

Middleborough High School
Student Handbook
2021-2022

Introduction and Important Documents5

Introduction	5
School Committee Anti-Racism Resolution	6
Civil Rights.....	7
Non-Discrimination Statement.....	8
Notice of Equal Opportunity	9
Student Rights	10
District Mission Statement	11
Core Values, Beliefs, and Learning Expectations	12

Federal, State, and Local Legal Regulations.....13

Non-Custodial Parents' Rights	13
Rights Under FERPA	14
Massachusetts General Laws Chapter 71, Sections 37H, 37H1/2, and 37H3/4....	15
Hazing.....	19
Parental Notification Law Regarding Human Sexuality Education	21
Notice and Consent/Opt-Out	22
Policy on Dissection and Dissection Alternatives.....	22
Reporting Suspicion of Child Abuse and Neglect/Mandated Reporter Responsibilities.....	23
Section 504	24
McKinney-Vento Homeless Education Assistance.....	25
Policy on Restraint of Students	26
Home & Hospital Instruction Program.....	29

General Information.....32

Entrance and Exit from School.....	32
Main Office	32
Restrooms	32
Corridor Passes	33
Lost and Found	33
Student Dining Commons	33
Telephones.....	33
Visitors	33
Books and Equipment.....	33
Obligations to School	34

Policies and Procedures.....34

Bus Transportation	34
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Field Trips	35
Late Buses	36
Bus Privileges	37
Bus Rules.....	37
Science Lab Safety Protocols	38
Internet Acceptable Use Policy	39
Re-Entry Procedure	42
School Dining Commons Point of Sales System	42
School Safety Protocols.....	42
Emergency Response Protocols	43
Student Parking	45
Marking System and Academic Schedule	46
Open House and Parent/Teacher Conference Schedule	46
Homework Statement of Philosophy	46
Progress Reports	47
Mid-Year and Final Assessments	47
Health/Wellness/Physical Education.....	48
Advanced Placement Final Exam Exemption	48
Report Cards	49
Grade Point Average, Class Rank, and Honor Roll Status.....	49
Graduation Requirements	51
Community Service Graduation Requirement	52
Credit Requirements by Class	52
World Language Exemption.....	52
Additional Academic Opportunities	55
Dual Enrollment	55
Community Evening School Summer School.....	55
MHS Day Summer School Program	55
Tutoring	56
Tutoring Referral Procedures for All In-District Students	57
Futures Alternative Education Program	58
Middleborough High School Services.....	59
School Counseling Services	59
School Counselors' Goals	59
Course Selection/Course Changes.....	60
School-to-Career Program.....	61
Student Records.....	61
Learning Commons Services.....	63
Health Services	63
Medical Excuses	64
In-School Illness	65

Transition Services	65
BMI.....	65
Transportation Medical Restriction	65
Wellness Policy	66
Attendance Policy	72
Daily Attendance and Tardiness to School	72
Excused Absences	72
Unexcused Absences	73
Truancy	74
Planned Absence	74
Class Attendance and Tardiness to Class	74
Dismissal Procedure	75
Loss of Credit Due to Absenteeism.....	75
Loss of Credit Appeals	76
Comprehensive Credit Recovery Program	76
Prolonged Absence	76
Make-Up Work.....	76
Participation in Co-Curricular Activities.....	77
Discipline Procedures	78
Code of Conduct.....	79
Alternative Classroom Environment (ACE)/In-School Suspension	80
Additional Provision of “Service Time” :	81
Social Probation.....	82
Out of School Suspension (OSS)	83
Exclusions and Expulsions	84
Disciplinary Appeal Process.....	84
Student Conduct and Behavior	84
Locker Responsibilities	87
Cellular Phone Policy	87
Dress Code.....	88
Hazing.....	89
Search and Seizure	89
Threat Protocol	89
Bullying	90
Harassment Policy	91
Sexual Harassment Policy	94
Sexual Harassment within the School Environment	95
Discipline Procedures for Students with Special Needs.....	98
Memorandum of Understanding.....	101
Co-Curricular Activities	102
Student Activities	102

Student Government Activities	103
Honor Societies	104
Additional Co-Curricular Offerings	107
Art Club	107
Gender and Sexuality Alliance (GSA)	107
Athletics and the MHS Athletic Handbook.....	111
Athletic Handbook.....	112
Transportation Policy	119
School Song.....	126
Student Bell Schedule.....	127
Floor Plan	128
2021-2022 School Calendar	131

Introduction and Important Documents

Introduction

In accordance with M.G.L. c. 71, section 32A, Massachusetts Department of Elementary and Secondary Education (DESE) regulations governing school councils have determined that in each school building containing grades nine (9) to twelve (12), inclusive, the principal in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined below.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety for students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violations of other student's civil rights.

This handbook serves to present the rights of the school to implement high expectations for the academic, civic, and social development of our students. These procedures intend to reinforce responsible student decision-making and promote positive behaviors and respect. All members of the school community have the responsibility to conduct themselves in accordance with the provisions of this handbook in a way that demonstrates respect for all individuals, their rights, and their property. The school community is defined as all those people who work or interact in the school. Students, teachers, administrators, school counselors, custodians, secretaries, dining commons workers, parent/guardian volunteers, and school visitors are part of this community.

All members of the school community must support the standards of conduct of the school and assist in the enforcement of rules and regulations. The way sports are conducted, grades are allotted, teachers behave, and corridors and parking lots are monitored all send messages that significantly affect our school culture. Positive behaviors must not only be accentuated by the policies and practices under which our high school functions, but also must be modeled in the conduct of members of our school community. Young people need to see people around them live by the standards that the school strives to instill in them.

This behavior is expected during all school-sponsored events. This includes all curricular, co-curricular, athletic, and special events of the school both on and off campus (e.g. graduation, graduation-related activities, school dances and proms, student activities at other schools, including school-sponsored trips and those times when school buses or other school-provided transportation is used). A student's participation in co-curricular activities is a privilege, not a right or entitlement.

Middleborough Public Schools' School Committee Anti-Racism Resolution

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that the Middleborough Public Schools and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

This Resolution was approved by the School Committee of the Middleborough Public Schools on June 18, 2020.

Civil Rights

Every student has the right to attend school safely. All children must be able to learn in an environment that is free from discrimination based on race, color, sex, national origin, disability, religion, gender expression, or sexual orientation.

All aspects of public-school education must be fully open and available to members of both sexes and of minority groups. No school may exclude a child from any course, activity, service, or resource available in that public school on account of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation of such child. These regulations address five (5) areas of school policy: school admissions, admission to courses of study, guidance, course content, and co-curricular and athletic activities.

Federal law prohibits discrimination on the basis of sex in educational programs or activities receiving federal assistance. In accordance with the requirements of Title IX of the Education Amendments of 1972, Middleborough Public Schools hereby makes notice that it does not discriminate in any educational program or activity or in employment herein.

Section 504 of the Federal Rehabilitation Act of 1973, provides that no otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. All staff is required to ensure that we are in compliance, and are also required to report any violations or non-compliance issues. Said reports should be filed with the individual school administrator and/or the Chapter 622 & Title IX Coordinator.

A student or parent(s)/guardian(s) should immediately contact a teacher, school counselor, building administrator, or Superintendent of Schools' office with any complaint relating to civil rights issues in the schools. Measures are in place to take prompt action to investigate incidents and protect the rights of all individuals in the schools.

Memorial Early Childhood Center
508-946-2030

Middleborough High School
508-946-2010

Henry B. Burkland Elementary School
508-946-2040

Chapter 622, Section 504 & Title IX
Coordinator/Investigator:
Ms. Carolyn Lyons
112 Tiger Drive
Middleborough, MA 02346
508-946-2013

Mary K. Goode Elementary School
508-946-2045

John T. Nichols, Jr. Middle School
508-946-2020

Non-Discrimination Statement

All programs and activities at Middleborough High School are offered without regard to race, color, sex, national origin, disability, religion, gender expression, or sexual orientation.

The school makes every reasonable effort to provide easy physical access through the use of ramps and elevators. Ample handicapped parking is clearly identified. Handicapped bathrooms are located on each floor. Individuals in wheelchairs are easily accommodated throughout the building and for transportation needs.

All educational programs and services are advertised and open to all individuals, students, staff, and parents/guardians. Program offerings seek to eliminate bias and encourage full opportunities for all. Program modifications allow for participation of students with disabilities. Pregnant students are provided access to regular education classes and activities during their pregnancy. All co-curricular activities are offered in a non-discriminatory manner. All scholarships, prizes and awards are free from bias and discrimination.

The *Middleborough High School Student Handbook*, *Program of Studies*, *School Profile Pamphlet*, and *Scholarship Booklet* all contain the above statements. Sexual Harassment and Discrimination procedures are outlined in the *Middleborough High School Student Handbook*. Students, staff, or parents/guardians who feel they are aggrieved in a discriminatory manner may contact any one (1) of the following:

Chapter 622, Section 504 & Title IX Coordinator/Investigator:
Ms. Carolyn Lyons
112 Tiger Drive
Middleborough, MA 02346
508-946-2013

A note on Student names and pronouns:

In Massachusetts, a student may adopt a name and/or gender marker that is different from the name and/or gender marker that appears on their birth certificate, provided the change of name and/or gender marker has no fraudulent intent. When a school receives a request for a name and/or gender marker change, schools should accurately record the student's chosen name and/or gender marker on all school-based records. A court-ordered name or gender change document is not required, and the student does not need to change their official student record. After a student requests a name change and/or gender marker change, school personnel should use the student's affirmed name/and or gender and pronouns appropriate to a student's gender expression, regardless of the student's assigned birth sex. For students who remain in the same school following a name and/or gender transition, it is important to develop a plan with the school for ensuring the use of the chosen name and pronouns consistent with the student's gender expression.

Notice of Equal Opportunity

The Middleborough Public Schools reaffirm that they do not discriminate on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation in: admission to, access to, treatment in, or employment in, its programs or activities. Consistent with M.G.L. c. 76, section 5, the Middleborough School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability or sexual orientation. Any harassment on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

If you have any questions about the district's policy, please feel free to contact Ms. Carolyn Lyons whose contact information is located on page seven and eight (7 and 8). They have been designated to respond to your inquiries and to be the district's Equal Opportunity, Title IX, Section 504, and Americans with Disabilities (ADA) Coordinators.

If you have a complaint or concern that discrimination has occurred, you may utilize the following procedure:

1. Report the violation(s) to any staff member in the Middleborough Public Schools. The staff member will notify the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be conducted by the school district investigators in each area, within a reasonable period of time. The building principal will issue a decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, or ADA Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be submitted within one (1) week after receipt of the principal's decision.
3. The Equal Opportunity, Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to:

Regional Director, Office for Civil Rights
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491

Student Rights

1. Students have the right to freedom of expression, petition, and to peaceably assemble through speech, symbols, and the dissemination of written viewpoints on school property provided that no disruption or disorder is caused within the school or its programs.
2. No student (person) shall be excluded from or discriminated against the right to attend school in the district in which the student resides.
3. Any student who believes they may have been the victim of discrimination will be informed of the grievance procedure by the principal. Upon request, the Director of Pupil Personnel or their designee will provide further information regarding Chapter 622/Title IX.
4. No student shall be discriminated against because of marriage, pregnancy, or parenthood. The school may require a physician's certificate and/or supervision of a pregnant student.
5. All rules and regulations necessary to maintain the educational process will be announced to students in either written or oral form prior to their implementation.
6. Every student has the right to become involved in the school community to the extent that the student may
 1. vote in student elections;
 2. hold student office;
 3. use school facilities for approved activities that have faculty supervision; and
 4. participate in the development of curriculum, regulations, and a school atmosphere conducive to a positive and worthwhile educational experience.
7. All students have the right to attend school without fear of threats or reprisals.
8. Students 18 years of age or older may refer themselves for an evaluation at any time to determine if there is need for special education services because the student is unable to progress effectively in a regular education program; in this case, a student should contact the appropriate school counselor.
9. A special needs student at MHS under the Individualized Education Plan (IEP) has the right to be present at, and to participate in, the writing of the IEP at the Team Meeting; this Team Meeting usually involves teachers, the student's parent(s)/guardian(s), school counselor, and others who have conducted assessments as part of an evaluation; attendance at this meeting should be requested through the special needs teacher, parent(s)/guardian(s), or school counselor.

Any student violating these or any other civil rights of students will be subject to disciplinary action and may be suspended from school for up to 10 days.

Middleborough Public Schools’ District Mission Statement

Mission Statement

- Middleborough Public Schools is to foster a culture of excellence within every student, in every classroom every day.

Vision Statement

- Middleborough Public Schools students, with the support of a dedicated community, will think critically, appreciate diversity, demonstrate innovation, value reflection, and develop a growth mindset as an active member of our local and global community to learn, grow, and finish strong.

Theory of Action

- If we create, support, and sustain cultures of innovation, achievement, excellence, and well-being within our school and greater community, then our students will learn to think creatively and independently, appreciate and respect diversity, demonstrate innovation, value reflection, and develop their mindset to learn, grow, and finish strong as active members of our local and global community.

Strategic Objectives

- Culture of Innovation and Achievement
 - Continue to make data-informed decisions to improve achievement for all students within an innovative environment supported by 21st-Century facilities.
- Culture of Excellence
 - Develop and nurture a positive culture wherein high expectations for students, faculty, and staff achievement are articulated, realized, and celebrated by the entire community.
- Culture of Well-being
 - Plan, develop, and implement programs and protocols which will continue to positively impact the social-emotional growth and well-being of all members of the school community.

Core Values, Beliefs, and Learning Expectations

We are the SACHEMS!

Our Graduates:

Solve Problems

Acknowledge Global Issues

Communicate Well

Help Others

Embrace Life-long Learning

Make Learning Relevant

Strive for Excellence

We believe that all students should become life-long learners who can effectively communicate in their world, while showing confidence, demonstrating tolerance, and providing service to their community. We challenge students to be informed young adults who will help to solve problems within our global society using creative ideas. A combination of challenging courses, varied instruction, and authentic learning opportunities will provide students with the means to achieve their goals.

Through varied learning opportunities, all Middleborough High School students will

1. clearly, fluently, and confidently present ideas;
2. acquire and assess information for a purpose;
3. apply critical and analytical thinking to solve problems;
4. collaborate to meet a common goal;
5. create original products that demonstrate skill and knowledge;
6. demonstrate understanding of beliefs, opinions, and needs in the global society; and
7. demonstrate the value of service to the welfare of the community.

Federal, State, and Local Legal Regulations

Non-Custodial Parents' Rights

As required by M.G.L. c. 71, section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations.

Chapter 71: Section 34H. Non-custodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent

Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notifications of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, 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.

A parent requesting information under this section shall submit a written request to the school principal.

Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or

school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

The Department of Education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions, which assure that the information referred to in this section is properly marked, to indicate that said information may not be used to support admission of the child to another school.

Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access: Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading: Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information

regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent: One (1) exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA: The name and address of the Office that administers FERPA is:

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

Massachusetts General Laws Chapter 71, Sections 37H, 37H1/2, and 37H3/4

In order to maintain an environment conducive to teaching and learning we will declare unequivocally that weapons, illegal drugs, alcohol, and violent acts have no place in an academic setting.

The Massachusetts Education Reform Act of 1993 was signed into law on June 18, 1993. This law has a direct impact on some student discipline policies and procedures. The information contained below details policy and procedural changes that are now in effect in all schools in Massachusetts. The Massachusetts Education Reform Act supersedes pertinent discipline policy and procedures that are outlined in the student handbook. These policies and procedures include:

- A. Possession of Weapons / Drugs**
- B. Assault on School Personnel**

It is important for students and parents to understand and be mindful of the information listed below:

- a.) Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or a knife, or a controlled substance as defined in chapter 94 C, including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b.) Any student who assaults a principal, vice principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c.) Any student who is charged with a violation of either paragraph (a) or (b) 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, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- d.) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have 10 days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of this section.
- e.) When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.
- f.) Upon a student being convicted of a felony or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the changes and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion with the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or

guardian within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her 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 5 calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to expulsion.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than 10 consecutive days shall have an opportunity to receive education services and make academic progress during the period of removal through the school-wide education service plan.

Section 37: Section 37L of said chapter 71 General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the Board of Education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incident reports in which such student was charged with any suspended act.

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

Section 37H3/4. (a) 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.

(b) 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.

(c) 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.

(d) 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.

(e) 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.

(f) 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.

Hazing

Massachusetts General Law c.269, section 19 requires the distribution of c. 269, sections 17-19 to the following groups and individuals:

- **Every student group and every member, pledge or applicant for membership in that group or organization**
- **Every non-school affiliated organization of which the school has knowledge**

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment.

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

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

Chapter 269: Section 18. Failure to report hazing

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to 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.

Chapter 269: Section 19. Issuance to students and student groups, teams and organizations; report

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

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

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

Release of Student Information to Military Recruiters U.S. Armed Forces Personnel

In response to the Federal No Child Left Behind Act of 2001(NCLB), Middleborough High School is mandated to provide the names, addresses and telephone numbers of our junior and senior students to United States military personnel and the Armed Forces recruiters. However, students of the age of majority* and parents/guardians have the right to instruct Middleborough High School in writing that this information not be released to the military.

*Students aged 16 and above have the right to request that their contact information not be released to recruiters. Parents/Guardians can override their child(ren)'s decision by notifying the school in writing only if your child(ren) is/are under the age of eighteen (18).

If an eligible student and/or parent/guardian does not want directory information or recruiting information released, they must so notify the building principal in writing by October 31, 2021 at the address below in writing and otherwise said information will be released.

Mr. Paul F. Branagan, Jr., Principal
Middleborough High School
71 East Grove Street
Middleborough, MA 02346

Parental Notification Law Regarding Human Sexuality Education

A parent/guardian may seek to exempt their child from any portion of the curriculum that primarily involves human sexuality education or human sexuality issues. In accordance with M.G.L. c. 71, section 32A, a copy of each subject curriculum and/or program instructional materials will be accessible to parents/guardians, educators, school administrators, and others for inspection and review. A parent/guardian who requests their child to be exempt from any portion of the school curricula which primarily involves human sexuality education or sexuality issues must provide written notification to the principal.

The parent(s)/guardian(s) should specify course, class, or assembly/activity from which the child is to be exempted.

No child will be penalized by reason of an exemption from curriculum covered by the statute. The statute does not mandate, however, that the school provide a customized curriculum for the exempted student. The school will provide an alternative educational project to ensure structured learning time for the student.

Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. § 1232h, requires Middleborough Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one (1) or more of the following eight (8) areas (“protected information surveys”):

1. political affiliations or beliefs of the student or student’s parent(s)/guardian(s);
2. mental or psychological problems of the student or student’s family;
3. sexual behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or parent(s)/guardian(s); and
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. (Please note that this notice and consent/opt-out transfers from parents/guardians to any student who is 18 years old or an emancipated minor under State law.)

Policy on Dissection and Dissection Alternatives

In accordance with the 2005 Board of Education’s Policy on Dissection and Dissection Alternatives, the Middleborough School District has developed the following policy:

Participation in hands-on science is important to learning science and dissections are a valuable learning experience in which all students are encouraged to participate. When dissection is used in the classroom

1. teachers will thoroughly explain the learning objectives of the lesson and use written and audio-visual materials as appropriate to maximize the educational benefits of the experience;
2. all specimens will be treated with respect;
3. all students will be informed, prior to the dissections, that they have the option of discussing individual concerns about dissection with the appropriate teacher; and
4. upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also include dissection alternatives. Upon written request of a student’s parent/guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method.

Currently, our school offers the following courses that include dissection: CP Biology, Honors Biology, AP Biology, Oceanography, and Anatomy and Physiology.

Alternative activities may include but are not limited to simulated on-line dissections, dissection alternative software, models, and/or a research paper covering the learning objectives of the lesson.

The procedure for a student to participate in an alternative activity in place of dissection is as follows

1. the student will notify the science teacher of their choice to participate in an alternative activity in place of participating in a dissection;
2. the student will submit a written request from their parent/guardian to the science teacher or to the school principal;
3. the student will be provided an alternative activity to be determined by the teacher who will specify in writing what is expected of the student. alternative activities should allow students to gain the same content knowledge as a dissection activity and should allow for a comparable investment of time and effort by the student;
4. the student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity; and
5. the student will be subjected to the same course standards and examinations as other students in the course.

Reporting Suspicion of Child Abuse and Neglect/Mandated Reporter Responsibilities

Under Massachusetts law (Ch. 119, sections 51A-E) all educators and any persons paid to care for, or work with, a child in any public or private facility are mandatory reporters of suspected abuse or neglect of a child under the age of 18. It is vitally important for each staff person to understand that they are a mandated reporter. It is not solely the responsibility of the school counselor, school adjustment counselor, or principal.

