the "Cutting of Classes and/or Detention" policy. More serious or repeated infractions will be subject to progressive discipline under the Discipline and Suspension/Expulsion Procedures.

Behavior on School Buses

Proper behavior on school buses is a prerequisite to ensure student safety in transporting them to and from school or on field trips. In cases of students who are fighting, throwing things, or in any other way disrupting the safe operation of a school bus, the bus driver has the right to stop the bus and wait until the students calm down before proceeding. All incidents shall be reported to the Principal and repeated offenses will result in a parental conference and the possible suspension of bus privileges. Students who misbehave on buses are also subject to progressive discipline under the Discipline and Suspension/Expulsion Procedures.

Right of Attendance

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

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

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

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

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

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

If an action is contemplated regarding removal of a child with a disability from the child's current placement for more than ten (10) school days a review must be conducted between the

child's disability and the behavior subject to disciplinary action. Parents will be notified and provided notice of parent and student rights.

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

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

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

DISCIPLINE OF STUDENTS WITH 504 PLANS

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

Suspension

Any student who is suspended for disciplinary reasons is allowed to make up work missed during the suspension.

1. A student may be temporarily suspended by a principal for evident or repeated opposition to authority or failure to observe reasonable regulations of the school. The following nonexclusive list of bad conduct will be cause for suspension: persistent truancy, fighting, theft or receiving stolen goods, opposition to authority, repetition of offenses after notice, not attending a mandatory detention, habitual and determined neglect of duty, hazing or harassing others, use of profane or obscene language, marring, defacing, destroying public property, the use of tobacco products on school premises, improper use of motor vehicles, disrupting the educational process and throwing snowballs. Failure to adhere to the no snowball rule will be cause for loss of CSS privileges for ONE MARKING TERM and/or possible disciplinary action. Teachers may report any infraction to the office.
2. In suspension cases involving suspensions of ten (10) or fewer days, the student shall be provided with notice of the charges and an opportunity to respond to the charge(s).

- a. Before sending a student out of the school building, the parent or guardian shall be notified by telephone that this is being done.
- b. If the parent or guardian cannot be reached by telephone, the student shall be kept in the school office until dismissal time.
- c. If the suspended student is disrupting the school process, in a situation where the parent cannot be reached by telephone, the police shall be called.
- d. In all suspension cases where a parent or guardian cannot be reached by telephone, a follow up letter shall be sent to the parent or guardian on the same day as the suspension, if possible. This letter shall make it clear to the parent or guardian that the pupil will not be reinstated until a satisfactory parent-school conference has been held. Furthermore, a copy of this letter of notification will be sent to the School Counselor. It is expected that the School Counseling Department will exercise a supportive role in any conference involved in the suspension process.
- e. A student shall have the opportunity to make up assignments and tests missed during a period of temporary suspension. The responsibility for making such arrangements rests with the student. All work must be made up within the same number of days as suspension, i.e., two days of suspension=two days for makeup.
- f. First and second suspensions will result in a letter to the parent or guardian to inform them of the suspension.
- g. Third suspension at the discretion of the principal or designee may result in a referral to the Superintendent of Schools, at which time the parent or guardian may be required to accompany the child for a conference.
- h. Further suspensions indicative of an anti-social behavior pattern may result in a prolonged suspension/exclusion from school.
- i. If a student is suspended from school and during the suspension period appears on school grounds for any reason (i.e. to attend a dance, a sporting event, or to pick up a friend after school) that individual will receive an additional day to the suspension.