Because the educational leader of the school should be fully informed and because allegations of child abuse/neglect can be very difficult for staff, the following procedure should be adhered to:

1. Any mandatory reporter who is a staff person or itinerant staff person in the Middleborough Public Schools must report an allegation of child abuse/neglect to the principal of the school or their designee.
2. When necessary, the principal or their designee will assist the mandatory reporter to file a verbal and then written report to the Department of Children and Families (DCF).

Please be advised that, according to DCF guidelines, “if the principal (person in charge) or their designee advises against filing a report, the staff member retains the right to contact DCF directly.”

Section 504

Section 504 of the Rehabilitation Act, 29 U.S.C. 794(A), is an anti-discrimination statute that prohibits discrimination against people with disabilities, including students, employees, and other member of the school community.

This law applies to all school districts that receive federal funding aid and it covers all programs and activities that the school district offers. The responsibility of the district is to identify, evaluate, and provide appropriate services to those individuals who meet the criteria set forth by the Act.

Who is a disabled person under the law?

A disabled person under Section 504 and the ADAA:

- Has “a physical or mental impairment that substantially limits one (1) or more major life activities of such individual, has a record of such impairment; or being regarded as having such an impairment.”

Referral Process:

A referral may come from parents, professional staff, students, and/or community agencies. A pre-evaluation meeting will be held by the 504 Team to review any previous actions taken to address the concerns and determine whether a request to conduct an evaluation is warranted.

The Middleborough High School will notify the parents or guardians, in writing, of the school’s reason and intent to conduct an evaluation. The notice will include a description of the evaluation(s) and procedural safeguards.

This process will include an initial determination of whether the problem identified at referral, suggests an impairment of a major life activity. The Team then decides further course of action (i.e. to evaluate or not).

In interpreting evaluation data and making placement decisions, teams shall draw upon information from a variety of sources, including aptitude and achievement test, teacher recommendations, physical conditions, social or cultural background and adaptive behavior.

If the student is found eligible, a 504 Plan will be written and implemented containing accommodations appropriately determined by the 504 Team. Section 504 requires schools to make necessary accommodations, but not substantial or fundamental alterations (modifications) to its programs to allow disabled students to participate or to lower its standards as an accommodation for a student with a disability.

All students are expected to meet the requirements for behavior as set forth in the student handbook. Suspensions of more than 10 days are subject to special rules under Section 504.34 CFR 104.35(a). Under Section 504, students with identified disabilities cannot be expelled or suspended from school for more than 10 school days for misconduct that was a manifestation of the student’s disability. The 504 coordinator, prior to the 10th day of suspension, will hold a manifestation determination meeting.

McKinney-Vento Homeless Education Assistance

The Middleborough Public Schools complies with the Department of Elementary and Secondary Education's advisory criteria of the federal McKinney-Vento Homeless Education Assistance Act. The Middleborough Public Schools shall ensure that every effort is made to comply with this legislation and to ensure that each homeless child or youth has equal access to the same, free, and appropriate public education, including a public preschool education as provided to other children and youth.

The Middleborough Public Schools will:

1. Designate a staff person(s) to serve as the Homeless Education Liaison(s) whose role it is to assist homeless students enroll in school, and to ensure they receive the educational supports and services for which they are eligible.

**MPS Homeless Liaison
Director of Pupil Personnel Services
508-946-2013**

2. Immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical/immunization records or proof of residency.
 3. Ensure that transportation is provided, at the request of the parent, area shelters, agencies, other school districts, guardian or unaccompanied youth, to and from the school of origin.
 4. Afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness.
 5. Collaborate with the Department of Child & Family Services and other area agencies to identify and service (1) unaccompanied youth (youth who are homeless and not in the physical custody of a parent/guardian; and not in the custody of a state agency); and (2) children and youth in state care or custody (foster children) who have been placed out of their homes into temporary, transitional, or emergency living placements.
- The Department of Education's Homeless Assistance Office has revised its interpretation of the term "school of origin" under McKinney-Vento. The new Homeless Education Advisory 2015-9 replaces prior advisories 2004-9 and 2007-9A and may be accessed here:
<http://www.doe.mass.edu/mv/haa/15-9.html>.
 - School of Origin - not District of Origin
"School of origin" is defined as the school the child or youth last attended when permanently housed or the school in which the child or youth was last enrolled. Under McKinney-Vento, homeless children and youth have the right to choose between continuing to attend their school of origin or enrolling in the local school where they are temporarily residing. However, "school of origin" does not apply to the entire school district where the child last attended.
 - Children and Youth in State Care or Custody
Children and youth awaiting foster care placement fall under the federal definition of homelessness. Therefore, the Homeless Assistance Office has previously held that children and youth placed in Stabilization,

Assessment, and Rapid Reintegration/Reunification (“STARR”) or other temporary, transitional, or emergency placements by the Department of Children and Families (“DCF”) are considered homeless. Homeless Education Advisory 2015-9 clarifies that when children and youth are discharged from such placements, or their stay in such placements exceeds ninety (90) days, the children and youth will now be considered formerly homeless under McKinney-Vento.

6. Adopt the Department of Elementary and Secondary Education’s dispute resolution procedures and forms. In the event of a school selection or enrollment dispute, the students shall immediately be enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their appeal rights in writing. The MPS’ Homeless Liaison will carry out dispute resolution as provided by state law.

Policy on Restraint of Students

The Middleborough Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) regulations governing the use of restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Purpose The purpose of this policy is to ensure that every student attending the Middleborough Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two (2) goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint Physical restraint¹ shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives or such interventions and/or alternatives are deemed to be inappropriate under the

¹ Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

circumstances. Prone restraint² is prohibited except in limited circumstances set forth in the 603 CMR 46.03. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint Only Middleborough Public Schools personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one (1) adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Middleborough Public School from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

² Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

³ Mechanical restraint means the use of any device or equipment to restrict a student's freedom of movement.

⁴ Medication restraint means the administration of medication for the purpose of temporarily controlling behavior.

⁵ Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

⁶ Time-out means a behavioral support strategy developed in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Staff Training All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff that is authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three (3) school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data weekly to determine whether one (1) or more students may have been restrained multiple times during the week. If so, the Principal shall convene one (1) or more teams as deemed appropriate to assess the students' progress and needs, with the goal of reducing or eliminating the need for restraint. The Principal shall also conduct a monthly review of school-wide restraint data and take steps to reduce or eliminate the use of restraint within the school where appropriate.

All physical restraints that result in injury must be must be reported to DESE. In addition, the district will collect and annually report data relating to the district's use of restraints to DESE.

Prevention of Dangerous Behavior As set forth in the regulations, the Middleborough Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Parent Engagement In accordance with the regulations, the Middleborough Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure.

Complaints All complaints and questions regarding investigations into restraint practices should be forwarded to the Office of Pupil Personnel Services who can be reached at 508-946-2013.

Additional information Additional information including a copy of the regulations can be obtained from the Office of Pupil Personnel Services who can be reached at 508-946-2013. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Protocol and Procedure for Home & Hospital Instruction Program 603 CMR 28.03(3)(c) and 28.04(4)

The Home and Hospital Instruction Program provides on-going educational instruction to students who are unable to attend the regular school day for a period of two (2) weeks (14 days) or longer due to a temporary illness, psychiatric placement, surgery, chronic medical condition or adherence to Chapter 222 regulations. Home/Hospital serves all students (general education and special education) enrolled in the Middleborough Public Schools.

The Home & Hospital Instruction process begins at the student's school in one (1) of several ways: school administrator determination, request by a parent/guardian, or notification from a physician or hospital (for psychiatric or medical reasons).

The Home & Hospital Process takes up to five (5) school days to initiate depending on the situation.

For students who will miss two (2) weeks of school or less, classwork/homework should be provided by the classroom/subject teachers and arrangements should be made with the parents/guardian for these materials to be picked up and dropped off in some manner.

Students who are placed in a psychiatric or medical facility receive tutoring services each day. The facility is responsible for setting up the tutoring (typically thru Education Inc.) and notifying the school department. Once notification is received, the PPS Department will inform the school and request work to be compiled for the student to complete during the hospitalization. This should be completed and ready for the parent/guardian to pick up within two (2) school working days.

Students with chronic illnesses who have recurring home/hospital stays of less than fourteen (14) consecutive school days become eligible for services when such recurrences add up to or are expected to exceed fourteen (14) school days in a school year when need is documented by a physician.

Students who are home-bound and unable to attend school for more than two (2) weeks (14 days) must provide the school with a signed Physician's Statement for Temporary Home or Hospital Education form prior to any services being provided.

For students who will be absent for longer than two (2) weeks, the following procedure should be followed:

1. The school will notify the school's Facilitator of Pupil Personnel Services of all requests received by the school;
2. the Facilitator will discuss each request with the Director of Pupil Personnel. The amount of tutoring services will be determined on an individual basis dependent upon the severity of the student's needs and/or special circumstances; and
3. the school will obtain all required documentation for any and all Home Tutoring requests and submit it to the Office of Pupil Personnel Services within 48 hours of the request having been received by the school.

Required Forms:

1. Signed Physician's Statement for Temporary Home or Hospital Education (28R/3) (Not needed for Chapter 222 students)
2. Request for Home & Hospital Instruction
3. Signed Releases of Information for:
 - a. Physician Requesting Home Instruction
 - b. Tutoring Agency, Court, DCF/DYS (If applicable)
4. Master Student Report
5. Middleborough Public Schools' Notification Form (TSN) for Home Instruction

Simultaneously, the school should work on finding an appropriate/licensed tutor for the student. School-based teachers should be asked first, preferably a teacher who knows the student. If there are no available school-based teachers available, the district will contract with Education Inc. Regardless of the provider, the school is responsible for completing a Master Student Report which indicates the subject areas, special assignments, and amount of time required in addition to collecting required texts and materials for the student.

Once all of the required paperwork has been received by the Office of Pupil Personnel Services, notification will be sent to the Superintendent of Schools.

The Facilitator should inform the school (Principal, Nurse, School Counselor, etc.) and the student's parent/guardian of the number of tutoring hours and determine (for students with disabilities) if the TEAM must reconvene to discuss the change in placement and consider evaluation needs. The need for a TEAM meeting is dependent upon the length of the required home-bound instruction (more than sixty (60) school days in any school year).

Safety should be discussed to determine the most appropriate location for tutoring to occur.

Tutoring can take place in the home if appropriate or a community-based location such as the learning commons.

It is the tutor's responsibility to:

1. contact the parent/guardian to schedule tutoring sessions;
2. inform the Facilitator of the scheduled days, times and location of tutoring services;

3. notify the Facilitator of any concerns or issues that may occur (including cancellations, no shows, etc.); and
4. Submit completed work to the school on a weekly basis.

Tutors are Mandatory Reporters of suspected abuse and neglect and must inform the school immediately if they obtain any information regarding the student and/or any individual under the age of 16 years in the student's home. The Tutor, along with a school representative, will work together to file a needed 51A with the Department of Child & Family Services.

Please note the following:

1. Home/Hospital instruction is not considered "special education" unless the student has been found eligible for special education.
2. Tutoring should not commence until after all of the required paperwork has been completed and approval has been given by the Office of Pupil Personnel Services.
3. In most cases, instruction should commence no sooner than the 11th day of absence and no later than five (5) school working days after the paperwork has been submitted and approved by the Director of Pupil Personnel Services.
4. It is the parent/guardian's responsibility to contact the student's school to request and obtain work to be completed for any illness lasting less than fourteen (14) school days OR for the period of time PRIOR TO the commencement of any approved Home Instruction.
5. Tutoring is only to occur on days that school is in session.
6. Tutoring does not occur during school vacations or the summer break.
7. If the student/parent cancels a tutoring session it will not be made up. Missed hours cannot be "saved" and used as additional hours in the future.
8. If a student misses three (3) tutoring sessions, the tutor should notify the school (Facilitator of Pupil Personnel Services) to discuss issues and concerns and determine the appropriateness of continued services.
9. Home-bound instruction is not intended to assist students in preparing for standardized testing.
10. A new application packet (including a new signed Physician's Statement) is required every school term (each semester or every two (2) quarters).
11. A new application packet (including a new signed Physician's Statement) is required each school year if services will extend into the following school year.

General Information

Entrance and Exit from School

MHS opens at 7:00 A.M.; students may enter at that time. Between 7:00 A.M. and 7:20 A.M., students may enter the building via the Rotunda's main entrance (Rt. 28 East Grove side) or rear entrance (Wood St./Bus loop side). Students will be required to stay in the Rotunda, Dining Commons, or the Learning Commons between 7:00 A.M. and 7:10 A.M. At the 7:10 A.M. bell, students will head to their first block class to which they must arrive before 7:20 A.M. Students who enter their classroom after 7:20 A.M. are considered tardy and must report to the main office to access an E-Hall Pass to class.

After 7:20 A.M. all students and visitors must enter the building via the main entrance (Rt. 28 side). All other entrances will be locked and inaccessible.

Once the school day begins, all students will enter and exit the building through the main entrance. Students must sign in and out with the attendance secretary. Any student not following this procedure will be subject to the discipline for leaving the building without permission. Students needing to stay after 1:50 P.M. for extra help and/or school activities should be in a supervised area. Unsupervised students are subject to discipline for being in an unauthorized area. Students who have no business after school should leave school grounds at the conclusion of the school day.

Main Office

The main office is located at the main entrance to Middleborough High School which is accessible via the Rt 28 East Grove Street entrance. All visitors are required to enter through the main office for proper check-in. The offices of the Principal and Assistant Principals are located in the main office.

School Resource Officer

The School Resource Officer's (SRO) office is located in the rotunda near the rear Wood Street entrance. The school resource officer serves as a community resource for all students of Middleborough High School and plays an integral part in ensuring the safety and security of all members of the MHS school community.

Restrooms

Restrooms are available to students before school, during passing time, and lunch. If a student must use the restroom during class time, they must obtain permission from the classroom teacher by way of an E-Hall Pass. Passes are used for emergencies only. Only one bathroom pass will be issued at a time in any given class. Restroom passes may be limited for students who abuse bathroom privileges.

At Middleborough High School, there are four different restroom types: Men's, Women's, All-Gender, and Staff bathrooms. Students are permitted to use the communal Men's, Women's, and single use All-Gender restrooms. Transgender and non-binary students may exercise their legally protected right to use the restroom aligned with the gender that the student consistently asserts at school.

If this creates discomfort for any student, the student is encouraged to contact the school counseling office to discuss specific needs or concerns.

Corridor Passes

Students are expected to remain in the classroom during class time. If there is a need for a student to leave a classroom during class time, the student must have the permission of the classroom teacher and obtain an E-Hall Pass. Roaming in the corridors during class time, including lunch, without permission from a staff member is prohibited. Students found in an unauthorized area without permission may receive a consequence depending on the severity and frequency of the incident.

Lost and Found

All books, school supplies and/or personal items that are found by any student should be brought immediately to the main office. Any student who has lost an item should report to the main office to see if it has been recovered. Middleborough High School is not responsible for lost or stolen property. Students should be advised to keep all valuables at home. If valuables must be brought to school, locked school lockers or locked gym lockers should be used to house the items for safe keeping. Lockers are available by request.

Student Dining Commons

The Student Dining Commons serves as our cafeteria and is located next to the rotunda. All students must report to the Student Dining Commons during their lunch period even if they do not intend to eat. No student may leave the commons during the lunch period without the permission of a supervisor/monitor. Alternative dining locations may be available, but permission must be granted by the supervisor/monitor on duty. The senior privilege of eating outside in designated areas will be available for all seniors in good standing who do not abuse this privilege, weather permitting. All students are expected to clean up after themselves and dispose of any form of trash or mess for which they are responsible. If students finish their lunch before the dismissal bell, they should remain seated and wait for the bell.

Telephones

Students who must use the phone during the day must obtain an E-Hall Pass to the main office and use the phone in the main office. Alternatively, teachers may allow students to use classroom or office phones if appropriate to do so. Student cell phones should not be used to make personal phone calls during class time.

Visitors

All visitors must report to the main office located at the Rt. 28 East Grove Street entrance to check-in with main office staff. All visitors must wear school-issued visitors' stickers or lanyards and be accompanied by a staff member for the duration of their stay. Students may not bring visitors to school.

Books and Equipment

Most books and equipment issued by MHS are loaned to students for the duration of the course. Students are expected to take care of school-issued items. All textbooks should be covered. All equipment must be cared for properly. It is

understood that students will be charged for damaged or lost books and equipment assigned to them. Lost book payments will be determined by the cost of replacement. The same method will be used for all damaged or lost equipment belonging to the school.

If a book or equipment is lost, the student should

1. check all places where it might have been left;
2. check the Lost and Found area in the office; then
3. report the loss to the appropriate teacher or staff person for issuance of another book, if possible.

If a debt exists, Parents/Guardian will be notified. Payment must be remitted to the school as soon as possible. A refund will be issued to the payee in the event a lost item is recovered.

Obligations to School

Any student who owes money, materials, equipment, or “service time” will not be permitted to participate in co-curricular activities or athletics until the debt is paid (unless excused by the administration).

Additionally, any student who owes a debt to the school in the form of money, material, or time must satisfactorily resolve it before participation in graduation exercises.

Students who have lost school material should refer to the section titled "Books and Materials" and follow the outlined procedure.

Policies and Procedures

Bus Transportation

Students who live one and a half (1.5) or more miles from Middleborough High School are eligible to take a bus to and from school. Normal drop-off and pick-up points for all buses are at the rear of the building. Late bus pick up is located at the main entrance.

Bus routes are published in the MIDDLEBORO GAZETTE just prior to the opening of school in September and are also found on the MPS website (www.middleboro.k12.ma.us).

Student rider regulations are posted on each bus. It is the student's responsibility to become fully acquainted with rules and regulations governing bus conduct.

Procedures for the Use of School Bus Video Cameras

1. Each bus used for regular education transportation will be equipped with a video camera.
2. Each housing box will be labeled with a sign informing riders that they are subject to being videotaped on the school bus at any time.

3. All students shall be notified that they are subject to being videotaped on the school bus at any time. Parents/Guardian of students will be notified through a school district notice and media.
4. Two (2) video cameras will be available for recording on the buses. Taping will be audio and video.
5. Cameras will be scheduled on the school bus on a rotation basis so as not to select only certain busses. The rotation shall be determined by the School Department.
6. Based on the number of incidences of misconduct or the seriousness of these reports, video monitoring of a bus route may be done more extensively. The Superintendent of Schools or their designee may decide if more extensive monitoring is needed. Additional monitoring is meant to add to the written disciplinary reports by the bus driver, not take the place of reports.
7. After videotaping in a bus, the tapes will be stored at the office of the school bus transportation manager for ten (10) days. If no incidences are reported, the tapes will be recycled. Viewing of tapes may be randomly reviewed by the school department transportation supervisor to ensure proper school bus conduct. If incidences are reported, or if incidences are viewed during random selections, the videotapes will be kept until action has been taken, or time for appeals has passed.
8. Requests for viewing videotape must be made in writing to the Superintendent of School or their designee

Approved at the May 25, 1994 School Committee Meeting.

Field Trips

Middleborough High School seeks to provide students with rich opportunities for learning both inside and outside of school. Our location puts us in close proximity to excellent educational and cultural resources.

Excursions away from the school building during school hours must flow naturally from curriculum topics being explored in the classroom. This protocol applies to all student day trips. Student day trips are defined as outings that occur during the regular school hours.

All field trips must be approved by the building principal. Application for approval must be submitted four (4) weeks in advance. No field trip will be approved unless the trip has an educational purpose related to the course curriculum or the program sponsoring the trip. The direct department head or supervisor responsible for that content or program must review the field trip application before it is presented to the building principal for approval. No commitment, financial or otherwise, shall be made until the approval of the principal is received in writing.

Sometimes a fee is charged for field trips. No student shall be denied access to any school day trip due to a student's inability to pay.

All school rules are in-force for the duration of the trip, including, but not limited to

1. possession, distribution, or consumption of drugs or alcohol;

2. possession of a weapon;
3. behavior that jeopardizes the safety or well-being of the student or the group;
4. failure to observe curfews, designated meeting or departure times, or areas designated as “off limits”; and
5. smoking/vaping.

Suspension from school and exclusion from similar travel for up to one (1) year may result if school rules are violated.

The MHS administration reserves the right to review students’ discipline records and deny their participation in any school-sponsored field trip.

Students on social probation will not be allowed to participate in field trips.

All students must travel in school-approved transportation. Any student using unapproved transportation can be denied participation in the field trip and may face disciplinary action. Any student who is late to school and misses the school-approved transportation to a school-sponsored field trip should report to school and attend classes.

Athletic trips are not only governed by school rules but also by specific Athletic Department rules.

Any student participating in a school-sponsored field trip must submit the appropriate signed parental/guardian consent and indemnification forms including medical release and field trip emergency information. Telephone calls from parents/guardians will not satisfy these requirements.

Absence from class or school due to a field trip does not excuse a student from class work, homework, or previously announced tests. It is the responsibility of the student to contact teachers in advance for work that will need to be made up. Students are responsible for keeping up with any work missed while they are on a school-sponsored trip. On the class following the field trip, students must have any previously announced homework completed and be prepared to take any previously announced test given in class.

Late Buses

Late buses are available on Tuesday, Wednesday, and Thursday. Late buses arrive to MHS at approximately 3:45pm and pick up students at the bus loop located at the rear Wood Street entrance. Students must have a valid, school-based reason to stay after (club meeting, extra help). Students seeking a late bus pass must sign up for the pass in the front office before 1:50pm on the day of issuance. These will be paper passes, not E-Hall Passes. The front office will verify the school-based need with the staff person with whom the student is staying. Students must report to the main office upon the conclusion of the after-school session with a timed pass from the sending staff person. Students are not allowed to wander the school or be in any unsupervised or unauthorized area. Students are expected to wait for the bus in the rotunda or learning commons if it is supervised.

Bus Privileges

The bus driver has the responsibility to maintain control of behavior on the bus and shall be considered to have the same authority as the teacher in the classroom. The school administration will assist and support the bus driver in all aspects of their duties.

Bus Rules

1. The bus contractor will establish bus stops/routes with consideration of Middleborough Police Safety Officer, as appropriate. The Superintendent of Schools or their designee will have the final determination in dispute cases.
2. The bus driver is not required to wait beyond their scheduled time for picking up students. It is the responsibility of parents/guardians to have pupils at the assigned stop when the bus arrives. The bus driver will inform the students and parents/guardians when the students will be picked up.
3. Buses are for the transportation of pupils to and from school only. No pupil can be permitted to leave the bus at any point enroute to school in the morning or enroute home at the close of the school day. The entire trip to and from school must be completed.
4. No student will be permitted to change their regularly scheduled transportation except in cases of emergency with approval from school administration. In such cases, a pupil wishing to change their regular bus for a specific day must present a written request from the parent/guardian giving the date, reason, and telephone contact for the request.
5. The assignment of seats is left to the discretion of the bus driver and/or school authorities. When entering a bus, students are to go immediately to a seat. Changing seats may be allowed with the driver's permission and at their discretion, but only when the bus is not in motion. Seat belts, where provided, must be worn at all times when the bus is in motion.
6. Students are expected to conduct themselves in exactly the same way they are expected to conduct themselves in school while waiting for and riding on the bus. All school discipline rules will extend to the bus ride. The bus driver has the authority to judge conduct, to maintain discipline, and to report pupils to the respective school administrator when necessary.
7. No large items such as musical instruments, school projects, etc., skateboards, live animals, or hazardous materials of any kind may be transported on school busses.
8. Shouting, profanity, vulgarity, and/or general misbehavior will not be tolerated on the bus.
9. Use or possession of weapons, tobacco, alcohol, drugs or other controlled substances, will not be tolerated on the bus.
10. Eating, drinking, or gum chewing will not be permitted on the bus.
11. The opening of bus windows and doors is left to the discretion of the bus driver: arms, hands, and heads are to be kept inside the bus at all times.
12. Tampering with emergency equipment, including the emergency door and/or bus equipment, will not be tolerated.
13. Disciplinary Procedures for non-compliance with School Bus Rules
 - a. On the first reported offense, the bus driver will notify the appropriate school administrator who will notify the parent/guardian.

- b. On the second reported offense, the offender may be suspended from the bus for up to three (3) school days.
 - c. On the third reported offense, the offender may be suspended for up to five (5) school days at the discretion of the Principal or their designee and based on the severity of the offense.
 - d. Repeated offenses may result in suspension of bus privileges for the remainder of the school year.
 - e. In cases of serious offenses affecting the safety of the school bus and/or its occupants, the offender may lose bus privilege immediately.
14. Parents/Guardians of any student(s) proven to have done damage to a bus will be held financially responsible.
 15. A copy of these rules is to be posted in each bus and published in each school's student handbook.
 16. The Superintendent of Schools reserves the right to modify any of these rules.

Adopted: April 26, 2007

Science Lab Safety Protocols

Safety in the science lab is always our highest priority. The following protocols have been developed to ensure a safe laboratory environment. Please read the document carefully and commit yourself to following these guidelines at all times while working in the science laboratory.

1. Be prepared for lab! Read the procedures carefully before your scheduled lab period and follow all written and verbal instructions. Do not perform unauthorized experiments and never work alone.
2. Do not eat, drink, or chew gum in the science laboratory. Any food-grade items that are brought into the lab for testing or analysis are considered laboratory chemicals and may not be removed from the lab after use.
3. Know the locations of all exits as well as the safety equipment in the lab including, and not limited to, fire extinguishers, fire safety blankets, safety showers and eyewash stations.
4. Dress appropriately for lab. Wear closed-toe shoes, long pants and a lab coat or chemical-resistant apron, as directed by the instructor. Tie back long hair and do not wear long, dangling jewelry or clothes with loose and baggy sleeves.
5. Wear chemical-splash goggles whenever working with chemicals, glassware or heat in the science laboratory. Contact lenses may be worn provided adequate face and eye protection is also provided by non-vented safety goggles.
6. Report any accidents or incidents to the instructor immediately. These include, and are not limited to, spills, cuts, burns, and contact of chemicals with eyes and skin. Clean up all spills.
7. If a chemical splashes in your eyes, rinse cautiously with water for 10–15 minutes at the eyewash station. Remove contact lenses if present and easy to do so. Continue rinsing. Get medical advice or attention if eye irritation persists.
8. In the case of chemical contact with skin or clothing, immediately remove all contaminated clothing. Rinse skin with water for 15 minutes at the sink or safety shower. Seek medical attention or advice if needed.

9. Carefully read the labels on all chemical bottles before use. Review the physical and chemical hazard information for each chemical and consult the Safety Data Sheet for additional safety and handling information if needed.
 10. Wear all appropriate personal-protective equipment including goggles, chemical-resistant gloves, and a lab coat or apron as advised on the chemical label and/or Safety Data Sheet.
 11. Remove only as much chemical from the labeled bottle as is needed for the procedure and do not return unused chemicals to their original containers.
 12. Dispose of leftover chemicals or reaction mixtures as directed by the instructor. Do not pour chemicals down the drain or dispose of them in the solid trash unless specifically authorized to do so by the instructor.
 13. Keep all flammable liquids away from heat, sparks and open flames.
 14. Exercise caution when using a laboratory burner. Tie back long hair and make sure clothing and hands are a safe distance from the flame at all times.
 15. Never leave a lit burner unattended. Always turn the burner or hot plate off when not in use.
 16. Hot plates, heated metals and glassware remain hot for a long time. Allow items to cool before moving them. Use tongs or heat-protective gloves and place on an insulated or ceramic pad.
 17. Examine laboratory glassware for chips and cracks before use and do not use defective glassware.
 18. Do not handle broken glass with bare hands. Use a brush and dustpan to clean up broken glass and place in a designated glass disposal container.
 19. Be in the moment—and aware of your surroundings—throughout the scheduled lab period. Conduct yourself in a responsible manner at all times.
 20. Wash hands thoroughly with soap and water before leaving the lab.
- Please note: Violations of this science lab safety protocol may result in progressive discipline depending on the severity and frequency of violations.

Middleborough Public Schools'

Internet Acceptable Use Policy

(For students entering grades 6 – 12)

I. Acceptable Use

The Middleborough Public School system provides Internet access for students and staff for educational purposes to transform teaching and learning. The Middleborough Public Schools expects that students and staff will use this access in a manner consistent with this purpose. The Middleborough Public Schools encourages the use of technology to assist staff and students with academic success, preparation for the workplace and lifelong learning therefore ensuring that students develop 21st century skills. Users are digital citizens and use information and technology in safe, legal, and responsible ways. Digital Citizens follow these guidelines:

1. Digital Citizenship-Respect

- Respect yourself by selecting and posting appropriate names, images, and information online. Keep personal details (name, address, and phone numbers), personal schedules, and contact information private.
- Respect others. Do not bully, stalk, or harass anyone. Abuse and inappropriate use of technology must be reported. Do not share personal account information with anyone, use an account that belongs to someone else, or leave your account open and

unattended. Do not edit or delete files belonging to someone else. Do not post photos of any person without their express permission. Images of confidential materials such as tests are prohibited.

- Respect intellectual property by citing all sources including websites, books, and media produced by others, including graphics and music.

2. Digital Citizenship –Responsibility

- Users are expected to be respectful and ethical. Each user represents Middleborough Public Schools and will communicate with language and gestures that are appropriate and not profane, racist, sexist, or discriminatory.

3. Digital Citizenship- Integrity

- Access to the Internet, other electronic resources and the hardware is a privilege, not a right, and carries with it responsibilities for safe and respectful use.
- Using district-owned technology equipment outside of the school day constitutes an extension of the school day, similar to a field trip or sporting event. Users are expected to adhere to rules outlined in the school and faculty handbook and district policies.
- Because information technology is constantly changing, not all situations can be anticipated or addressed in a policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

See Nine Themes of Digital Citizenship for more information at http://digitalcitizenship.net/Nine_Elements.html

Middleborough Public Schools filters the Internet in compliance with the Children’s Internet Protection Act (CIPA). The combination of the filter, appropriate student use, and teacher supervision ensures safe access to the Internet. However, we still cannot guarantee that your child will not find material on the Internet that may be considered objectionable. Student use of the network is restricted to educational purposes only. Personal electronic devices are subject to the same restrictions.

II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the Middleborough Public Schools Internet Service:

- using the Internet to bully. This includes bullying through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying 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 in accordance with Chapter 92 of the Acts of 2010. Please see <http://www.mass.gov/legis/laws/seslaw10/sl100092.htm> and the Middleborough Public Schools Anti-bullying policy for a definition of bullying and more information;

- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means; and
- the use of anonymous proxies to get around content filtering is strictly prohibited and is in direct violation of this agreement and CIPA.

III. Blogging/Podcasting

The use of blogs, podcasts or other Web 2.0 tools is considered an extension of the classroom. Whether at home or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other web 2.0 tools.

IV. Care of Equipment

Users are responsible for the care of any physical technology equipment, including but not limited to tablets, cables, servers, computers and printers. Broken or damaged equipment should be reported to the technology office immediately. Technology equipment should never be left unattended or in an unlocked locker. Users should not loan technology equipment signed out to them to another student, teacher, friend or family member.

V. Internet Safety

Use of the Internet has potential dangers. Users are encouraged to visit the website of the Massachusetts Plymouth County District Attorney's Office regarding Internet safety. Internet Safety Tips are available online at <http://www.mass.gov/da/plymouth/protection/tipskids.html>.

Things you should never do:

- never, ever, agree to get together with someone you "meet" online;
- never give out your personal information, including your age!;
- never send pictures of yourself, your friends, your family or any other personal material to a friend you meet online; and
- never give your e-mail address to anyone on the Internet without first asking permission of your parents.

Beware that people online may not be who they seem! Because you can't see or hear a person who is online, it's easy for them to pretend they are someone they are not!

VI. Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive.

The Administration of the Middleborough Public Schools reserves the right to examine all data stored on district-owned storage media involved in the user's use of the Middleborough Public School System Internet or Network service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

VII. Violations

Violation of this policy may result in immediate loss of use of the technology and/or disciplinary action up to and including legal action. Your signature on this document is legally binding, and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in each school's student handbook and discipline policies.

Re-Entry Procedure

Any student seeking to be readmitted to Middleborough High School upon returning from hospitalization, or after having withdrawn from school, or attending evening school, must attend an administrative conference accompanied by a parent(s)/guardian(s). At this conference, the re-entry conditions regarding academic achievement, attendance, and conduct will be discussed in detail.

School Dining Commons Point of Sales System

Middleborough Public Schools utilizes a point of sales system for students to purchase lunches at each of the schools. Each student is assigned a 4-digit number to enter as they purchase their lunch. Please help your child to memorize their 4-digit pin. Your child will have this same number from Kindergarten to graduation.

Families have options for lunch payment under this point of sales system.

Families may

1. continue to provide payment for their student's lunches at each register with cash or checks for daily payment or prepayments;
2. pay for lunches on line (www.MyNutrikids.com). Payments may be made through an existing PayPal account or with a major credit or debit card; or
3. continue to apply each school year if a student has qualified for free or reduced meal prices. This information is noted in the system, and the meal will be processed automatically.

Families have the ability to print out a copy of their child's purchasing report. This history report shows all the dates and times that the child has purchased a breakfast and/or lunch as well as a la carte items within the past thirty (30) days. Families can access this history report on www.MyNutrikids.com regardless of whether or not they use the system for purchasing.

Parents/Guardians may also provide food allergy information to the Food Services Department for inclusion in the MyNutrikids system.

School Safety Protocols

Middleborough High School institutes proactive measures that provide an atmosphere of safety, order, and discipline. The increasing potential for issues involving the safety and well-being of our students and staff forces us to plan well

in advance of an incident. Below are procedures that are by no means exhaustive, however, these comprehensive approaches to prevention, intervention, and crisis management are proactive measures to make our high school safer.

Events on school campuses have placed a spotlight on the safety and security of schools. Raising awareness about both the problem of school violence and ways to prevent it are central components of this policy. Being aware that potential acts of violence might occur at any time and at any school is the first step that school administration must take in efforts to make their schools safe. There is no guarantee that being aware that problems might occur is enough to prevent tragedies from happening. But awareness based on information enables the school system to do all they can to prevent problems and enhance safety and security of their students and staff.

Middleborough Public Schools’ Emergency Response Protocols

Below are emergency response options that are practiced by staff and students annually to enhance safety in case of emergency:

Stay Put: A “Stay Put” will be declared when it is necessary to contain all students and staff in classrooms halting movement in the hallways. The situation could be minor and short-term, or it may be or become a more serious issue and require a long-term “Stay Put” or a change in status to a response option listed below.

The ABCs of MPS Emergency Response Options:

Please note:

1. This is a non-linear list of possible responses that faculty and staff may choose from at their discretion in case of an active threat
2. As the active threat situation changes, your response may change as well

Alert—Based on the threat, Alert can mean many things

- Call 911
- Using any means of communication, teachers will alert school administration immediately providing as much detail as possible
- Administrative Team will offer all real-time information over the Public Announcement (PA) system and continue to offer updates as they are made available
- DO NOT POST INFORMATION ON SOCIAL MEDIA SITES

Barricade and Lockdown—Based on the threat, it may be best to stay and fortify your space

- Based on the threat, a barricade and lockdown may be best
- Use desks, belts, cords, chairs, doorstops, bookcases—anything you can use to prevent an intruder from breaking through the door and crossing the threshold(s) into your classroom
- Once barricaded, students and staff should prepare to distract/disarm the threat. Please see “Distract/Disarm” for more detail

Communicate—The more information people have, the better, more informed decisions they can make

- Administrative Team/Police Representative will provide as much real-time information over the PA system and walkie talkies as possible including the location of the intruder, the nature of the emergency, and anything that might help faculty and staff decide the best course of action to keep students and themselves safe.
 - Information provided may address the threat directly in order to confuse and distract the intruder.
- Faculty and staff should provide as much information as possible to the 911 operator—the threat’s location, description, wounded, etc.
- Faculty and staff should use cell phones, classroom phones, texting, walkie talkies, e-mail, tablets—anything that will provide information to the 911 operator or Administrative Team. **DO NOT POST INFORMATION ON SOCIAL MEDIA SITES.**
- **SEE CONTACT LIST FOR CELL PHONE NUMBERS AND E-MAIL ADDRESSES**

Distract/Disarm –Worst Case Scenario: The threat has crossed the threshold into your space

- Make every effort to distract the threat by interrupting the OODA loop: Observe, Orient, Decide, Act
 - Make noise
 - Move; run by the threat
 - Create distance
 - Create distractions
 - Throw anything/everything at the threat in their line of sight (head, upper body)
 - Evacuate the area if possible
 - If willing and able, swarm the intruder and subdue the threat using any means necessary
 - If able, secure the intruder’s weapon under a trash can or orange emergency bucket--**DO NOT SECURE THE WEAPON IN HAND**

Evacuate/Escape—Based on the threat, it may be best to evacuate the area

- Whether planned or not, a mass evacuation will occur during the active threat event
- If, based on the Alert, Communication/Information, the best option is to Evacuate/Escape, staff and students are empowered to **GET OUT!**
- If needed, single or small groups of those evacuating should zig zag as they run toward the rally point as to become a harder target.
- Staff and students should make every effort to meet as soon as possible at the designated rally points off campus.
- Parents and family members **SHOULD NOT COME TO THE SCHOOL**, but should meet their loved ones at the designated rally points.

Go2Blu: Go2Blu is a state-of-the-art security system designed to provide wider and more immediate communication between school staff and first responders in case of a true emergency situation on school grounds. In the event of a dynamic school-based event, all staff have the capability with a touch of a button to notify the entire school community, police, fire, and EMS where a threat or emergency exists. In less than one second, all first responders will be notified who initiated the alarm and where it was initiated allowing them to respond more immediately.

Cooperative Relationships with School Community Support Personnel

Communications with members of the school-community may be conducted to promote the safety and order of all students and school personnel. Cooperative agreements between Local Law Enforcement and the Middleborough Public Schools are described in detail within the Memorandum of Understanding. Cameras, lights, hand held radio communications, school design, introduction of K-9 Teams and other security measures are a few examples of this relationship.

Student Parking

Extreme caution and regard for safety for others must be exercised by all student drivers. Nowhere on school grounds will vehicle speeds exceed 10 miles per hour. Student cars parked on school property are subject to search by school administrators when reasonable suspicion exists that the search will reveal evidence of a violation of law or school rules. Please be sure to lock your vehicle.

Referrals will be made to the School Resource Officer (SRO), and/or the Registry of Motor Vehicles if, in the judgment of the administration, the safety of others is impaired. Any infraction of safe driving rules or violation of the excessive tardy to school policy may result in a suspension of the student's privilege to park on school property. Students will be subject to disciplinary action for unregistered vehicles, unsafe driving, and excessive unexcused tardiness punishable by:

- First offense: privilege to drive to school suspended for one (1) week.
- Second offense: privilege to drive to school suspended for up to one (1) year.

In addition to being safe, it is state law that all students wear seat belts while in vehicles on school grounds.

Marking System and Academic Schedule

At the beginning of each course each teacher will provide to all their students an explanation of their particular marking system. The explanation will include, but not be restricted to, a range of assessment tools and processes that are used in calculating individual grades. Grades are issued four (4) times each year with A, B, C, D considered passing grades, and F denoting failure. Numerical equivalents are:

A+	97-100	A	93-96	A-	90-92
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
		F	59-0		

In addition, the following designations are used in the marking system:

M	-	Medical Excuse
W	-	Withdrawn
I	-	Incomplete
P	-	Pass

The Marking Period Calendar for the 2021-2022 school year is as follows:

Term I	September 1, 2021—November 5, 2021	(45 days)
Term II	November 8, 2021—January 26, 2022	(45 days)
Term III	January 27, 2022—April 6, 2022	(45 days)
Term IV	April 7, 2022—June 17, 2022	<u>(45 days)</u> (180 days)

The graduation ceremonies for the Class of 2022 will take place on June 4, 2022.

Please note: Dates in this section are subject to change

Open House and Parent/Teacher Conference Schedule

Open House Schedule:

For all students/parents/guardians 9-12	September 15, 2021
For all students/parents/guardians of the class of 2026	February 9, 2022

Parent Teacher Conference Dates: October 6, 2021
December 15, 2021
March 9, 2021

Homework Statement of Philosophy

Middleborough High School recognizes the importance of homework as a valuable tool to promote learning. Assignments will be based on clear educational goals and are relevant to the topic under study. Because we have students of various talents, abilities, and levels of maturity, the homework assigned to a given group of students will vary in accordance with the needs of the class. The purpose and relevance of each assignment will be clearly specified by the teacher.

Generally, homework has four (4) purposes:

1. to prepare students for the next day's lessons;
2. to provide practice in reviewing and reinforcing material presented in a previous lesson;

3. to extend the concepts taught in class via research papers, supplemental readings, and/or creative assignments; and
4. to monitor the progress of students.

Progress Reports

Academic Progress Reports are issued halfway through each term for all students. The purpose of this report is to inform our students' parent(s)/guardian(s) of the academic progress of their child and encourage the parent(s)/guardian(s) to contact the teacher who issued the report. The student's parent(s)/guardian(s) may request weekly progress reports through the school counselor's office. If weekly progress reports are requested, the student must pick up the reports in the school counseling office. Parent(s)/Guardian(s) are urged to maintain close contact with the school and are encouraged to make special appointments with teachers.

The issuing of academic progress reports to all students for the 2021–2022 school year is as follows:

Term I	October 4, 2021
Term II	December 13, 2021
Term III	March 7, 2022
Term IV	May 9, 2022 (Seniors only) May 16, 2022 (Underclassmen)

Mid-Year and Final Assessments

Mid-year and final assessments are essential to the overall success of our students, teachers and the school as a whole. These assessments provide opportunities for students to demonstrate mastery of student learning standards identified in the MCAS curriculum frameworks and to communicate what they know and what they are able to do. Also, mid-year and final assessments prepare students for the rigors of post-secondary assessments that measure cumulative knowledge. These types of assessments provide students the opportunity to practice test-taking skills. These skills are essential in the development of a student's confidence and performance level and will enhance their achievement on MCAS, PSAT, SAT, and Advanced Placement (AP) tests.