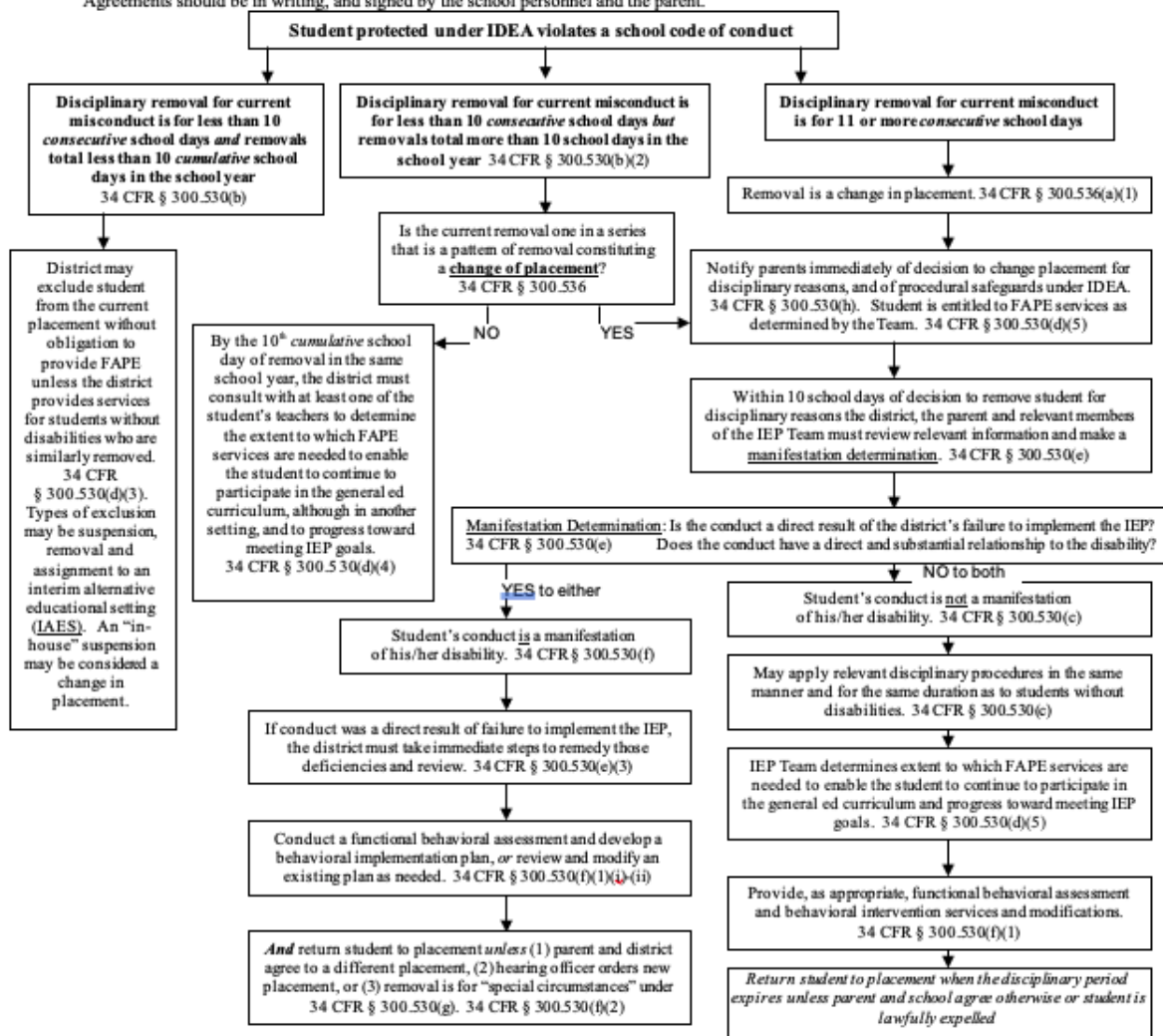
EDUCATION DURING SUSPENSION

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

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

Discipline of Special Education Students Under IDEA 2004 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