In an effort to be fair and to make the culminating assessments meaningful, mid-year and final assessments will be weighted the same 1/10th for every department/course. All blocks will be assessed, except internship. Even though the assessments are weighted the same, they will be appropriate for every class. All students in every course will be assessed during the assessment schedule and actively engaged in productive learning. The assessments will be collaborative in development and consistent within levels. Department heads will oversee and have final approval of what the culminating activity will be. Please refer to the school calendar for mid-year and final exam dates. Students who miss exams may only take make-up exams with the consent of administration.

The mid-year and final assessments calendar and format for the 2021–2022 school year is to be determined.

Please note: Dates in this section are subject to change

Health/Wellness/Physical Education

In compliance with Massachusetts State Law, all students must satisfy physical education requirements. Therefore, students enrolled in Middleborough High School physical education classes are required to participate.

Physical Education classes in all Middleborough Schools consist of all genders, so the gender expression of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.

Attire for Health/Wellness/Physical Education

In order to participate in class, a student must have the proper attire, which consists of

1. sneakers;
2. shorts and/or sweatpants;
3. t-shirts and/or sweatshirts*; and
4. athletic socks.

Note: Students may not wear jewelry during P.E.

*Items of clothing deemed inappropriate by the MHS handbook are not permitted at any time during school or school-sponsored events.

Non-Participation in Health/Wellness/Physical Education

Student participation in physical education classes is required. Student-Athletes are required to change and participate in P.E. to be eligible to practice or compete in games that day. Any time a student is present but does not participate in class the student will be assigned zero credit for the class. Students may make up classes due to

1. absence;
2. illness;
3. short-term injury; or
4. forgetting appropriate clothing (up to 2 times).

The fourth and fifth instance of non-participation (when classes are not made up) will result in a teacher detention and parent/guardian notification. The sixth instance or more of non-participation will result in an ACE.

Consequences for failing to fulfill a non-participation detention or ACE will be assigned according to the Middleborough High School Code of Conduct.

Health/Wellness/Physical Education Make-Up Classes

A student may make-up a Physical Education class after school. Prior arrangements must be made through the Physical Education department.

Advanced Placement Final Exam Exemption

A student enrolled in an Advanced Placement course will be exempt from the final exam in the AP course if the cumulative grade of a B or better is earned and the student has taken the AP exam.

Report Cards

Report cards are issued at the end of each quarter. Letter grades, including plus or minus, are used to designate a pupil's progress.

Grade Point Average, Class Rank, and Honor Roll Status

Middleborough High School uses a non-weighted and weighted system to determine Grade Point Average (GPA), Class Rank, and Honor Roll Status.

GPA: Grade Point Average is not weighted, but based on a 4.0 scale. A student's GPA is computed by averaging the grades they earn while enrolled at MHS.

For example:

Student A is in College Tech Prep (CTP) and College Prep (CP) classes and earned an "A" in every class.	4.0 GPA
Student B is in all Honors classes and earned an "A" in every class.	4.0 GPA

The following is the breakdown for grade and correlating GPA:

A+	=	4.00
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	.67
F	=	0.00

Class Rank: Class rank is weighted; the value of grades vary depending on the level of the courses in which the grades were earned. Computed by using quality points on a 7.33 scale, class rank is computed by tabulating the total number of quality points each student earned then ranking them.

At the end of each school year, students' cumulative class rank is calculated. Once the seniors' fourth quarter grades are calculated, class rank will determine Valedictorian and Salutatorian. Seniors who achieve a weighted GPA of 3.30 earn the distinction of graduating with honors. The Valedictorian is the senior student who is ranked 1st in the graduating class. The salutatorian is the senior student who is ranked 2nd in the graduating class. To be eligible for Valedictorian or Salutatorian, a student must be enrolled the last six (6) consecutive quarters immediately before graduation.

Quality Point Scale

To determine QPA use the following formula:

$$\text{QPA} = \frac{\text{Total \# of Quality Points}}{\text{Total Number of Credits Attempted}}$$

AP Courses Scale	Honors Courses Scale	College Prep Courses Scale	College/Tech Prep Courses Scale	Non Designated Elective Courses Scale
A+ = 4.76	A+ = 4.55	A+ = 4.33	A+ = 4.11	A+ = 4.11
A = 4.40	A = 4.20	A = 4.00	A = 3.80	A = 3.80
A- = 4.04	A- = 3.85	A- = 3.67	A- = 3.49	A- = 3.49
B+ = 3.66	B+ = 3.50	B+ = 3.33	B+ = 3.16	B+ = 3.16
B = 3.30	B = 3.15	B = 3.00	B = 2.85	B = 2.85
B- = 2.94	B- = 2.80	B- = 2.67	B- = 2.54	B- = 2.54
C+ = 2.56	C+ = 2.45	C+ = 2.33	C+ = 2.21	C+ = 2.21
C = 2.20	C = 2.10	C = 2.00	C = 1.90	C = 1.90
C- = 1.84	C- = 1.75	C- = 1.67	C- = 1.58	C- = 1.58
D+ = 1.46	D+ = 1.40	D+ = 1.33	D+ = 1.26	D+ = 1.26
D = 1.10	D = 1.05	D = 1.00	D = .95	D = .95
D- = .74	D- = .70	D- = .67	D- = .64	D- = .64
F = 0.00	F = 0.00	F = 0.00	F = 0.00	F = 0.00

Honor Roll: Honor Roll Status is based on a student's grades. Students earning an A- or above in every course may attain high honor roll status. Students earning a B- or above in every course may attain honor roll status.

High Honors	No grade less than A-
Honors	No grade less than B-

Graduation Requirements

Our first objective is to bring all students up to proficient levels of achievement based upon the school's Core Values, Beliefs, and Learning Expectations for student learning. The subjects that are required are listed below.

Middleborough High School Graduation Requirements

English	20	credits	Students must pass four (4) full semester courses: English I, II, III, and IV
Mathematics	15 or 20*	credits	Students must pass three (3) full semester mathematics courses
Science	15	credits	Students must pass three (3) full semester lab science courses
History and Social Sciences	15	credits	Students must pass World History II, US History I and II
World Language	10	credits	Students must pass two (2) years of the same world language in the appropriate sequence
Health/Wellness/Physical Education	10	credits	Students must pass four (4) 2.5 credit Health/Wellness/Physical Education courses (One (1) Physical Education course per year)
Computer Technology	5	credits	Students must pass one (1) five credit technology/computer course or two (2) 2.5 credit courses
Fine Arts	5	credits	Students must pass one (1) five credit or two (2) 2.5 credit courses
Senior Credit Requirement	30	credits	All seniors must earn at least 30 credits during their senior year in order to receive a diploma.
MCAS			All MCAS requirements must be met.

*Students on an Educational Proficiency Plan must earn 20 mathematics credits

1. In order to receive a diploma, a student must successfully earn a total of 136 credits.
2. Successful completion of a course that meets 45 class periods earns two and a half (2.5) credits towards a diploma.
3. Successful completion of a course that meets 90 class periods earns five (5.0) credits towards a diploma.
4. Successful completion of a course that meets 135 class periods earns five (7.5) credits towards a diploma.
5. Successful completion of a course that meets 180 class periods earns five (10.0) credits towards a diploma.
6. Students must pass all classes required to earn a diploma.
7. Each student must enroll in a full schedule of courses (equal to 40 credits).
8. If a student fails any course other than one required for graduation (as listed in the previous course categories) the student may be allowed a maximum transfer of 10 credits from the Community Evening School (CES) in the year of graduation to be applied to their graduation credits.
9. Each student must have earned 30 credits in their senior year in order to receive a diploma.
10. A student may take a summer school course to improve a course grade for which a grade between 50-59 was earned. Both the failing grade and new grade will appear on the student's transcript. The student will receive the same number of credits for the class retake had they passed the course at

Middleborough High School. The new grade will not be factored into the GPA.

11. A student may take a summer school course to regain lost credit due to the attendance policy. Both the old grade and the new grade will appear on the student's transcript. The student may only earn credits for credits lost in a course.
12. Students who lose credit for a course based on the attendance policy, but pass the course, may advance to the next course in that subject. They will, however, need to take electives in the subject to meet the graduation requirements for that subject.
13. In addition to meeting course and credit requirements, all students are required to pass the English, Mathematics and Science portions of the MCAS test with a minimum score of 220 in order to receive a diploma.

Please Note: Students will be required to meet or exceed a scaled score of 240 on both the Grade 10 English Language Arts and Mathematics MCAS; or students will be required to meet or exceed a scaled score of 220 on both the Grade 10 English Language Arts and Mathematics MCAS exams and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students did not meet or exceed a scaled score of 240. Students are required to earn a score of 220 on one (1) Science MCAS.

Community Service Graduation Requirement

In line with Middleborough High School's Social and Civic Expectations, all graduates must serve twenty-four (24) documented and approved community service hours to meet the community service graduation requirement. Further detail regarding this requirement including a list of pre-approved volunteer organizations, a calendar with service opportunities, and completed community service forms can be found on the Middleborough High School website, www.middleboro.k12.ma.us, under the "Students and Families" tab.

Credit Requirements by Class

All students can earn a maximum of 40 credits per school year if they earn passing grades in all of their classes and do not lose credit due to absenteeism. As students earn credit toward graduation, their class level progresses from freshman to sophomore to junior to senior, culminating in their graduation. To earn sophomore status, students must earn 32.5 credits. To earn junior status, students must earn 65 credits. To earn senior status, students must earn 97.5 credits. To graduate, students must earn a minimum of 136 credits and earn 30 out of 40 credits in their senior year.

Sophomore	Junior	Senior	Graduate
32.5	65	97.5	136

World Language Exemption

Middleborough Public Schools recognizes the importance of learning a second language. Learning a second language provides students with the opportunities to: communicate with more people; develop stronger language skills in their first

language; achieve higher scores overall on standardized tests; access better jobs; and develop a better understanding of people of other cultures.

While the Middleborough Public School District recognizes the importance of learning a second language and is committed to assisting students in fulfilling the two-year World Language requirement for graduation, it also recognizes that there may be a rare occasion when a student may need an exemption from this requirement. Exemption from the World Language requirement for graduation from Middleborough High School is possible only by demonstrating a disability or an extenuating circumstance. Students petitioning for an exemption on the basis of a disability shall present evidence of a diagnosis of a disability affecting the entire language arts area (reading, writing, and speaking English) or a significant hearing loss and shall be receiving services in those areas as documented on their IEP or 504 plan. Students with extenuating circumstances shall provide evidence of such circumstances in a meeting with the principal prior to completing the petition for exemption. For students beginning as freshmen, the exemption petition cannot be submitted until the conclusion of one (1) year of study of a World Language. For students transferring from another high school, exemption petitions must be submitted by the end of the first full term. Students in out-of-district special education placements, students with special needs who return to Middleborough High School with less than two (2) full years before graduation, and students who are qualified as Limited English Proficient as determined by ACCESS for ELLs upon entering the high school have the option of being automatically exempted from the World Language requirement.

The following procedures for administering such petitions are in effect:

1. The student must have completed at least one (1) year of a World Language at Middleborough High School and must present evidence of a serious attempt to learn that language.
2. The student and/or parent(s)/guardian(s) shall request exemption from the World Language requirement in writing to the student's school counselor. After consultation with their school counselor, a student may then obtain a Petition for Exemption form.
3. The student will collect comments and recommendations from their World Language instructor on the petition form.
4. The student will have an interview with the World Languages department head as part of completing the petition. The department head will direct the student to collect comments and signatures from additional teachers.
5. The student's parent(s)/guardian(s) must sign the Petition for Exemption form.
6. The completed Petition for Exemption must be submitted to the head of the Department of World Languages, accompanied by a copy of the student's complete transcript and Individualized Educational Program or 504 plan. The petition shall be completed in the sequence designated, have all appropriate signatures and have all comments and recommendations completed before submission to the department head. Any incomplete petition will not be considered.
7. The petition, transcripts, IEP or 504 plan will be evaluated by a Review Committee consisting of the World Language department head, the student's World Language teacher, the student's school counselor, a High School Administrator, the Director of Secondary Education for

Humanities, and a Team Facilitator or 504 Coordinator. Their recommendations will be forwarded to the Middleborough High School Principal and the Superintendent of Middleborough Public Schools for final action.

The granting of an exemption will not reduce the total number of credit hours required for graduation. The granting of an exemption will result in the removal of the final grade for the first year of World Language from the student's transcript.

Additional Academic Opportunities

Dual Enrollment

The Dual Enrollment Program allows qualified public high school students enrichment opportunities to earn both high school and college credits by enrolling in one (1) or more courses at a local public college. MHS encourages dual enrollment for students who

1. are enrolled at MHS as a junior or a senior;
2. have a 3.0 grade point average (B average);
3. are recommended by high school principal, teacher, or school counselor; and
4. have received written approval by a parent/guardian.

Any student interested in seeking dual enrollment should alert their school counselor as soon as possible (early November for the spring semester, and early April for the fall semester) so that the necessary applications and paperwork can be processed. This is a tuition-based program that is the responsibility of the individual student and/or family.

Students will receive credit at both the college and MHS, however, the course grade will not be factored into their class rank or GPA.

MHS graduation requirements may not be fulfilled via dual enrollment. Courses taken cannot replace MHS course requirements.

Community Evening School Summer School

The Middleborough Community Evening School (CES) offers summer courses at MHS in which eligible MHS students may enroll. A student who completes and fails a course with a numerical grade equivalent between 50% and 59%, and receives the approval of the teacher may enroll in an approved course to improve a failing grade. In addition, a student may enroll in an approved course to improve a grade to meet a prerequisite. All grades received from approved summer school courses will appear on the student's transcript in addition to the original grade. Students interested in taking summer school courses should contact their school counselor for information about area programs in addition to CES and receive prior approval before enrolling in any course(s). The parent(s)/guardian(s) of each student eligible for summer school courses will be notified in advance by phone or mail. Seniors who would otherwise qualify for graduation, and have completed a course, but failed it, may enroll in a summer school course (with administrative approval). No student will receive credit for a summer school course if not previously enrolled in the same or similar course during the school year. Students and their parent(s)/guardian(s) assume all costs for summer school. Middleborough Community Evening School summer session brochures are available in June prior to the summer school session.

MHS Day Summer School Program

Middleborough High School offers a Day Summer School Program for eligible students who either lost credit due to absenteeism or failed the course with a cumulative numerical score between 50% and 59%. Students have the opportunity to gain mastery over the specific content with which they did not earn

credit during the school year. This is possible due to the use of the PLATO Online Learning Environment, a web based educational platform that allows teachers to draft courses and recovery courses that suit the needs of their classes and the school district's curriculum.

Students who enroll in the MHS Day School Summer Program will utilize 21st century technologies in courses that have been drafted by MHS faculty to fit the needs of MHS students. This design will allow students to not only recover lost credit, but to eliminate the gaps in their learning and attain the mastery necessary to be successful in future coursework.

Interested students should meet with their school counselor for more information.

Tutoring

Tutoring services are handled in conjunction with the teaching staff, school counseling department and outside tutoring agency. Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination, for medical reasons and for a period of not less than fourteen (14) school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue the educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP (603 CMR 28.03(3)).

Notes:

1. Tutoring due to medical reasons requires a medical doctor's signature on a Physician's Statement. Tutoring due to psychological reasons requires a psychiatrist's signature on the Physician's Statement. A counselor/therapist cannot sign this form.
2. Tutoring requests for regular education students enrolled in private schools should be referred to the Team Facilitator.
3. For students requiring long-term tutoring (more than three (3) months), a treatment plan designed to assist the student in returning to school should be requested in conjunction with the Physician's Statement.
4. For special education students requiring tutoring for more than 60 school days, the Director of Special Education/Team Facilitator must be notified immediately upon receipt of the Physician's Statement, so a Team meeting can be scheduled.
5. Special Education students' contact person must be notified upon receipt of the Physician's Statement.
6. Tutoring will not be provided beyond the end date of the Physician's Statement; if the need for tutoring is projected beyond the end date, an updated Physician's Statement must be submitted.
7. Regular education students, including students with 504 Plans, do not require tutoring during long-term suspensions/expulsions. However, students removed under 37H1/2 will receive tutoring.

Tutoring Referral Procedures for All In-District Students Medical/Psychological Reasons

Receipt of Signed Physician's Home/Hospital Statement (or equivalent letter)

1. ↓
School Counselor sends Release of Information and Agreement Letter to parent/guardian; contact parent/guardian if needed;

2. ↓
School Counselor verifies end-date on the Physician's Statement and that the duration of absences is expected to exceed 14 school days (consecutive or cumulative);

3. ↓
For long-term absences (more than three (3) months), School Counselor will request a treatment plan from the physician, if not already attached to the Physician's Statement; for special education students out more than 60 school days, the SPED Director/Team Facilitator will be notified so a Team Meeting can be scheduled;

4. ↓
Immediately upon receipt of the Physician's Statement, school counselor/principal will complete the notification paperwork for Central Office (signed by principal) and initiate tutoring (concurrent to steps 1-3 above). If using Ed Inc., the Master Student Report will be completed and faxed to the intake person;

5. ↓
Classwork will be provided by the teacher(s) and facilitated by the school counselor; then

6. ↓
As end date on the Physician's Statement approaches, school counselor will contact parent/guardian. If ongoing tutoring is requested and appropriate, a new Physician's Statement will be faxed to physician. Physician's contact information will be verified. Confirmation letter will be sent to parent(s)/guardian(s).

Receipt of Written Parental Request for Tutoring

1. ↓
School Counselor receives request; sends Release of Information and Agreement Letter to parent/guardian;

2. ↓
Once Release of Information and Agreement Letter is returned by the parent/guardian, school counselor will fax the Physician's Statement to the indicated physician;

3. ↓
Upon receipt, School Counselor will verify the end-date on the Physician's Statement and that duration is expected to exceed 14 school days (consecutive or cumulative); for special education students out more than 60 school days, the SPED Director/Team Facilitator will be notified so a Team Meeting can be scheduled;

4. ↓
Immediately upon receipt of the Physician's Statement, school counselor/principal will complete the notification paperwork for Central Office (signed by principal) and initiate tutoring (concurrent to step 3 above). If using Ed Inc., the Master Student Report will be completed and faxed to the intake person;

5. ↓
Classwork will be provided by teacher(s) and facilitated by the school counselor; then

6. ↓
As end date on the Physician's Statement approaches, school counselor will contact parent(s)/guardian(s). If ongoing tutoring is requested and appropriate, a new Physician's Statement will be faxed to physician. Physician's contact information will be verified. Confirmation letter will be sent to parent(s)/guardian(s).

Futures Alternative Education Program

The Futures Alternative Education Program is designed for both general education and special education students who are academically focused and motivated to overcome the challenges that have stood in the way of their success in the mainstream setting. The Futures Program is comprised of three (3) years of academic course work fulfilling the Department of Elementary and Secondary Education core requirements to graduate. All students are required to pass MCAS (ELA, Mathematics, and Science/Technology). During the third year, all Futures students participate in a partial school/partial internship curriculum to prepare them for life after high school. Program graduates receive a Futures diploma with which they are eligible to enter a two (2) year college or trade school.

The certified program staff is committed to providing a safe and structured environment in which students are afforded the supports necessary to accomplish academic achievement, develop appropriate social skills, and learn adaptive coping mechanisms.

The Futures Program utilizes a Point and Level System to provide students the data to keep track of their daily progress as well as personal growth goals. Students work with an adjustment counselor to identify the behaviors that have previously stood in the way of their success and work to develop new responses.

Students are referred to the Program in different ways. After a referral has been made, it is essential that both the student and the parent/guardian agree on entry into the program with the Program Director.

Upon entering the Futures Program, the student, parent(s)/guardian(s), school administration must sign a contract. This contract is based on the Middleborough High School Handbook.

Middleborough High School Services

School Counseling Services

School Counseling services are a vital part of the Middleborough education process that first helps students discover their needs and abilities, and then assists them in designing a specific plan of action to help them realize their full potential. This function is viewed as a shared responsibility between the school counselor, the student, and the parent/guardian.

School Counselors' Goals

The goals of the MHS School Counseling Department are to

1. develop school counseling services that meet the needs of all students;
2. help students appraise their capabilities, achievements, and interests;
3. provide support for parents/guardians in developing the skills necessary to help their children with educational and career choices;
4. help students, parents/guardians, administrators and teachers deal with the problems within school that may limit the student's ability to take advantage of the school's educational opportunities;
5. assist students in strengthening their self-awareness;
6. provide students and parents/guardians with information and resources for long and short-term planning; and
7. identify a student's personal problems and suggest the use of in-school services and/or community agencies.

Services Provided

Support All Students - Support individual social, emotional, and academic needs. Work to best ensure all students' well-being and growth.

Program Planning - Assist with course selection, evaluation of course schedule, and implementation of long-range planning.

Self-Assessment - Assist students in using the numerous tools available to determine ability, achievement, and interests.

Decision Making - Help students evaluate and problem solve.

Career Planning - Help students develop a viable plan for their future using resources both in and out of school.

Communication - reach out to parents/guardians and the community to keep them informed of the services of the school and the needs, abilities, and accomplishments of the students.

Intervention - Identify students in need of services and to coordinate available resources through the assistance of the Child Study Team.

Career Transitions Program – provide career activities designed to discover, explore, and define students' interests and abilities through the utilization of interactive software and the Internet.

Services by Year

Freshman Year - hold group assemblies in the beginning of each year to discuss the handbook, activities, rules, course sequences, school counseling initiatives, curriculum pathways and graduation requirements, and a four-year curriculum plan for students based on core requirements and individualized interests.

Sophomore Year - provide in-class college awareness, guidance and instruction to sophomores about PSAT registration and preparedness, the College Financial Aid Process, interest inventories, and the four-year curriculum plan.

Junior/Senior Year - provide in-class college awareness, guidance and instruction about SAT/SAT II registration and preparation, PSAT National Merit Scholarship eligibility, ACT registration, college financial aid process, scholarships/grants/loans, application process/deadlines, autobiographical sketch, letters of recommendation, official school transcript, October college fairs, Financial Aid Night (January), Parent/Student College Night (November), and the NCLB Military Act.

Course Selection/Course Changes

The course selection process begins in the second semester of each school year. Efforts are made to provide a thorough explanation of all course levels, prerequisites, and the content and skill mastery each course requires and/or develops. The faculty gives recommendations to each student and opportunities for parent/guardian involvement are provided each step of the process. Therefore, each student should make responsible and informed decisions regarding course selections.

After the start of the school year, unless there is a scheduling conflict, there will be no changes made to a student's full year schedule with the exception of any of the following conditions:

1. a change in academic level is needed*;
2. a move of students from one (1) section to another to balance classes within a department;
3. a change to correct an error in a schedule; or
4. a recommendation for a change resulting from a pre-referral conference, DCAP or 504 plan initiative, an IEP/Team Meeting, or ESL contact.

*If a student desires a change in academic level, approval will only be granted by the principal after the student, teacher, school counselor, parent(s)/guardian(s) communicate and agree to the change. No changes in academic level will be approved after the fifth day following distribution of the first progress report for the course in question.

Reason for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate justifications for a schedule change and will not be honored. This is why it is important to choose your courses only after careful consideration of the Program of Studies.

School-to-Career Program

Students are released during the regular school day to participate in their internships. The internships that are developed between the student, parent/guardian, school-to-career coordinator, and employer are designed to help students develop job skills, career direction, and a clearer understanding of the relationship between a sound education and successful employment. Participation in the internship program is considered a privilege that carries the responsibilities of regular attendance, passing grades, and satisfactory conduct both in the high school and the community. Students may be removed from any internship program, including Fire Science, at any time, with loss of credit, for failure to meet the expectations of the program.

General expectations of all interns are as follows:

1. Students are responsible for signing in and out of the building, and exiting and entering the building via the main entrance ONLY.
2. Students are responsible for notifying the site and if necessary the school for any and all absences, regardless of reason or circumstance (i.e. field trips, illness, sporting events, school functions, lack of transportation, etc.) Failure to do so will result in a class cut.
3. Students are responsible for notifying their site in the event school is cancelled.
4. Students are required to maintain weekly timesheets that are signed by both the students and site supervisor and submitted weekly to the school-to-career coordinator.
5. Students are responsible for arranging an interview with a potential site prior to the onset of the internship experience.
6. Students are responsible for providing the site with a calendar, prior to the first of each month, that indicates their scheduled days and times of attendance for each month.
7. Students are required to complete all documentation necessary for their specific internship in a timely fashion; failure to do so may result in termination from the program (i.e. medical forms, CORI forms, parental/guardian permission slips, transportation forms, applications, etc.)
8. Students must comply with Confidentiality Policy established by their site.
9. Appropriate dress must be worn, as it relates to specific sites.
10. It is expected that all interns represent Middleborough High School in a positive manner; therefore, students with discipline records, criminal offenses or pending criminal charges may not be eligible for, or removed from, the internship program without adjudication.

Students seeking more information regarding participation in the internship program should contact the school-to-career coordinator.

Student Records

A student's record includes the permanent record and the temporary record. The permanent record (transcript) is made up of personal data, courses taken, grades, credits, and class rank and is filed in the School Counseling office for 10 years after graduation. The temporary record is made up of personal data, standardized test scores, co-curricular activities, and other relevant information and is typically released to each student upon their graduation. The temporary record of each

student shall be destroyed five (5) years after the student graduates, transfers, or withdraws from the school system. The student and/or parent/guardian may add relevant information to the record or, with permission of the principal, remove inaccurate, misleading, or irrelevant information. Upon denial of such a request, an appeal procedure is available.

Middleborough High School students have the right, acting alone (if 18 years or older) or with a parent/guardian, to access, review, copy, and expect the school to maintain confidentiality and destruction of their records when appropriate. Students 18 years of age or older may exercise these rights alone, however, parents/guardians may continue to exercise these rights until expressly limited by the student. All student records are subject to Massachusetts Student Record Regulations (which are part of the Code of Massachusetts Regulations at 603 CMR 23.00) as amended in June 1995 by the Department of Education. A complete copy of the regulations is available in the main office.

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent/guardian having physical custody of a student under 18 years of age. This information could include name, address, telephone, date and place of birth, course of study, dates of attendance, weight and height of members of athletics, awards, and post-high school plans. Directory information is regarded as information used largely for positive public relations opportunities.

Privacy and Confidentiality: Middleborough Public Schools shall accept the gender expression that each student asserts. Although gender expression may be shown by providing evidence, including medical history or care/treatment of gender-related identity, there is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender expression recognized and respected. The person best situated to determine a student's gender expression is that student himself or herself. Although parents are often the first to initiate a conversation with the school, particularly when a younger child is involved, parents may play less of a role in an older student's transition. As such, school staff should speak with the student first before discussing a student's transgender status with the student's parent(s)/guardian(s). School staff should be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not inadvertently disclose information that is intended to be kept private or that is protected from disclosure. Student records may only be accessed and disclosed to staff with a legitimate educational interest in the information and should only be made with appropriate authorization from administration and/or parent(s)/guardian(s).

Official Records: Massachusetts' law recognizes common law name changes. 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, schools should 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. Any requests to change a student's legal name or gender in the official records should be referred to the

school principal. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.

Learning Commons Services

The Learning Commons serves as our library and media center. The following rules are intended to ensure the continued availability of learning commons material to all students.

1. All learning commons materials must be properly signed out.
2. A student suspected of taking materials without properly signing them out or vandalizing materials will be referred to administration.
3. Students having overdue learning commons material will lose their borrowing privilege until such material is returned, renewed, replacement, or paid for.
4. To facilitate the prompt return of books prior to the end of each term, parents/guardians of students owing books will be notified and billed for them. The parents/guardians will be further notified that the books must be returned or replacement cost paid before a student regains the privilege of using learning commons resources.
5. Students must have a signed IAUP on file to use the Internet. Internet privileges may be revoked if the terms of the IAUP are violated with additional disciplinary measures to follow, if warranted.

All computers are for specific educational use only and students must identify the needed use and ask the learning commons staff before using any computer in the learning commons.

When you are sent to the learning commons from class,

1. an E-Hall Pass must have been issued;
2. do not enter with food, gum, or drink;
3. sign in at the table near the entrance, sign out when you leave; and
4. come with a specific assignment or task.

When using the learning commons after school,

1. sign the student log when entering and leaving;
2. do not enter with food, gum, or drink; and
3. come with school work or reading material.

Health Services

The school nurse is the primary coordinator of health services within the school building and will provide first aid when required. First aid, as defined by the American National Red Cross, is the immediate and temporary care given in case of an accident or sudden illness. The school is NOT responsible for diagnosis or treatment; therefore, school personnel will not treat or prescribe treatment. Any request to "have the nurse check" something that has happened at home will be referred to parent(s)/guardian(s) for a visit with the family physician. All accidents resulting in student injury in school or on school grounds should be reported to the main office immediately. School insurance forms, when

applicable, will be processed through the school. Injuries incurred at school will be covered by the student's parent(s)/guardian(s) insurance unless school insurance has been purchased.

Any student in need of health services during the school day will go directly to the Health Office from their subject-teacher. Dismissal slips, as a result of illness, will be processed through the Health Office or the School Counseling Office. The nurse, the administration, or the School Counseling department will contact a parent/guardian prior to the dismissal of a student. If a student is excused from school for health reasons, the student must be picked up at school and may only drive home with parental/guardian permission after being seen by the nurse.

The school cannot dispense any medication of any type to any student. However, with a physician's order and parent's/guardians' written request, medication can be dispensed through the Health Office. Students must check in all prescription drugs and/or any other over the counter medication to be dispensed through the Health Office. Medication must be in a manufacturer-labeled bottle or container.

Our school nurse must have a medication order from a physician, dentist, nurse practitioner, or physicians' assistant in order to administer any medication; whether it is a prescription drug or an over-the-counter medication (M.G.L. c. 112, section 80B). Such medication will be kept in the health office under lock and key and will be administered only in the presence of our school nurse.

Students are not permitted to carry either prescription medication or over the counter medication on their person. The only exceptions are: EpiPens for emergencies, asthma inhalers accompanied by a completed physician's order form, and diabetic testing kits.

Medical Excuses

At times, medical issues arise that require students to modify their academic schedule. The following is a list of guidelines in such a case:

- a. medical excuses written by a doctor should explicitly state the reason and the dates of a temporary excuse or indicate that a student must be excused on a permanent basis. Permanent excuses are considered to be in force for the school year and must be updated each new school year;
- b. a student who has a temporary medical excuse for illness or injury may remain with the assigned class;
- c. a student with a temporary medical excuse will receive a passing grade for the term the student has successfully participated in more than half of the assigned classes in that term; and
- d. students who have participated half or less than half of the assigned classes in a term because of a temporary medical excuse will receive the notation "Med." on their term report card and receive no credit for the term(s).

A student who has received a permanent written medical excuse from a doctor will be re-assigned to another class by their school counselor.

In-School Illness

Students who do not feel well enough to attend class should obtain an E-Hall Pass from their teacher and report to the health office. If a student remains in the health office due to illness, a phone call will be made to the parent(s)/guardian(s) to inform them. A log will be kept by the nurse listing the time of arrival and departure of all students who miss a class due to illness. Students who are in the nurse's office for more than twenty (20) minutes will be considered absent from class. This absence could be considered excused or unexcused due to the circumstances of the visit to the nurse's office.

Transition Services

Middleborough High School recognizes that when there are interruptions in student learning, students may need time and additional academic support to ensure a smooth transition back into their normal school routine. Therefore, when necessary and appropriate, our transition space will be available for students if they are returning from hospitalization, suspension, or other lengthy absence to support their transition back to class. School Counselors and Administrators may also use this service to support students in need of a transition or "cool down" space during the course of the school day.

BMI

Each students' Body Mass Index (BMI) and corresponding percentile will be calculated and reported directly and confidentially to a parent or legal guardian during their sophomore year or before their 16th birthday in accordance with 105 CMR 200.500.

Transportation Medical Restriction

The following protocol must be followed in the event that a bussed student utilizes crutches or a wheelchair:

No student may ride a bus while using crutches per Middleborough Public Schools' policy. Parents/Guardians must notify the school nurse and forward a doctor's request for transportation to the school. Transportation will then be arranged by the Superintendent's Office.

Middleborough Public Schools' Health Services' Crutch/Wheelchair Protocol

Any student in MPS who requires the temporary use of crutches or a wheelchair must have a safety plan in effect. The plan will be coordinated by the school nurse with input from the physician, the parent/guardian, the student, and the staff. The following must be in place:

- **Transportation plan** – Students who require the temporary use of crutches or a wheelchair may not ride the regular school bus for safety reasons. Alternative transportation may be provided by the school system if requested by the parent/guardian. A medical note specifying that the student is in need of alternative transportation must be sent to the school nurse. This should include the nature of the need, as well as the expected duration. If this is not known, the doctor may specify until further notice. This is then faxed to the Business Manager at the Central Office. The

nurse should contact the Business Manager immediately when it is clear that a student will need this service so planning may begin. The student's name, parent/guardian name, address, and phone number must be given. Parents/guardians may provide private transportation if so desired.

- **Classroom Accommodations** – Students will be allowed to use the elevator if necessary in their building. Students should not be using the stairways while on crutches. Additional time to travel back and forth between classes will be necessary and allowed. The school nurse will work with the staff to make any other accommodations needed.
- **Emergency Plan** – A temporary emergency evacuation plan must be put in place by the school nurse. The classroom teacher(s), and the administration will receive a copy.

Middleborough Public Schools' Wellness Policy

General Policy Statement:

The Middleborough Public Schools are committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting nutrition and physical activity education that promotes lifelong wellness while still providing healthy choices. This correlates with our district mission "to prepare all students to excel as educated, responsible, global citizens." We also believe that a staff that engages in a healthy lifestyle supports our objective of a healthy school community. The district believes that we will achieve success in this endeavor through the combined efforts of the school community, parents, and the community at large.

The following Wellness Policy Procedural Directive is approved for implementation and monitoring by the Middleborough School Committee:

1. Communication with parents/guardians, staff, students, and the community regarding policy goals and guidelines is essential to the success of our policy.
2. The district will establish a Health and Wellness Committee which will meet regularly to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.
3. Physical activity education and goals for the school community will encourage activities that support an active, healthy community of learners. These activities will consist of both structured (K-12 Physical Education/curriculum frameworks) and co-curricular (recess, intramurals, sports teams, after school) activities.
4. As the types of food and beverages made available to students influence lifelong eating habits, the district will continue to increase the availability of and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value on school grounds up to 30-minutes before the beginning of the school day until 30-minutes after the end of the school day.

5. Nutrition education will aim to teach, encourage, and support life-long healthy nutritional behaviors. Opportunities for staff in-service education to share best practices, which incorporate nutrition, physical activity, and wellness across the curriculum, will be pursued.

Health and Wellness Committee

The Health and Wellness Committee will serve as a resource to the school community in the implementation of school nutrition, physical activity, and wellness policies and procedures. The Committee will consist of a group of individuals from the schools and community that is representative of school staff, educators, students, parents, health professionals, and community members. They will plan to organize and subsequently meet regularly during the academic school year.

Nutrition Education Goals

The primary goal of nutrition education is to encourage students and staff to make lifelong healthy food choices.

The Middleborough Public Schools will

1. adhere to the revised Nutrition Standards for Competitive Foods and Beverages in Public school regulations (105 CMR 225.000) effective August 1, 2012;
2. provide nutrition education for all students K-12 in accordance with the Massachusetts Health Curriculum Frameworks;
3. work to integrate physical activity and nutrition lessons into other subject areas;
4. work to develop collaboration among physical education/ health/consumer science teachers, health services staff, and food service providers in developing on-going nutrition education and activities for students, staff, and the community. These programs will address nutrition and physical activity as components of overall wellness;
5. send home nutrition information, post nutrition information and relevant web links on the school website, and promote healthy and acceptable food choices consistent with dietary guidelines and Action for Healthy Kids recommendations;
6. pursue professional development opportunities and events for all food service staff and teaching staff in the areas of physical education, nutrition, and wellness; and
7. provide the Middleborough School Committee a compiled body mass index (BMI) report showing by grade the number of students screened and the percentage of students in each category. BMI measurements are compiled annually for grades 1, 4, 7, and 10 and comparison charts will be presented annually in March to measure the effectiveness of this directive.

Setting Physical Activity Goals

The primary goal of physical education is for all students to develop the skills and knowledge necessary to not only participate in specific physical

activities, but to understand the short and long-term benefits of a physically active and healthy lifestyle.

The Middleborough Public Schools will

1. ensure that District policy for physical education is consistent with Massachusetts Curriculum Frameworks for Physical Education;
2. continue to provide students opportunities for physical activity through P.E. classes, recess opportunities for elementary school students, extra-curricular activities at the secondary level, and encourage incorporation of physical activity into the academic curriculum (short activity breaks between lessons/classes when appropriate);
3. support curriculum/programs that include health-related physical fitness concepts such as target heart rate, aerobic activity, injury prevention, emotional health and growth, and tobacco cessation and drug/alcohol prevention;
4. encourage all students to consult with their parents/guardians and primary care physician to establish individual personal fitness goals;
5. continue to provide students opportunities for additional physical activity through a range of before and after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs;
6. ensure that all playgrounds/equipment/physical activity facilities meet current safety standards and incorporate age appropriate physical fitness opportunities into new designs as equipment is replaced;
7. explore ways to further encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family activities; and
8. allow the MIIA to continue the development of activities for all staff that promote and encourage a healthy lifestyle.

Establishing Nutrition Standards for All Foods Available on School Campus during the School Day

Students' lifelong eating habits are greatly influenced by the types of food and beverages available to them. The goal of establishing nutrition standards is to ensure the availability of healthy food choices sold or served in the school setting.

The Middleborough Public Schools will

1. ensure that all school meals meet, as a minimum, the applicable requirements of federal and state standards and regulations (see attached regulations);
2. establish nutrient standards for all foods sold to students in our schools in accordance with federal and state guidelines;
3. encourage all children to have breakfast at home or participate in the school breakfast program in order to meet their nutritional needs and enhance their ability to learn. Creative ways to promote the importance of breakfast will be encouraged in each school (posters, contests, daily announcements, etc.);

4. encourage all staff to model healthy eating by offering healthier choices at school meetings and events, and refrain from using food as rewards to students. A list of alternatives will be provided to all staff and its use encouraged. There will be no sharing of food at any time of the school day;
5. ensure that classroom parties for holidays and other special occasions will not include food items for Preschool through grade 8. Special events involving food may be allowed at the High School level only with prior approval from the principal in consultation with the Food Service Director and the School Nurse/School Nurse Leader. All foods provided during the school day must be in compliance with the Nutrition Standards for Competitive Foods and Beverages in Public Schools regulations (105 CMR 225.000);
6. ensure that schools will not use food or beverages as rewards for good behavior or academic achievement unless it is part of a student's Individual Educational Plan or directed by a Medical Professional;
7. ensure that courses offered at the High School level involving food will comply with DESE standards. The principal and school nurse will be consulted to provide a safe learning environment for student's with life-threatening allergies or medical concerns;
8. prohibit the sale of low nutritional food items on school grounds up to 30-minutes before the beginning of the school day until 30-minutes after the end of the school day. This exemption shall not apply to competitive foods sold through vending machines, which shall comply with these standards at all times; and
9. encourage parents/guardians to send lunches/snacks from home that are based on healthy food guidelines. This information will be available on the school website or in paper form if requested by a parent/guardian. For the purpose of this Directive, "low nutritional food" is defined as any food not found on the current A-list developed by the John C. Stalker Institute at Framingham State University.

Setting Goals for Other School-Based Activities Designed to Promote Student/Staff Wellness

The purpose of setting goals for other school-based activities is to create an environment that provides consistent wellness messages, is conducive to healthy lifestyle choices, and supports social, mental, and emotional well-being in order to promote academic success.

Middleborough Public Schools will

1. encourage fundraisers that promote physical activity;
2. enable the Health and Wellness Committee to research and make available a list of alternative fundraising activities while encouraging fundraisers that minimize the focus on food items;
3. allow the promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products;
4. encourage parents, teachers, staff, administrators, students, and community members to serve as role models in practicing healthy nutrition and physical activity, both in school and at home;

5. develop and promote activities for school staff that encourage healthy eating, physical activity, and other elements of a healthy lifestyle;
6. encourage students and staff to balance work and recreation and help them become aware of stressors that may interfere with healthy development and lifestyles. Resources will be available upon request;
7. support an environment where students, parents/guardians, and staff are respected, valued, and accepted with high expectations for personal behavior and accomplishments; and
8. work with staff, students, and the community in conjunction with local law enforcement agencies to maintain a school environment that is tobacco, alcohol, and drug free.

Setting goals for Measurement and Evaluation
Implementation of the revised Wellness Policy Procedural Directive will commence on July 1, 2015 upon approval of this directive by the Middleborough School Committee.

Middleborough Public Schools will

1. establish membership on the Health and Wellness Committee and set meeting dates two (2) to four (4) times annually;
2. enable the Health and Wellness Committee to convene on a regular schedule to develop, implement, and evaluate the activities and goals set forth in the Middleborough Public Schools Wellness Policy;
3. enable the Health and Wellness Committee to offer revisions to the policy to the School District Administration and School Committee as needed;
4. convey clearly and consistently to all concerned (with the support of the Health and Wellness Committee and The School Administration) that all activities involving food, nutrition, and/or physical activity must be consistent with the goals and guidelines set forth in this policy;
5. ensure that compliance with policy guidelines is monitored at the building level by the Principal and at the district level by the Superintendent of Schools and the Health and Wellness Committee; and
6. report annually in March to the Middleborough School Committee the effectiveness of this directive as previously outlined.