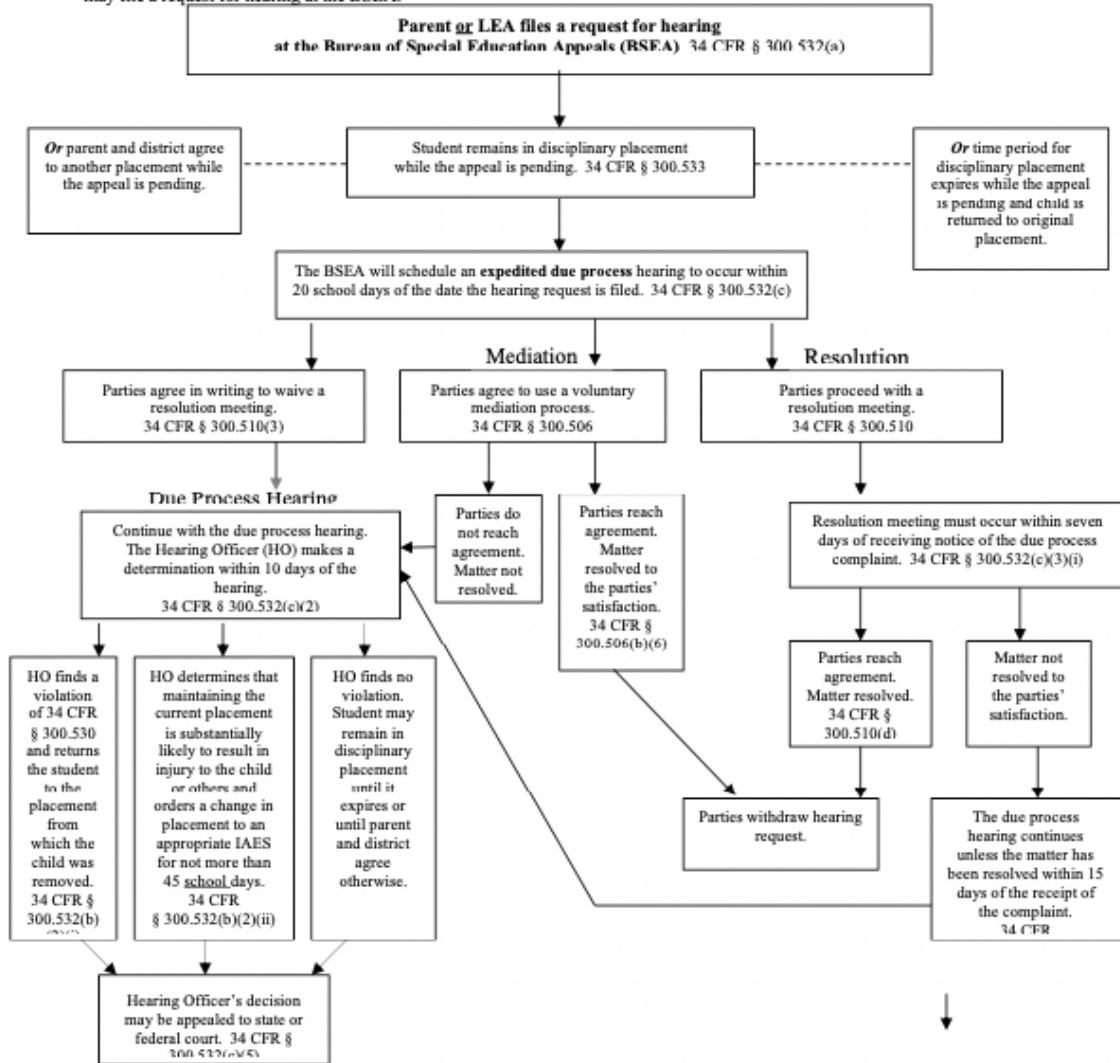
- This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354
- Beginning on the 11th school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.



Appeals Process for Disciplinary Placement Decisions for Students with Disabilities Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

Who may file an appeal of a disciplinary decision?

- **A parent of a child with a disability** who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.
- **An LEA** that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.



Massachusetts Department of Education: December, 2007

Hazing (MGL Chapter 269) Crimes against public peace

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three hundred dollars (\$300.00) or by imprisonment in a house of correction for not more than one year or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, whether public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any other 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 in the contrary, consent shall not be available as a defense to any prosecution under this action. Added by Sl. 1985, c.536; amended by St. 1987, c665.

CH 269, S.18. DUTY TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person, can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (\$1,000.00) Added by Sl. 1985, c.536, amended by Sl. 1987, c.665.

CH. 269, S19, HAZING STATUTES TO BE PROVIDED STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

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 recognized by the institution or permitted by the institution to 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 issues 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 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 regents of higher education and in the case of secondary schools, 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 regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985, c536. amended by St. 1987, c665.

Anti-Harassment

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

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

1. Student should notify a counselor, nurse, school psychologist, or teacher.
2. The matter is referred to the principal immediately.
3. When the principal receives a complaint of harassment, an investigation is conducted in a fair and expeditious manner. The investigation is conducted in such a way that confidentiality is protected to the extent practical under the circumstances.
4. If it is determined that harassment has occurred, the Millis Public Schools will take action as is appropriate under the circumstances, including disciplinary action (disciplinary actions may include but are not limited to detention, short-term suspension, and long-term suspension).

5. Disciplinary measures will be based on the nature of the offense as well as the development level of the accused student (disciplinary actions may include but are not limited to detention, short-term suspension, and long-term suspension).
6. Upon the completion of the investigation a written report is sent to the Director of Pupil Personnel Services (Coordinator of Title IX and Chapter 622). (The complete Millis Public Schools Harassment Policy may be found in the School Committee Policy Book and every classroom in Millis Public Schools.)

Nondiscrimination Policy

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

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

The complete Millis Public Schools Nondiscrimination Policy may be found in the School Committee Policy Book and district website (School Committee policy #1.16)

NONDISCRIMINATION / ANTI-HARASSMENT PROCEDURES INVESTIGATION PROCESS

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

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

Section 504 / Americans with Disabilities Act (ADA)

Mark Awdycki, High School Principal

Nealy Urquhart, Director of Student Services

Titles VI, VII, IX, Chapter 622, Section 504/ADA and Age Discrimination

Nealy Urquhart, Director of Student Services

McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.

The Millis Public Schools homeless liaison is:
Nealy Urquhart, Director of Student Services

BULLYING PREVENTION PLAN

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

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

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

Planning and oversight

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

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

The Millis Public Schools' Priority Statement:

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

DEFINITIONS

Perpetrator is a student or staff member who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying 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 cyberbullying.

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

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

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

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

Collaboration with Families

Advice for Parents and Adults About How To Deal With Bullying

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying 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 cyberbullying.

Kids who are bullied are more likely to

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

Kids who bully are more likely to

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

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

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

When Your Child Is Bullied

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

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

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

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

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

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

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

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

When Your Child Is a Bully

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

Your child may bully if, he or she

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

What you can do to stop your child from bullying

- Take it seriously. Don't treat bullying as a passing phase. Even if you're not worried about long-lasting effects on your child, another child is being hurt.
- Talk to your child to find out why he or she is bullying. Often, children bully when they feel sad, angry, lonely, or insecure and many times major changes at home or school may bring on these feelings.
- Help build empathy for others and talk to your child about how it feels to be bullied.
- Ask a teacher or a school counselor if your child is facing any problems at school, such as if your child is struggling with a particular subject or has difficulty making friends. Ask them for advice on how you and your child can work through the problem.
- Ask yourself if someone at home is bullying your child. Often, kids who bully are bullied themselves by a parent, family member, or another adult.

TRAINING AND PROFESSIONAL DEVELOPMENT

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

Annual staff training on the Plan:

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

Ongoing professional development:

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

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyberbullying.

- Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.
- Additional areas identified by the school or district for professional development include:
 - promoting and modeling the use of respectful language;
 - fostering an understanding of and respect for diversity and difference;
 - building relationships and communicating with families;
 - constructively managing classroom behaviors;
 - using positive behavioral intervention strategies;
 - applying constructive disciplinary practices;
 - teaching students skills including positive communication, anger management, and empathy for others;
 - engaging students in school or classroom planning and decision-making; and
 - maintaining a safe and caring classroom for all students.