Policy Review and Revision:

Review and revision of this policy shall occur by the Health and Wellness Committee and the Middleborough School Committee.

References:

- Nutrition Regulations 105 CMR 225.000
- Section 204 of Public Law—June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004
- “A-list”, John C. Stalker Institute at Framingham State University Communicable Diseases

The District is required to provide educational services to all school-age children who reside within its boundaries. However, by law, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law. The school committee recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; the susceptibility to other diseases; and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above. Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the district shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The Superintendent shall make the determination of those who need to know.

Attendance Policy

Daily Attendance and Tardiness to School

Good work habits are the foundation of excellence. At the core of developing good work habits is consistent, punctual attendance. This habit of self-management and organization demonstrates seriousness of purpose and respect for the value of others' time and work. Practicing daily and punctual attendance develops a crucial life-long habit that leads to success in every phase of life. All students are expected to develop this habit.

Daily Attendance: Daily attendance is taken in Block 1, which begins promptly at the 7:20 A.M. bell. Students not inside their classroom by the 7:20 A.M. bell are considered tardy.

Tardiness to School: Students who are not in their Block 1 classroom by the 7:20 A.M. bell must enter through the main entrance on the Rt. 28 East Grove Street side and report directly to the front office secretary. Students will receive an E-Hall Pass from the secretary and report directly to class.

Consequences for unexcused tardiness to school:

Every four (4) tardies to school of less than 20 minutes	=	One (1) absence to be counted toward loss of credit for the affected class
Any tardy to school of 20 minutes or more	=	One (1) absence to be counted toward loss of credit for the affected class(es)

Please refer to the "Loss of Credit Due to Absenteeism" section of the handbook to learn how tardiness and absenteeism will affect students' accumulation of credits toward grade promotion and graduation.

No tardy students will be allowed to enter their Block 1 class without an E-Hall Pass.

It is the responsibility of students enrolled in internships or classes held off-campus to communicate with the school, career counselor internship coordinator, and the work or school site when they are absent.

Middleborough High School 508-946-2010
Career Counselor Internship Coordinator 508-946-2010 x 3124

Excused Absences

Excused absences are absences from school that meet the following criteria and documentation. Excused absences do not count towards loss of credit. However, an absence will be considered unexcused, unless documentation is received within five (5) school days of the date of absence.

Excused absences include:

- Bereavement or family crisis such as a serious illness
- Hospitalization
- School-sponsored trip*
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a doctor's note**
- College visits (two (2) junior year and two (2) senior year)
 - Additional college visits must be approved by administration
- Other extenuating circumstances approved by the administration
 - Massachusetts Registry of Motor Vehicles Road Test (license, not permit)

*School trips, activities, or other special assignments that have previous authorization and teacher notification will NOT be counted as unexcused absence. If a student has routinely poor attendance, administration may request that a student not attend a school-sponsored trip in favor of attending the student's other classes.

**Doctor's notes should be submitted to the main office in hardcopy or electronic copy within one week of the absence.

Absence Due to Field Trips or School Functions

Students are responsible for keeping up with any work missed while they are on a school-sponsored trip. On the class following a field trip, students must have any previously announced homework completed and be prepared to participate in any previously announced assignments or assessments in class.

College Visits

Students in their junior and senior year must obey the following guidelines to have a college visit recorded as an "excused absence."

1. Limited to two (2) one-day visits in the junior year.
2. Limited to two (2) one-day visits in the senior year.
3. The school must be notified in writing by the parent(s)/guardian(s) a minimum of 24 hours before the scheduled absence
4. Documented proof, recorded on college/university stationary, of the visit must be submitted to the assistant principal's secretary upon return to school.
5. Additional college visits must have prior approval by administration.

Unexcused Absences

Any absence from school that does not meet the excused absence criteria is considered *unexcused*. Upon return to school, the *unexcused* absence must be able to be verified with a note from the parent/guardian.

Class cuts count as unexcused absences. Students who are tardy to class, dismissed from class, or miss 20 or more minutes of class time due to an unexcused reason will be considered absent from class. If a deliberate class cut occurred, the student's parent(s)/guardian(s) will be notified and an ACE will be

assigned. Students who continue to cut classes will be suspended out of school and could be recommended for expulsion.

Family vacations, undocumented doctor visits, “mental health days” are unexcused absences. However, each student has an “unexcused absence” allowance built into their schedule for unexpected hardships that arise. Please see the note regarding excused and unexcused absences below.

A note regarding excused and unexcused absences from school:

Middleborough High School realizes and acknowledges the importance of student social, emotional, and physical health. We also must strive to ensure that students meet minimum attendance standards set forth by the Commonwealth of Massachusetts. Therefore, per the MHS Student Handbook, students have an allotted number of days that can be used for discretionary purposes (i.e. mental health day or any other reason that might be considered “unexcused” by our definition found in the second above). Students are allowed 3 such discretionary days for a quarter class (45 days); 7 such days for a semester-long class (90 days); 10 such days for a three-quarter year class (135 days); and 14 such days for a year-long class (180 days). Students who exceed these allotted days with unexcused absences do risk losing credit in those classes. Similar to a work setting, students must learn to use and balance these days if and as needed to ensure their best health while meeting minimum standards for attendance. MHS Administration strongly recommends that parents/guardians call the school at 508-946-2010 on the morning of the absence to log the absence with our front office secretary so we can make a note on the student attendance record.

Truancy

Truancy is defined as an absence from school without a legitimate reason. Consequences include ACE, parent/guardian notification, and parent/guardian conference. Seven (7) or more truanies per marking period for students under the age of 16 will be referred to juvenile court.

Planned Absence

Parent(s)/Guardian(s) must notify the school in writing including the reason and date of any planned absence. Parental/Guardian notification to a school administrator does not mean that absences are excused.

Absences caused by “once in a lifetime” opportunities may be reviewed by the principal on a case-by-case basis.

Class Attendance and Tardiness to Class

Class attendance and tardiness guidelines mirror that of the daily attendance and tardiness policy.

Class attendance: Students not inside their classroom when the bell sounds are considered tardy, unless an E-Hall Pass excuses the tardiness. There is no penalty for an excused tardy.

Class tardy of less than 20 minutes: Students who arrive to class less than 20 minutes late without an E-Hall Pass are considered tardy—unexcused. The student will be allowed to enter class and the teacher will mark the student “Tardy.” This tardy will count toward one (1) absence toward loss of credit. The student may also face progressive discipline (verbal warning, phone call home, detention) if tardiness becomes a habit.

Class tardiness of 20 minutes or more: Students who arrive to class late by 20 minutes or more without an E-Hall Pass are considered tardy—unexcused. The student will be allowed to enter class and the teacher will mark the student “Tardy—Unexcused.” This unexcused tardy of 20 minutes or more will count as one (1) absence toward loss of credit. The student should also be referred to the office for a class cut.

Consequences for unexcused tardiness to class(es):

Every four (4) tardies to class of less than 20 minutes	=	One (1) absence to be counted toward loss of credit for the affected class
Every tardy to class of 20 minutes or more	=	One (1) absence to be counted toward loss of credit for the affected class

Dismissal Procedure

Students are not permitted to leave the school grounds at any time during the school day without a note from home on the day of dismissal and/or approval from a school administrator. Students are not permitted to text or call parents/guardians on their cell phones to be dismissed if they are ill. Students who are ill must see the school nurse. Dismissal notes must be turned into the attendance office with the daily attendance and must contain the following information

1. student's complete name (first and last);
2. reason for dismissal;
3. time of dismissal;
4. parent/guardian home and/or work telephone number(s); and
5. parental/guardian signature.

If any of the above information is omitted and/or a parent/guardian cannot be contacted to confirm the dismissal, the student will not be dismissed. Dismissals will only be made over the phone by an administrator or nurse and only for an emergency. Before leaving the building each student who is dismissed either by note or from the health office must sign out on the dismissal sheet in the main office.

Students who fail to follow the above procedure will be assigned the disciplinary consequence that is in keeping with the discipline policy.

Loss of Credit Due to Absenteeism

A student jeopardizes losing credit for class(es) when established allowances for unexcused absences are met or exceeded. Please see the table below for absence allowances. Regular attendance is expected. Students and parents/guardians must

be aware that absences accompanied by a parental note are not counted as excused absences.

No credit will be awarded for classes where students exceed the following number of absences:

14 Days Absent	10 Credit Course
10 Days Absent	7.5 Credit Course
7 Days Absent	5 Credit Course
3 Days Absent	2.5 Credit Course

Loss of Credit Appeals

Students can appeal loss of credit at the end of each semester. An appointment must be set up with the principal as soon as possible after receipt of the Loss of Credit notification to discuss the reasons for the excessive absences beyond the policy limits. Parents/Guardians, the School Counseling Department, and, when appropriate, the teacher of the class in question, will receive notification of the principal's final decision.

Students should follow the steps below to appeal a loss of credit:

1. Obtain a copy of the attendance record and Loss of Credit forms from the appropriate assistant principal;
2. have a parent/guardian submit a letter of appeal to the principal;
3. list the dates and the reasons why the absence(s) should be excused; then
4. attach the attendance record and Loss of Credit form(s) to the appeal letter.

Comprehensive Credit Recovery Program

Students who lose credit due to absenteeism have the ability to recover some or all of their lost credit by participating in the School Counseling Department's Comprehensive Credit Recovery Program. There is a credit recovery program for underclassmen who have lost credit in addition to a modified credit recovery program for seniors in jeopardy of not graduating. Students must meet specific criteria to be eligible for credit recovery and must be approved by the Principal.

Interested students should meet with their School Counselor for more information.

Prolonged Absence

If for a medical reason or other valid reason, a student is absent from school for more than a week, the parent/guardian is encouraged to contact the student's assistant principal. When a student returns to school after a prolonged illness, a doctor's note excusing the absences must be brought to the main office if the absences are to be excused.

Make-Up Work

Under normal circumstances, students who are legitimately absent will be allowed the number of days absent plus one day of additional time to complete and submit work missed. It is the responsibility of the student to attain the work that was missed and to schedule a mutually convenient time to make up any tests or quizzes. A student must pick up missed assignments upon returning to school. If

a student is suspended from school for three (3) or more days, the student must request, either through an administrator or School Counselor, that work be arranged through the School Counseling Secretary during the length of the suspension. The work must be turned in to either the administrator or the School Counselor upon the student's reentry. Students who are intentionally absent (i.e. class cut) are not allowed to make up the work missed on that day.

If extenuating circumstances prevail, students may be allowed to make up work at the teacher's or administration's discretion.

Participation in Co-Curricular Activities

Any student absent from school may not participate in any school-sponsored activity.

Discipline Procedures

The atmosphere of a school is a reflection of the attitude of its students and staff toward the school and toward each other. It is of equal concern that we achieve an atmosphere of order, self-discipline and mutual respect. It is our hope that school can be administered without threats of disciplinary action. However, we realize that a disciplinary code with appropriate progressive discipline is necessary. With progressive discipline, consequences increase upon repeat occurrences. In some circumstances, discipline may be accelerated at the discretion of the administration when the student's conduct is sufficiently serious to warrant greater discipline. Our code includes the following:

- Teacher Redirection/Warning
- Parental Notification
- Restorative Justice
- Teacher Detention
- Administrative Detention
- Social Probation (withholding of privileges)
- Alternative Classroom Environment (ACE)
- Out of School Suspension
- Expulsion

The discipline code at Middleborough High School is administered within the guidelines set forth by the U.S. Supreme Court as well as the DESE with regard to due process for students. The handbook is always available to students online for all students and available in hardcopy form upon request. It is the expectation of the administration and the school system that parent(s)/guardian(s) and student will read the handbook. Student assembly programs and community awareness sessions are advertised through the local media. Students and parents/guardians are responsible for raising any questions that they may have regarding this handbook and its provisions with the school administration. Even if the student does *not* sign the acknowledgement form included with the distribution of this handbook, such presumption is made.

A note on Restorative Justice:

Restorative Justice (RJ) is a rising trend in schools across the nation intended to provide an alternative to traditional school discipline. Engaging in RJ allows students who violate the school code of conduct an opportunity to reconcile with those affected by the violation. This reconciliation is possible through a collaborative effort by students, staff, school counselors, and administrators to process the event, understand its effect on an individual or greater school community with a hope and expectation that the behavior is not repeated. RJ style processing, conversation, and reconciliation has been employed at MHS informally for a decade. MHS administration, teaching, and counseling staff will continue to engage in restorative practices with all students wherever possible in an effort to help our students process, reconcile, and work toward truly understanding the impact of their decisions and behaviors as members of a larger school community.

Middleborough High School

Code of Conduct

TD Teacher Detention

ACE/ISS

Alternative Classroom

OSS Out of School Suspension

Environment

The list of infractions below is not all-inclusive. The administration reserves the right to assign consequences for acts deemed contrary to proper student behavior not expressly listed below.

Incidents dealing with threats, harassment, sexual harassment, possession of weapons/drugs, assault on school personnel, hazing, gambling, and cheating and plagiarism contain individual procedures specific to each infraction documented in this handbook.

Consequences are not automatic and administrators will use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of the administration's expectations for conduct and consequences that will be considered in making discipline decisions.

Infraction	Consequence for First Offense	Consequences for Subsequent Offenses
Inappropriate behavior including public displays of affection	Warning	Parent Notification/ACE/possible 1-5 OSS
Late to class without authorization	TD	Possible AD/ ACE
Sent out of class for misbehavior	TD	AD/ ACE / Parent Meeting/ possible 1-5 OSS
Being in an unauthorized area without permission	AD/ACE	possible 1-5 OSS
Failure to stay for teacher/administrative detention	AD/ ACE	ACE / possible 1-5 OSS
Failure to follow staff directive(s)	AD/ACE	possible 1-5 OSS
Leaving class without permission	AD/ACE	ACE
Cutting class	ACE	possible 1-5 OSS
Profanity toward a student	ACE	possible 1-5 OSS
Profanity toward staff members	possible 1-5 OSS	possible 1-10 OSS
Smoking and/or possession of tobacco products including e-cigarettes and e-cig paraphernalia	ACE	possible 1-5 OSS
Leaving school grounds without permission	ACE	possible 1-5 OSS
Tampering with school records (i.e. forged fake note)	possible 1-5 OSS	possible 6-10 OSS
Abusive disrespect/insubordination to staff member	possible 1-5 OSS	Possible 6-10 OSS/Recommendation for Long Term Suspension
Violation Dress Code	Warning, Change of clothing, phone call home	AD/ ACE / possible OSS
Violation of Electronic Device Policy	Device turned into middle office and returned at the end of the day	Turned in and AD/Turned in and parental pick-up
Refusal to turn in electronic device (failure to follow staff directive upon first request)	ACE	possible OSS
Continual disturbance of class, dining commons, corridor, etc.	possible 1-5 OSS	possible 6-10 OSS/Recommendation for Long Term Suspension
Infraction	Consequences for the First Offense	
Stealing	possible 1-10 OSS/Referral to local law enforcement for criminal complaint/Financial restitution required	
Projecting an object in such a way as to cause injury to a person	possible 1-10 OSS/Referral to local law enforcement for criminal complaint/Recommendation for expulsion	
Possession or setting off any type of exploding or incendiary device	possible 1-10 OSS/Referral to local law enforcement for criminal complaint/Recommendation for expulsion	
Fighting	possible 1-10 OSS/Referral to local law enforcement for criminal complaint/Recommendation for expulsion	
Use and/or possession of alcohol/drugs/controlled substance	possible 1-10 OSS/Referral to local law enforcement for criminal complaint/Recommendation for expulsion	
Destruction of school property and/or vandalism	possible 1-10 OSS/Referral to local law enforcement for criminal complaint/Recommendation for expulsion	

Infractions of school rules which occur after May 1st of any school year may be subject to further penalties in addition to those listed above, which include but are not limited to, removal from school activities, senior class activities and/or participation in graduation activities or ceremonies.

Teacher/Classroom Issues

If, during the school year, a student or parent/guardian has a question or concern regarding classroom instruction, grading, assessment, discipline, etc., direct contact should be made with the specific classroom teacher. Each teacher has voicemail and e-mail accessible on the school website. Further, the voicemail system has a directory which easily connects callers with their intended staff person. Students/parents/guardians should leave a detailed message accompanied by the best contact numbers for a return phone call. If students/parents/guardians do not receive a response within two (2) days via voicemail or e-mail, please leave a message with the office. Whenever possible, discuss your concerns with the teacher with the intent of resolving the issue.

If a parent/guardian is unable to contact the teacher or the issue was not resolved, please contact the department head for the subject area. If this discussion does not resolve the issue, a meeting may be set up with the parent(s)/guardian(s), the student, the teacher, and the department head. All of the parties above must be present for this meeting.

If the results of this meeting do not resolve the issue, parents/guardians are welcome to contact the student's School Counselor. If all of the above options to resolve have been exhausted, an administrator will meet with all of the above parties mentioned. An administrator will intervene in the issue only if all of the other steps have been followed.

Teacher Detention

Teacher detentions are issued by staff for minor discipline issues. Failure to attend teacher detentions on the assigned day will result in an Administrative Detention. Repeat offenses could result in an ACE.

Administrative Detention

Administrative Detentions are one (1) hour after-school detentions held on Mondays and Wednesdays. Failure to attend administrative detentions will result in ACE.

Alternative Classroom Environment (ACE)/In-School Suspension

Conforming to the standards of respect, decorum, over-all behavior, and citizenship is imperative to creating a civil school environment conducive to learning. When poor student behavior and decision making warrants the application of in-school suspension, students will receive an Alternative Classroom Environment session or, ACE.

Objectives for ACE:

1. Reflect on the behavior(s) and decision(s) that led to the ACE session.
2. Consider alternative behavior(s) and decisions(s) that may help avoid future ACE sessions.

3. Follow all ACE rules, expectations, and teacher directives.
4. Complete all assignments assigned by classroom teacher(s)/ACE instructor.

Rules and Expectations:

1. Students will report to the ACE room no later than 7:20 A.M. If students are tardy to ACE between 7:20 A.M. and 7:40 A.M., it will be counted as a tardy toward loss of credit for their Block 1 class. If they are tardy to ACE after 7:40 A.M., they will be admitted to ACE, but will be assigned another ACE and the tardy will count against all applicable classes. An additional one (1) hour of service time will be assigned to the student.
2. Upon entering ACE, students will pass all electronic devices and to the ACE instructor for safekeeping. Items will be returned at the conclusion of ACE. No one will be permitted to use their personal electronic devices (cellphone, Apple watch and items of the like) during ACE.
3. Students will not socialize with other students in ACE, or students using the space as a transition space.
4. Students will work on assignments as assigned by classroom teachers and the ACE instructor in the order of the days' academic schedule.
5. Students will not cause distractions to other students or the ACE instructor.
6. Students will not sleep or put their head down for any reason.
7. There will be no Internet access allowed without the ACE instructor's permission.
8. Students will not be disrespectful to the instructor or other students.
9. Students must complete the behavioral chain analysis at the beginning of the day.
10. If students do not satisfactorily complete ACE for any reason, they will be rescheduled for another full day of ACE on the next open date and an additional one (1) hour of service time will be assigned.

Additional Provision of "Service Time" :

For every ACE a student earns, one (1) hour of service time will be assigned. Students will serve the one (1) hour of service time on the next available Monday following the successful completion of their ACE session from 2 to 3 P.M. Students can choose to serve their one (1) hour before the completion of their scheduled ACE session if there is availability.

Service time must be served on the assigned day. If service time is not served on the assigned day, unless the student is absent from school with an excused reason, the student will immediately be placed on Social Probation. The student will not be able to participate in any co-curricular activity (i.e. athletic practice or game, dance, club, Student Council, prom, senior activities, graduation ceremonies, and any other co-curricular activity that MHS offers) until all service time has been served. Please see the Social Probation section of the handbook.

During the one (1) hour of service time, students may be charged with the task of assisting the custodial staff with building and grounds clean-up, making copies in the copy center, assisting the athletic director with field clean up, display case construction, classroom reorganization, or a number of different projects and tasks needed on school grounds. MHS staff will supervise this service time.

Notes:

1. There are two (2) scheduled bathroom breaks each day in ACE.
2. All MHS handbook rules apply in ACE with the exception of rule modifications stated in the “Rules and Expectations” section.
3. Students can earn a “strike” in ACE by breaking a rule or expectation. Upon the third strike, the student will be escorted from ACE and suspended for the day; another ACE will be assigned and another hour of service time will be assigned. If strike one (1) or two (2) is extreme enough, students could be removed immediately and/or be suspended for their actions.

Social Probation

Social Probation revokes a student’s privilege to attend or participate in any volunteer school-sponsored, or school-related function or activity due to a disciplinary issue. This includes, but is not limited to co-curricular activities such as: clubs, athletics, competitions, dances, trips, banquets, and graduation.

Social Probation could also affect a student’s leadership position in said school-sponsored and school-related activities.

Social probation may be assigned for the following reasons:

1. Violation of the alcohol, tobacco, drugs policies;
2. Violation of the Code of Conduct;
3. Repeated offenses resulting in three (3) or more ACEs and/or OSS
4. Disruption or disturbance of any school sponsored activity or public assembly;
5. Any action, which threatens safety and security or disrupts the school environment, not listed herein which the administrator deems appropriate for social probation.
6. A student who is serving OSS is automatically under social probation from the moment it is assigned by the administration until the morning of the return date or date assigned by the administrator.

Special Note to Students:

1. Seniors are reminded that Social Probation may include senior activities such as senior trips, Senior Last Assembly, awards, and graduation.
2. Social Probation may carry over to the following school year.
3. With each ACE earned, one (1) hour of “Service Time” will be issued to the offending student to serve on the Monday following the infraction. If the hour of service time is missed for an unexcused reason, the offending student is immediately on Social Probation until the hour of service time is served. Please see the ACE section in the handbook.

Social Probation and Out of School Suspension

Students serving out of school suspension are on social probation. Upon a student’s return from an out of school suspension additional weeks of social probation may be added relative to the number of days served out of school.

For example:

- 5 days OSS → An additional 5 weeks social probation
- 10 days OSS → An additional 10 weeks social probation

Social probation will be assigned at the student's re-entry meeting with the assistant principal. Social probation may be adjusted based on adherence to the conditions of the re-entry plan, including attending scheduled meetings with the assigned counselor.

Out of School Suspension (OSS)

Out of School Suspension (OSS) may be assigned by administration for discipline issues that necessitate strong consequential measures.

A student is entitled to due process before an OSS is assigned unless an emergency removal is necessary.

If a student is issued an OSS, parents/guardians will be contacted and asked to meet with the administrator for an informal hearing. If after the hearing, the OSS will be carried out, it is expected that the student will leave school grounds immediately accompanied by the parent/guardian. If a parent/guardian is not available and school safety is a concern, the School Resource Officer may transport the student to the Middleborough Police Station until such arrangements can be made. A hearing prior to suspension will not be required where an emergency removal is deemed necessary at the discretion of the principal, but must be offered within two (2) school days of the removal.

Suspension will be served on those dates specified by the school administration and will be served on consecutive days. The only exception to this is to allow students to take high stakes testing (MCAS). If a suspension ends on the day prior to a weekend or vacation, the student is ineligible to participate or attend any activities until the next calendar school day. Students who are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.

When a student is suspended, it is the student's responsibility to make up work that is missed. If a student is suspended from school for three (3) or more consecutive days, the student must request either through an administrator or School Counselor, that work be arranged through the School Counseling Secretary during the length of the suspension. The work must be turned in to either the administrator or the School Counselor at the re-entry meeting.

Please note that snow days do not count toward suspension, only days when school is in session.

All notices regarding OSS will be sent home in writing to the student and parent and will meet the standards set forth by applicable laws. M.G.L. c. 71, sec. 37H, 37H1/2 and 37H3/4.

Exclusions and Expulsions

Students may be issued a long-term suspension or expulsion from school for failure to conform to school rules. A long-term suspension is considered a suspension for more than ten (10) days and may be issued for the remainder of a quarter, semester, or academic year. Expulsion is permanent exclusion from the high school. The principal may issue a long-term suspension for repeated or major infractions of school rules. Additionally, the principal may take disciplinary action, up to and including expulsion, against students who violate school rules that are subject to M.G.L. c. 71, section 37H or section 37H1/2. The principal will follow procedures as outlined in M.G.L. c. 71, section 37H and section 37H.1/2.

The School Committee, upon referral from the Superintendent, may expel students for violations of other school rules that are not subject to M.G.L. c. 71, section 37H or section 37H1/2, however, no such expulsion shall exceed 90 school days.

In considering disciplinary action against students, the principal, superintendent or school committee, as appropriate, may also refer to the Memorandum of Understanding between Middleborough Public Schools and the Middleborough Police Department.

Disciplinary Appeal Process

Students and parents/guardians will be provided an opportunity to appeal disciplinary decisions to the principal (if the disciplinary decision is issued by an assistant principal) or to the superintendent (if the disciplinary decision is issued by the principal). Note, that the Principal shall be considered the Superintendent's designee for any OSS decision made by the assistant principal. Upon notification of the disciplinary action taken by the school, the student will have five (5) days to request an appointment with the appropriate school official. Specific appeals procedures for disciplinary decisions issued pursuant to M.G.L. c. 71, section 37H, section 37H1/2 or 37H3/4 are provided in the pages detailing the Massachusetts General Laws and shall be followed.

Matters concerning classroom standards or requirements may be appealed to the appropriate department head. Matters concerning co-curricular activities may be appealed to the director, coordinator, or advisor of the program.

Student Conduct and Behavior

Members of the school community are expected to observe the basic rules of common courtesy and show respect for the rights of others at all times. Teachers have the right and obligation to teach; students have the right and obligation to learn. Mutual respect will protect the rights of each and will help both meet their academic, civic and social obligations. A disruptive student will not be allowed to impair the rights of others to receive a quality education. The behaviors below are not conducive to building an atmosphere of respect for the rights of others. While it is not possible to include all infractions, the following Code of Conduct has been drawn from past records and from known situations. It is not intended to be exclusive or all-inclusive. All types of infractions may not be included and so modifications may be made, if necessary, at the discretion of the principal. These

codes of conduct may be supplemented by the teachers' rules for individual classes. The academic success and the safety of students are contingent on students maintaining appropriate and responsible behavior. Therefore, in addition to disciplinary action imposed by the teacher for inappropriate behavior, swift and firm disciplinary action may be imposed by administration once the student has been provided with due process. The intent of the sanctions for infractions is to secure a measure of fairness and consistency for all students within the school community.

Fighting/Assault

Middleborough High School has a 'zero tolerance policy' on fighting. This includes, but is not limited to: physical violence, written or verbal threats, instigation of violence, or spreading rumors that may lead to violence. In other words, if it can be determined that an individual is responsible for instigating violence of any kind, that person shall be held responsible for their actions.

Fighting/assault is a 1-10 day suspension for participants with a maximum penalty of assault charges or expulsion from school. Individuals involved in instigating fights or involved in violence or threats of violence may also be disciplined. If the violence substantially interrupts the school day, additional legal action may be taken against the participants, including M.G.L c. 272, section 40. Per the Memorandum of Understanding, the School Resource Officer (SRO) is automatically informed of incidents of fighting and violence.

Social probation penalties may be enacted following fighting incidents, including participation in sports and extracurricular activities, school functions, trips, etc.

Alcohol/Drugs

The term "drugs" as used herein, shall include controlled substances provided by M.G.L. c. 94C, including drug paraphernalia and alcohol. Additionally, prescription drugs are also illegal i.e. Ritalin, psych medications, etc. Any possession, dispensing, or being under the influence of alcohol/drugs is a violation of school rules. Consequences for violating this policy may include (but are not limited to) suspension, social probation, referral to local law enforcement for criminal complaint, and/or recommendation for expulsion as described below.

Alcohol/Drugs – When there is reasonable suspicion that a student possess or is under the influence of alcohol or drugs, the student will immediately be seen by the nurse or administration, whichever is deemed appropriate under the circumstances of each incident. The student's parent/guardian will be contacted, the Middleborough Police Department will be notified, and corrective action, which may include a clinical risk assessment, will be required prior to the re-admission, if any, to the regular school program. A review for re-admission will follow suspension, as set forth below, provided that the parent/guardian has come into school for a conference and a corrective plan for behavior modification has been cooperatively developed by the student, parent/guardian and school representative.

- a. Use, possession or being present when and where there is use of drugs or alcohol while under school supervision or at a school event regardless of quantity, location or time may result in up to a ten (10) day suspension

- from the school, referral for expulsion, and legal action taken. In addition, appropriate counseling and/or community service may be recommended.
- b. Dispensation, distribution and/or sale of drugs or alcohol will result in a ten (10) day suspension from the school, referral for expulsion, and legal action taken. In addition, appropriate counseling and/or community service may be recommended.
 - c. A student may not be allowed to attend or participate in any school events or extra-curricular activities (music, athletics, drama events, prom, class day, graduation) during the term of suspension, further disciplinary action may be imposed and legal action taken.
 - d. A student in a leadership position (class and club officers, captains, etc.) may be required to relinquish their positions.
 - e. Any additional recurrence will result in a ten-day (10) suspension from the school with a referral for expulsion. In addition, a middle or high school student will be excluded from attending or participating in school events and extra-curricular activities during the term of the suspension and expulsion.
 - f. Use, possession or sale of drugs or alcohol will be reported to the police, as mandated by State Law.

Disciplinary action pertaining to substance abuse, sale and/or possession may be taken against students under Chapter 766, in connection with participation in educational programs and activities. As is permitted, circumstances may require a drug/alcohol - testing program as a component of delivery of education services.

Inhalants

No person shall intentionally smell or inhale the vapors of any substance having the property of releasing toxic vapors nor possess, buy or sell any such substance for the purpose of violating or aiding another to violate this section. Use, possession, being in the presence, distribution, and/or sale of inhalants may result in up to a (10) day suspension from the school, referral for expulsion, and legal action taken.

Tobacco/Electronic Cigarettes

The use of any tobacco products, including electronic cigarettes or any product of the like, within the school buildings, the school facilities, on the school grounds, or on school buses by any individual, including school personnel shall be prohibited. This prohibition extends to all areas of school property; i.e., basements, bathrooms, parking lots, etc., and this prohibition is applicable to all personnel. Smoking, the use of any tobacco products, or the visible possession of any smoking materials (cigarette, lighter, matches, e-cigarette fluid etc.) is a violation of this policy at all school-sponsored activities. The sanctions for violating this policy will range from ACE S up to five (5) days of suspension.

Gambling

Gambling on school grounds is strictly prohibited. This includes but is not limited to the use of dice, coins, and/or cards. Card playing with or without gambling is prohibited.

Cheating and Plagiarism

Cheating is considered to be an attempt to gain academic credit for knowledge or work not genuinely a student's own, or any attempt to gain an unfair advantage in academic competition. Plagiarism is the intentional presentation of another's work, research, or ideas as one's own. Plagiarism is also considered the copying and/or pasting of essays, term papers, excerpts, etc. from the Internet. The penalty for both forms of academic fraud is total loss of credit ("0") for any test or assignment on which cheating/plagiarism was attempted. Also, the classroom teacher will notify the student's parent/guardian and school administration. Each incident of plagiarism will be noted in ASPEN. Administrative action could be taken against repeat offenders of the Cheating and Plagiarism policy.

Locker Responsibilities

Access to lockers is permitted before and after school and during passing periods. Student lockers are school property and remain at all times under the control of the school. Periodic general inspections of lockers may be conducted at any time without notice, without student consent, and without a search warrant. Students are expected to assume full responsibility for the security of their lockers. Do not give your combination to anyone else. No stickers of any kind are to be posted on or in your locker. Locker clean-up will be done periodically to ensure that your locker is kept neat and clean.

Cellular Phone Policy

Students are allowed to responsibly use their cellphones in school before the school day begins at 7:20 A.M., during passing between classes, in the dining commons during their assigned lunchtime, and after the school day ends at 1:50 P.M. (or earlier on early release days).

In classrooms during class time, students may have silenced cellphones on their person, but not visible. The use of cellphones during class time, or in a disruptive or irresponsible manner in school, is prohibited. Teachers may allow the use of cellphones for instructional use in their classroom at their discretion. Students may only use cellphones in class with prior approval by the classroom teacher for educational purposes.

Students are not permitted to use cellphones on their way to the restroom or any other destination while classes are in session, as the distraction will delay students' return and interrupt the educational process.

Students who use cell phones or other electronic devices in the halls or in classes without permission, or in a manner that is disruptive will be held to the following standard:

1 st Offense	The student will pass the phone in to the middle office and pick it up at the end of their scheduled school day.
2 nd Offense	The student will pass the phone in to the middle office and pick it up at the end of their scheduled school day. The student will also receive an Administrative Detention on the next available AD date.

3 rd and Subsequent Offenses	The student will pass the phone in to the middle office. The student's parent/guardian will pick up the phone from the middle office at the end of the student's scheduled school day or between 7:20 A.M. and 3:00 P.M. on any subsequent school day.
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Parents/Guardians are asked to conform to this policy. Any student needing to contact a parent/guardian should come to the main office to do so. Any parental/guardian contact should be made through the school office.

Audio, video, or photo recording functions on any electronic device is prohibited without prior approval of an administrator.

Food and Drink

During the regular school day food and drink is discouraged in areas outside the dining commons. Classroom consumption of food and drink is left to the discretion of the classroom teacher. Food, drink, and gum is not permitted in the learning commons and auditorium.

Students will not be allowed to deliver food, drinks, or snacks to one another during the school day. Parents/Guardians or their designee are permitted to drop off their student's lunch or lunch money to the main office. Students will be called to the office in between classes to collect their lunch/lunch money.

Dress Code

Middleborough High School respects students' rights to express themselves in the way they dress. All students who attend Middleborough High School are also expected to respect the school community by dressing appropriately for a 9-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them.

Minimum Requirements:

1. Clothing must not state, imply, or depict hate speech or imagery that target groups based on race, ethnicity, gender, sexual orientation, gender expression, religious affiliation, or any other classification.
2. Clothing must not present a potential safety hazard.
3. See-through or mesh garments must not be worn without appropriate coverage underneath so that the minimum requirements of the dress code are met.
4. Clothing and accessories cannot promote or depict drugs, alcohol, tobacco, violence, nudity, sexual acts, or profanity.
5. Hoods are not allowed. Hats and head coverings are allowed so long as they meet the minimum standards set forth in the dress code and still allow students to be easily identifiable.

Students who do not meet the minimum requirements will be asked to dress in accordance with the guidelines. Parents/guardians will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

Hazing

No student, employee or school organization shall engage in the activity of hazing a student while on or off school property. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to be hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited.

Students and employees of the Middleborough School System are obliged by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against the student and could involve suspension from school for up to three (3) days.

Any student who participates in the hazing of another student or other person may be suspended for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school, but will receive no less disciplinary action than that of a participant.

Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student and/or their locker and/or personal effects (purse, backpack, folder, desk, etc.) whenever a school authority has reasonable suspicion that the search will reveal evidence of a violation of law or school rules. The scope, duration, and intensity of the search must be reasonable in relation to the interference with the student's privacy. If a pat down search is made, it will be conducted in private by a school official of the same sex and with an adult witness present. If extreme emergency conditions require a more intrusive search of a student's person, such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the principal, unless the health and safety of the students will be endangered by the delay which might be caused by following these procedures.

Please note that any vehicle parked on school property may be subject to search at any time when reasonable suspicion exists that the search will reveal evidence of a violation of law or school rules.

Threat Protocol

Students have the right to attend school without being the victim of physical violence, threats of harm, intimidation, or damage to personal property. This means making our school a place where everyone feels secure and relaxed. Only in such an environment may teaching and learning thrive. Students who are intimidated and fearful cannot be at ease; they cannot focus on maximizing their potential. Further, staff cannot maximize their potential if they are concerned about their own safety or that of their students.

Definition of a Threat

Expression of intent to inflict harm, aggressive or hostile words or actions intended to harm others or oneself physically or emotionally, and/or destroy property.

Assessment of a Threat

Students and staff should be actively encouraged to notify a building administrator whenever they hear of a possible threat. While most rumors will not prove to be a true threat, schools must follow up on rumors or overheard conversations. It should be reiterated to students that it is their duty to report what they hear regarding any threat of violence. All reports will be taken seriously. Until investigated, comments should be taken at face value. To ensure that rumors and threatening comments are dealt with properly, trained personnel will follow up on student hearsay reports.

Procedures

When an alleged violation of the threat protocol comes to the attention of school personnel, the building principal, assistant principals, or central administration shall consult with threat assessment personnel who are defined as any combination of teachers, School Counseling staff, school adjustment counselors, central office administration, special needs teacher, school psychologists, etc. to assess the validity of the violation.

When a person is suspected of posing a threat toward school staff and students, the school office and local law enforcement shall be notified. The threat assessment personnel will consider all facts and circumstances. Interventions or consequences may be recommended:

Interventions may include:

1. Referral to a counselor
2. Parental/Guardian notification
3. Peer mediation

Consequences may include:

1. Parent/Guardian notification and Parent/Guardian conference
2. ACE
3. 1-10 OSS
4. Notification to police department (grades 6-12)
5. Immediate suspension with discretionary recommendation to the Superintendent for expulsion hearing
6. Outside evaluation and/or counseling by a psychiatrist
7. No trespass order

Bullying Middleborough High School - Anti-Bullying Message

Dear Parent/Guardian,
The Middleborough Public Schools' Bullying Prevention and Intervention Plan is available in your native language upon request.

Queridos Padres/Guardianos,
El plan de prevención e intervención de intimidación llamado Middleborough

Everyone at Middleborough High School is committed to making our school a safe and caring place for all students. We treat each other with respect, and we refuse to tolerate bullying in any form at our school. Bullying, including cyberbullying, is repeated written, verbal and/or electronic expression or physical act. Bullying causes physical and/or emotional harm to the target, or places the target in fear or harm. Bullying creates a hostile environment. All reported incidents will be investigated and appropriate action taken. The complete Middleborough Public Schools' Bullying and Intervention Plan is available on the district's website, www.middleboro.k12.ma.us, or, upon request, a copy can be obtained from the main office.

Examples of bullying include

1. physically touching another student that can be considered harmful or uncomfortable;
2. taking property that belongs to someone else;
3. using put-downs or spreading rumors about someone; and
4. leaving someone out on purpose or trying to get other students not to associate with them during class or school activities;

Staff at our school will do the following to prevent bullying and help children feel safe

1. closely supervise students in all areas of the school;
2. watch for signs of bullying and intervene when it happens;
3. complete the district bullying reporting forms; and
4. address all reports of bullying (i.e. from families, teachers, students, etc) as per the district protocol.

Students at our school will do the following to prevent bullying

1. treat each other with respect;
2. refuse to bully others;
3. refuse to watch, laugh, or join in when someone is being bullied; and
4. report bullying to an adult.

Harassment Policy

The School Committee of the Middleborough Public Schools reaffirms that they do not discriminate on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation in admission to, access to, treatment in or employment in its program or activities. Consistent with M.G.L. c. 76, section 5, the Middleborough School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, sex, national origin, disability, religion, gender expression, or sexual orientation. Any harassment on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

The School Committee will take seriously all complaints of harassment based on race, color, sex, national origin, disability, religion, gender expression, or sexual orientation and will investigate complaints thoroughly and as quickly as possible

through its designated Title IX and Title VI Coordinator. Condoning harassment and retaliation for providing information relative to a harassment claim will not be tolerated.

Scope of Policy

- This policy extends to all persons employed by the Middleborough Public Schools.
- This policy extends to all students in the Middleborough Public Schools.
- This policy also pertains to those firms and individuals who are contracted to perform work for the Middleborough Public Schools or those individuals who volunteer in the Middleborough Public Schools.

Harassment within the School

Note: If sexual harassment is reported or suspected, refer to the Middleborough Public Schools Sexual Harassment Policy

Middleborough Public Schools expects that its employees and/or students respect the rights of co-workers and/or fellow students to a harassment-free school and work environment. To work toward this level of mutual respect and understanding, an employee/student is encouraged to let another employee/student know when that person's behavior or activity is considered offensive and/or leads to uncomfortable work/learning conditions. Once made aware that such a condition exists, such behavior or activity shall cease immediately and permanently. Employees and students may also report harassing conduct to the school administration as set forth in the "Procedures" section below.

Middleborough Public Schools is committed to the elimination and prevention of harassment in order to maintain a safe and positive working and learning environment. To reach this goal, the district will provide staff development for identification and prevention of harassment.

Initial training will include:

1. definition of harassment;
2. explanation of the district policy and policy procedures;
3. legal prohibitions and consequences of harassment; and
4. pertinent examples of harassment; and review of harassment identification and prevention curriculum for students.

New employees and others who come into contact with students will receive initial training soon after they begin their responsibilities with the district.

Procedures

If an employee and/or student believes that they have been harassed based on sex, race, color, national origin, religion, age, disability or sexual orientation, or that the employee and/or student has witnessed such harassment, they shall report it, preferably in writing, immediately to the appropriate supervisor, teacher, Principal, Superintendent, or to the Title IX and Title VI Investigator: Superintendent's Office (508-946-2000). It shall be the responsibility of the supervisor, teacher, principal, or the Superintendent to report the incident(s) to the Investigator.