Written notice to staff:

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

ACCESS TO RESOURCES AND SERVICES

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

Identifying resources:

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

Counseling and other services:

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

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

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

One-on-one and small group counseling

Case management services

Crisis intervention

Social Competency Program (Open Circle)

MARC K-5 Curriculum: Bullying and Cyberbullying Prevention

Facilitating classroom meetings to resolve problems

School counseling curriculum on issues of respect, sexual harassment and student success skills

Leadership Group

DARE

High School Mentor Program

Save one Student Program

Social skills groups

Study skills/time management groups

Parent-teacher conferences

Parent workshops (online internet safety night for parents)

Transition planning
Parent guidance
Behavioral plan development
Classroom observations
Peer Tutoring Program
CAP (Credit Achievement Program/Drop-Out Prevention)
Grade Level Team Meetings
STAT(Student Teacher Assistance Team)
IST (Instructional Support Team) Meetings
AI's Pals to Open Circle

ACADEMIC AND NON-ACADEMIC ACTIVITIES

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

Specific bullying prevention approaches:

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

Policies and Procedures for Reporting

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

Step One: Complete Incident Report Form

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

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

Step Two: Conduct Investigation

Interview Target of bullying:

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

Interview the student accused of bullying:

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

Contact parent of target and alleged aggressor

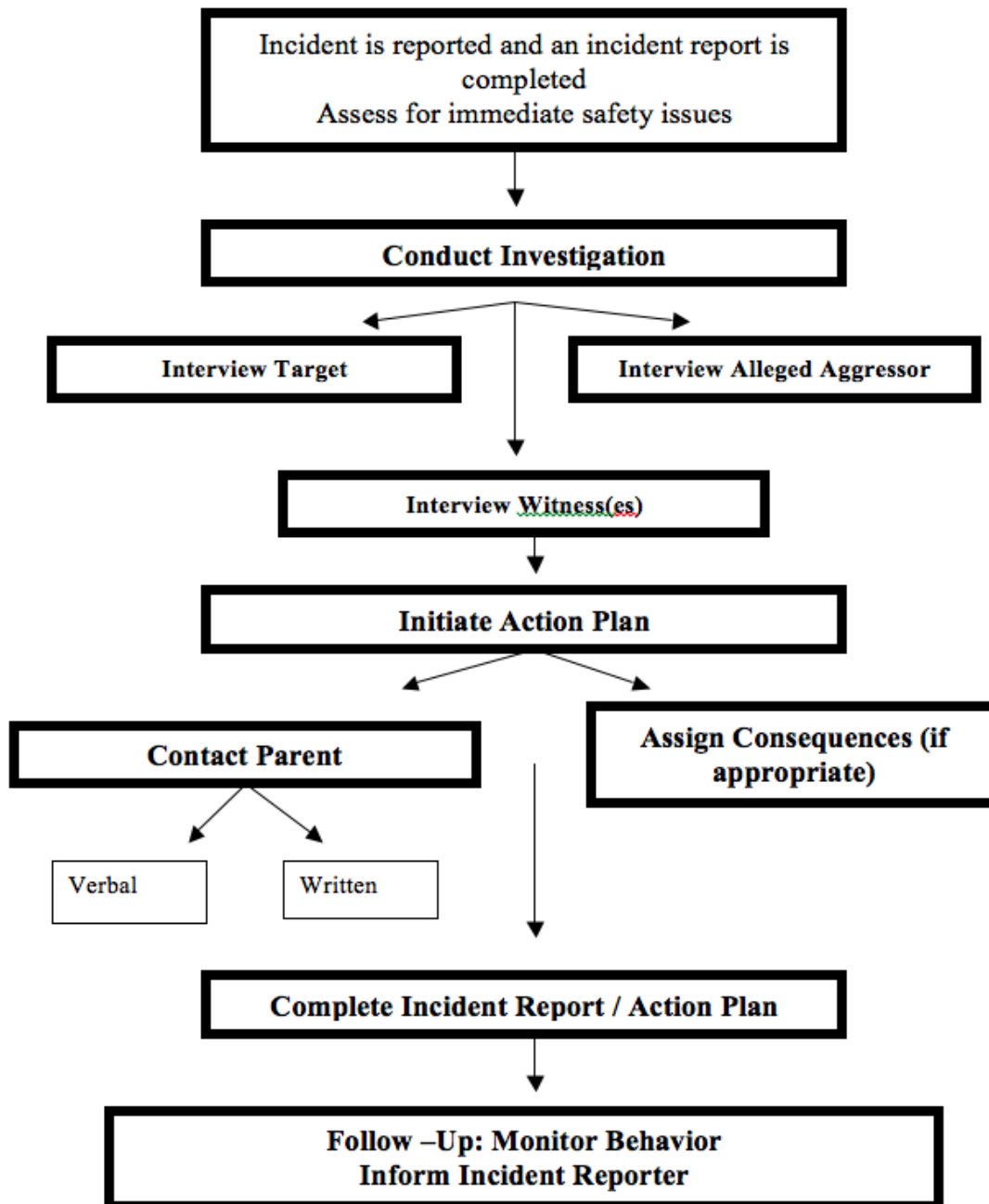
Step Three: Assign Consequences if needed

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

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

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

PROCESS FOR RESPONDING TO A REPORT OF BULLYING FLOW CHART



PROHIBITION AGAINST BULLYING AND RETALIATION

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

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

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and
- the following statement will be included in the student code of conduct, the student handbook, and the staff handbook and will be disseminated widely through student assemblies, newsletters, the news media, on our website and list serves.
- acts of bullying, which include cyber-bullying, are prohibited:
 - (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
 - (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

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

RELATIONSHIP TO OTHER LAWS

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

In addition, nothing in the Millis Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

ENGLISH LANGUAGE LEARNERS (ELLs)

Under federal and state law, Massachusetts school districts must take appropriate steps to identify English Language Learners (ELLs) so they can receive instruction that is designed to assist them in learning the English language and subject matter content, and their parents can participate in the decision-making process relative to the type of program the identified ELL will receive.

The Millis Public Schools ELL liaison is:

Maureen Knowlton, Director of Curriculum, Assessment and Professional Development

STUDENT RESOURCE: MLA Format

Student Name	Mohawk 1
Teacher Name	
Class Name	
10 Mar. 2017	
Title of the Paper	
The title of the paper is centered but not underlined. The paper has one-inch margins, and the font is Times New Roman, size 12, all double-spaced. The titles of plays and books are in <i>italics</i> ; poems and short stories use quotation marks around the titles.	

Direct quotes, paraphrasing, and summarizing of another person's words or ideas must be cited in parentheses and on a Works Cited page. Ask your teacher if you have questions about citing or plagiarism.

Quotes should never appear alone in a paper; they must be part of a sentence so they make sense to the reader. Cite at the ends of sentence, not in the middle. When citing, the period goes after the citation.

As Gatsby explains to Nick Carraway, he believes Daisy's voice is "full of money" (Fitzgerald 25).

When Catherine says Heathcliff is "more myself than I am," she admits she loves him (Brontë 145).

The author's last name and the page number follow the quote. There is no comma. If there is no author and/or no page numbers, use the title of the work.

Experts agree that penguins prefer their natural habitats in Antarctic ("Penguins").

You must use the author's name in the citation unless you use it in the sentence.

Arthur Miller writes that in Salem's justice system, "a person is either with this court, or he must be counted against it" (75).

Works Cited Page

Citations are in alphabetical order by author's last name. The second and third lines of citation are indented. If a piece of information does not exist, you have to skip it.

A book with one author

Author's name. *Title of the book*. City of Publication: Publishing company, year. Print
Jones, Sarah. *The Waterfalls*. New York: Smith Publishing, 2003. Print.

A book with two authors

Both author's names. *Title of the book*. City of Publication: Publishing company, Year. Print.
Jones, Sarah and Robert Meyers. *The Waterfalls*. New York: Smith Publishing, 2003. Print.

A web site with an author

Author's name. "Name of Page." *Home page*. Group that sponsored site, date last updated. Web. Date you found the site.
Jones, Sarah. "City Profile: San Francisco." *CNN.com*. Cable News Network, 2001. Web. 14 May 2002.

A web site without an author

"Name of Page." *Home page*. Group that sponsored site, date last updated. Web. Date you found the site.
"City Profile: San Francisco." *CNN.com*. Cable News Network, 2001. Web. 14 May 2002.

A piece from an anthology or textbook

Author's name. "Title of Piece." *Name of Book*. Editor's name. City of Publication: Publishing company, year. Print.
Jones, Sarah. "Town Hall." *A Collection of Short Stories*. Ed. Michael Johnson. New York: Smith Publishing, 2003. Print.