Informal Procedures

Upon notification of a harassment complaint or incident, the Investigator will initially attempt to resolve the dispute through informal procedures. Use of informal procedures makes the assumption that both parties perceive a problem (although they may define that problem differently); both share a common interest in solving that problem; and that together they can resolve the problem in a mutually satisfactory way.

Examples of informal strategies include

1. the complainant writing a letter to the accused offender;
2. investigator can talk to the accused offender on the complainant's behalf; and
3. the offender and victim might participate in mediation, in which a third party (i.e. the investigator) helps them to resolve issues between the parties.

Formal Procedures

When informal procedures are not appropriate to resolving harassment disputes, the harassment investigator shall immediately begin the investigation.

An important aspect of the Harassment Policy formal procedures is the right of bargaining unit members involved in any role in matters pertaining to this policy to have association representation present and a commitment to adjust meetings accordingly. If any portion of the policy is in conflict with collective bargaining agreements, the agreement will prevail, provided the provisions of such agreements are not found to be contrary to the law.

- The investigation shall consist of interviewing both the complainant and the alleged harasser, individually and privately. The investigator shall document the statements of both the complainant and the harasser.
- The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed that retaliation against the complainant in violation of the policy will not be tolerated.
- If there are any witnesses to the incident of harassment, they shall be interviewed, individually or privately, without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses.
- Within seven (7) workdays the Investigator will provide to the complainant and the alleged harasser an update on the investigation. If not completed within seven (7) workdays, both the complainant and the alleged harasser will be given an expected date of completion of the investigation.
- After the investigation is completed, the Investigator shall file a written report with the Superintendent and/or the School Committee. If it has been determined by the investigation that harassment has occurred, the harasser shall be subject to discipline, up to and including termination. The discipline shall be filed in the harasser's personnel file. Also, corrective action shall be taken. Both the disciplinary action and the corrective action shall be taken as quickly as possible.
- If the investigator does not substantiate the complaint of harassment, then nothing is placed in the accused harasser's personnel file.

Note: Retaliation against complainant and/or witnesses after a “finding” or “non-finding” will not be tolerated. Both parties shall be provided with a copy of the investigator’s report.

If either the complainant or the alleged harasser is dissatisfied with the results of the investigation of the accusation of harassment, that person may discuss the dissatisfaction directly with the Investigator. If still dissatisfied, that person may discuss the dissatisfaction with the Superintendent of Schools. Members of the collective bargaining unit may also turn to the grievance procedure set forth in the applicable collective bargaining agreement.

Students should refer to procedures outlined in the student handbook regarding incidents of harassment. In addition, students and employees should be aware that they may have further recourse under the law governing harassment.

Identification of Appropriate State And Federal Employment Discrimination Enforcement Agencies and Directions as to how to Contact Such Agencies:

- Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491.
- Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA 727-3990
- Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston, MA 1-800-669-3362
- District Investigator, Director of Pupil Personnel
Office at Nichols Middle School, 508-946-2013

Approved by Middleborough School Committee on August 14, 2008.

Sexual Harassment Policy

Position

The Middleborough School Committee takes the position that all employees and students in the Middleborough Public Schools have the right to work and learn in an environment free from sexual harassment.

The Middleborough School Committee will take seriously all complaints of sexual harassment and will investigate through its designated Sexual Harassment Contact Persons (Investigators) each and every complaint thoroughly and as quickly as possible. Condoning sexual harassment will not be tolerated.

Definition

Sexual Harassment is defined by the Middleborough School Committee as unwelcome sexual advances and/or requests for sexual favors, unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender, sexual advances and/or requests for sexual favors. In addition, other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to such conduct or communication is made a term or condition

- either explicitly or implicitly to obtain or maintain employment; or
2. Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's employment; or
 3. Such conduct or communications has the purpose or effect of substantially interfering with an individual's employment or performance, or creating an intimidating, hostile, or offensive environment.

Implicit in the above definition is that sexual innuendoes, jokes, comments, pictures, displays of sexually suggestive materials, or questions are included in the prohibited conduct.

Also implicit in the definition is that the policy applies equally between the sexes.

Scope of Policy

This policy extends to all persons employed by Middleborough Public Schools.
This policy extends to all students in the Middleborough Public Schools.
This policy also pertains to those firms and individuals who are contracted to perform work for the Middleborough Public Schools.

Sexual Harassment within the School Environment

General Considerations

The Middleborough Public Schools expects that each and every employee and/or student respect the rights of co-workers and/or fellow students in a comfortable and harassment-free school.

To work toward this level of mutual respect and understanding, an employee/student should let another employee/student know when that person's behavior or activity is considered offensive and/or leads to uncomfortable working/learning conditions. Once made aware that such a condition exists, such behavior will be investigated and acted upon.

Explanation of Harassment

In its simplest expression, sexual harassment is unwelcome verbal or non-verbal actions or physical contact of a sexual nature that impacts on the conditions of the school environment. These generally constitute two (2) forms of behavior which have been recognized as sexual harassment and which have been defined as follows:

1. There is the "quid pro quo" form of sexual harassment, which occurs when the harassment is used by the harasser as the basis for employment decisions affecting the victim.
 - a. Demanding sexual favors accompanied by overt threats concerning one's job security, performance, evaluation and assignments.
 - b. Engaging in reprisals (not granting promotions, assigning undesirable tasks, making negative statements about the victim's personal or work conduct, etc.) as a result of an individual's refusing to engage in

social/sexual behavior.

2. The other form of sexual harassment is created in the working and/or school environment when an employee's or student's actions are thought to be hostile, intimidating, abusive or offensive. Some examples of this form of sexual harassment include the following:
 - a. Verbal harassment or abuse of a sexual nature;
 - b. Making negative or offensive comments, jokes, innuendoes, or suggestions about another person's gender or sexuality;
 - c. Using slang terms, names or labels that others find offensive;
 - d. Offensive and unwelcome touching of any kind;
 - e. Displaying sexually suggestive pictures, objects, cartoons, posters, or other pornographic materials;
 - f. Continuing to ask a person to socialize after work when that person has verbally indicated no interest in such activities.
 - g. Subtle pressure for sexual activities, e.g., continuing to write suggestive notes or letters after being informed they are unwelcome.

Procedures

If an employee and/or student believes that they have been sexually harassed, or that they have witnessed such harassment, they shall report it, preferably in writing, immediately to the appropriate supervisor, teacher, Principal, Superintendent or to a Sexual Harassment Investigator: Ms. Carolyn Lyons, Director of Pupil Personnel Services 508-946-2013. It shall be the responsibility of the supervisor, teacher, Principal or Superintendent to report the incident(s) to a Sexual Harassment Investigator.

Informal Procedures

Upon notification of a sexual harassment complaint or incident, the sexual harassment investigator will initially attempt to resolve the dispute through informal procedures. Use of informal procedures makes the assumption that both parties perceive a problem (although they may define that problem differently); both share a common interest in solving that problem; and that together they can negotiate an agreement that will be satisfactory to all involved. The purpose of an informal procedure is to end the harassment of the complainant rather than judge the offender.

Examples of informal strategies include:

1. the complainant writing a letter to the offender.
2. investigator can talk to the offender on the complainant's behalf.
3. the offender and victim might participate in mediation, in which a third party (i.e. sexual harassment investigator) helps them negotiate an agreement.

Formal Procedures

When informal procedures are not appropriate to resolving sexual harassment disputes, the sexual harassment investigator shall immediately begin the investigation.

The investigation shall consist of interviewing both the complainant and the alleged harasser, individually and privately. The investigator shall document the

statements of both the complainant and the harasser.

The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed that recriminations/reprisals against the complainant shall/will not be tolerated.

If there are any witnesses to the incident of harassment, they shall be interviewed, individually or privately, without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses.

In all cases involving sexual harassment, all parties involved will be given the utmost protection of privacy.

Within ten (10) work days the Sexual Harassment Investigator will provide to the complainant and the alleged harasser an update on the investigation. If not completed within seven (7) work days, both the complainant and the alleged harasser will be given an expected date of completion of the investigation.

After the investigation is completed, the Sexual Harassment Officer shall file a written report with the Superintendent and/or the Middleborough School Committee. If it has been determined by the investigation that sexual harassment has occurred, the harasser will be punished to the full extent of the law. The discipline shall be filed in the harasser's personnel file. Also, corrective action shall be taken. Both the disciplinary action and the corrective action shall be taken as quickly as possible.

If the investigator does not substantiate the complaint of sexual harassment, then nothing is placed in the harasser's personnel file.

NOTE: Recrimination/reprisal against complainant and/or witnesses after a "finding" or "non-finding" will not be tolerated. Both parties shall be provided with a copy of the investigator's report.

If either complainant or the alleged harasser is dissatisfied with the results of the investigation or the harassment charge, that person may discuss the dissatisfaction directly with the Investigator. If still dissatisfied, that person may turn to the grievance procedure set forth in the applicable collective bargaining agreement.

In addition, students and employees should be aware that they may have further recourse under the law governing sexual harassment.

Students should refer to procedures outlined in student handbook to report incidents of sexual harassment.

The Middleboro Public Schools is committed to the elimination and prevention of sexual harassment in order to maintain a safe and positive working and learning environment. To reach this goal, the district will provide staff development for identification and prevention of sexual harassment. Initial training will include:

1. Definition of sexual harassment;
2. Explanation of the district policy and policy procedures;

3. Legal prohibition and consequences of sexual harassment;
4. Pertinent examples of sexual harassment and
5. Overview of sexual harassment identification and prevention curriculum for students. New employees and others who come into contact with students will receive initial training soon after they begin their responsibilities with the district.

An important aspect of the Sexual Harassment Policy formal procedures is the right of bargaining unit members involved in any role in matters pertaining to this policy to have association representation present and a commitment to adjust meetings accordingly. If any portion of the policy is in conflict with collective bargaining agreements, the agreement will prevail, provided the provisions of such agreements are not found to be contrary to the law.

Identity of appropriate state and federal employment discrimination enforcement agencies and directions as to how to contact such agencies.

Office for Civil Rights, U.S. Department of Education, Room 222, Post Office and Court House Building, Boston, MA (617-223-9662)

Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA (617-727-3990)

Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston, MA
(1-800-669-3362)

Sexual Harassment Investigator is:

Ms. Carolyn Lyons
Director of Pupil Personnel Services
112 Tiger Drive
Middleborough, MA 02346
508-946-2013

Discipline Procedures for Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in the student handbook. Individuals with Disabilities Act 2004 requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Program (IEP). The following additional requirements apply to the discipline of special needs students:

1. The Special Education office will regularly update SIMS so principals have accurate lists of special education students.
2. A suspension log for all special needs students will be maintained by each principal. The log will record the number and duration of any suspensions from any part of the student's IEP, including specialized transportation. Suspension is defined as, "any break in service." Every suspension must be for a specified amount of time.

3. On a regular basis the suspension log will be reviewed by administration or the Child Study Team (CST). When it is known that the suspensions of a special needs student will result in removal for more than ten days in a year, the Team will implement the procedures identified below. These procedures will also be implemented if there is a change of placement. A change of placement occurs when:
 - a. a student is suspended for more than 10 consecutive school days.
 - b. a student has been suspended for a series of suspensions that accumulate to more than ten days and these suspensions constitute a pattern. If the length of each removal, the total amount of time removed, and the proximity of the removals lead one to conclude that there has been a change in placement, then a pattern has been established.
4. Prior to the 11th day of suspension or prior to a suspension that constitutes a change in placement, the Team will convene to:
 - a. discuss the completion of a Functional Behavioral Assessment (FBA). The FBA will result in the development of a Behavior Intervention Plan (BIP). If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP.
 - b. complete a Manifestation Determination (MD) by:
 1. reviewing all relevant information, including the student's file, the IEP, teacher observations, and parent/guardian input, and
 2. making a decision as to the relationship between the student's disability and the student's behavior. The Team must determine the following:
 - a. if the behavior was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. if the behavior was the direct result of the LEA's failure to implement the IEP.
5. If the Team determines that either the behavior was caused by the student's disability or the LEA's failure to implement the IEP, or if there is a direct and substantial link between the student's behavior and their disability, then the behavior is determined to be a manifestation of the student's disability.
6. If the behavior is determined to be a manifestation of the student's disability, the Team must conduct a Functional Behavioral Assessment (FBA) if one has not already been completed. The FBA will result in the development of a Behavior Intervention Plan (BIP). If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP. The LEA and the parent/guardian may agree to a change of placement as part of the BIP. Otherwise, the student must return to the placement from which the student was removed unless "special circumstances" exist.
7. If the Team determines that the behavior is not a manifestation of the disability, then the student may be disciplined consistent with the school's code of student conduct. The Team must identify appropriate alternative education services during all periods of suspension beyond ten days, if it is determined such services are needed to provide FAPE.
8. "Special Circumstances"
Regardless of the MD, the student may be placed in an Interim Alternative

- Educational Setting (IAES), determined by the Team, for up to 45 school days, if at school, on school premises or at a school function, the student:
- a. carries or possesses a weapon. (also includes “to” school)
 - b. knowingly possesses or uses or sells or solicits the sale of illegal drugs.
 - c. inflicts “serious bodily injury” upon another person. Serious bodily injury is defined as “bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.”
9. The principal will notify the parent/guardian the day the decision is made to change a student’s placement and of all relevant procedural safeguards.
10. A student placed in an IAES must still continue to receive FAPE. In addition, the Team must conduct a Functional Behavioral Assessment (FBA) if one has not already been completed. The FBA will result in the development of a Behavior Intervention Plan (BIP) in order to prevent the behaviors from recurring. If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP.
11. Appeals:
- a. If the parent/guardian disagrees with the placement decision or the manifestation determination, the parent/guardian may request a hearing. The LEA shall arrange for an expedited hearing. While an appeal is pending, the parent/guardian and the LEA may agree to another placement, or the student remains in the IAES.
 - b. The LEA may request a hearing if it is believed that maintaining the student’s current placement is “substantially likely to result in injury to the student or others.” The hearing officer may either return the student to the previous placement or order a change in placement to an IAES not to exceed 45 days.
 - c. Placement during appeals:
 1. The student shall remain in the IAES for the duration of the imposed discipline or until the decision of the hearing officer, whichever occurs first.
 2. All hearings on disciplinary issues must be expedited.
12. IDEA protections apply to non-special education students if the district had knowledge that the student had a disability prior to the disciplinary infraction. “Knowledge” is when prior to the behavior that caused the disciplinary action,
- a. a parent/guardian has expressed a concern in writing to supervisory or administrative personnel or the teacher of the student.
 - b. the parent/guardian has requested an evaluation.
 - c. a member of school staff expressed “specific concerns about a pattern of behavior” of the child to the special education administrator or other supervisory personnel.
13. The following are exceptions to IDEA protections applying to non-special education students. In these cases the district is deemed to have no knowledge of a disability:
- a. If the district had evaluated the student and found no eligibility.
 - b. If the parent/guardian has not allowed an initial evaluation.
 - c. If the parent/guardian has refused special education services.

14. If a request for an evaluation is made while the student is subject to discipline, the evaluation must be done in an expedited manner and the student remains in a placement determined by school officials.

Revised August 2005

**Memorandum of Understanding
Between Middleborough Public Schools and
The Middleborough Police Department**

The Memorandum of Understanding for the 2021-2022 school year is available at Central Office located at 30 Forest Street, Middleborough, MA 02346. Please call the Administrative Assistant to the Superintendent at 508-946-2000 for more information.

Co-Curricular Activities

Student Activities

Student Activities are an important part of student life. The opportunity to demonstrate skills learned in the classroom, promote leadership skills and to learn to work together in a cooperative spirit, all are part of the activities experience. At Middleborough High School, students are encouraged to belong to an activity that interests them or propose new activities that will offer our students new opportunities for personal and social growth. However, when conflicts of time arise, academic courses take precedence over co-curricular programs.

A variety of co-curricular activities are listed. Any student interested in learning more about an activity or organization should see their School Counselor, administrator, or any faculty member for the names of contact people or advisors. It is our sincere hope that our activity offerings will attract students to belong to one (1) or more of the organizations listed within.

The following are the minimum eligibility requirements for participation in our co-curricular activities:

1. **Academic Requirements--** A student must secure during the last marking period preceding the upcoming activity for the club or organization (e.g. second quarter marks, not semester grades determine third quarter eligibility) a passing grade of three (3) out of four (4) or four (4) out of five (5) major subjects. Physical education/health does count toward this requirement. Courses taken for no credit do not count toward this eligibility requirement. Incomplete courses do not count toward this eligibility requirement. Courses taken during the summer vacation do not count toward eligibility unless that course replaces a previously failed course.
2. **Attendance in School** – Students must be in attendance at school at least one-half day (in before 10:13 A.M. or no dismissal before 10:13 A.M.) to participate in any club or organization activity that day. Special exceptions may be granted by the Administration. Any student who is absent from school on a day prior to a non-school day is not eligible to participate in a meeting or activity of the club or organization on the first non-school day following the absence, unless the absence has been cleared by Administration. Any student suspended from school will not be allowed to attend meetings or activities during the time of suspension. If the suspension includes a Friday, the student will not be allowed to participate in any activity on the weekend.
3. **Citizenship** – Students are representatives of the school and community and must strive to be good citizens at all times. Students must maintain themselves in good standing at MHS during the school year or risk suspension from competition or dismissal from their team. Good standing is defined by record of attendance, grades, compliance with school standards and good citizenship throughout school. Poor citizenship includes, but is not limited to the following components: theft, use of profanity or obscene gesture, unruly conduct, taunting others, fighting,

unexcused absence, failure to comply with direction from an advisor, teacher or administrator, chemical health violations, any action not reflective of good citizenship expected of a student, and all areas as described in the Middleborough High School Code of Conduct.

Student Government Activities

School Council

The MHS School Council is a building-based advisory committee designed to improve decision-making, planning, communication and community participation in the operation of the school. Its primary functions are to develop a school improvement plan and to assist the principal in preparing the annual budget. The School Council consists of teachers, students, parents/guardians, and community members. Elections are held annually; meetings are held monthly and are open to all.

Student Advisory Council

Two (2) students are elected annually to serve as representatives to the Southeast Regional Student Advisory Council. This council meets once a month, during the school day, at a designated location in Southeastern Massachusetts. Students in the southeast region meet for the purpose of discussing current legislation that impacts all students and of advising the State Board of Education on current educational issues. In addition, students may run for the state Student Advisory Council to the Board of Education. Students who are elected to this state board must attend leadership training conferences and monthly meetings in Boston at the Department of Education.

Class Council / Student Council

Each of the four (4) classes elects a new slate of officers each year. These officers are President, Vice-President, Secretary, Treasurer and Member-at-Large. Elections are held in May of the previous school year for the upcoming 10th, 11th, and 12th grades and in September for the incoming 9th grade.

To become a class officer a student must

1. be a member of the class;
2. obtain twenty-five (25) classmate signatures; and
3. must adhere to all regulations listed in the Student Council Constitution and by-laws.

As set forth in the Student Council Constitution, each candidate will be allowed to make a speech at an assembly of classmates prior to the balloting. Campaign posters may be placed around the school. If a student resigns their office, or it becomes necessary to remove a student from office, the prescribed procedure must be used.

Class Council members are nominated in the same fashion as officers; however, no election is made. After completing the nomination form by receiving twenty-five (25) signatures, each prospective member must complete a contract that outlines the member's duties and responsibilities. Any member of the class may join the class council, which automatically places the student on the Student

Council. Class meetings, open to all members, are held regularly during and after school.

School Dances

School dances are for Middleborough High School students only. Homecoming, Winter Ball, and the junior and senior proms are the only dances that guests may attend. Guests are registered for these events in advance through the main office.

Honor Societies

National Honor Society – Anchrier Chapter

National Honor Society's purpose is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students at Middleborough High School.

Candidates for membership must be juniors or seniors who have earned a qualifying scholastic average based on minimum cumulative weighted G.P.A. of 3.850. Once accepted, members of the National Honor Society must maintain a 3.80 G.P.A. until graduation, serve ten (10) hours of community service hours by April 1st of their senior year, follow the school's code of conduct, and attend N.H.S. sponsored events to be considered a graduating N.H.S. member in good standing. For further information contact the National Honor Society Advisor.

The scholastic average is evaluated two (2) times. The winter induction ceremony includes those selected after the first semester of students' junior year. The second evaluation is after the first quarter of senior year.

Eligibility shall then be considered by a faculty council based on documented proof of service, leadership, and character of the candidate. A student's discipline record will also be considered in the application process. The application that is distributed to academically eligible students includes:

- a. List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments in each.
- b. List all elected or appointed leadership positions held in school, community, or work activities. Only those positions in which you were directly responsible for directing or motivating others should be included. For example, elected student body, class, or club officer; committee chairperson; team captain; newspaper editor; work area manager; or community leader.
- c. List community activities in which you have participated and note any major accomplishments in each. These should be any activities outside of school in which you participated for the betterment of your community, for example: church groups, clubs sponsored outside of the school, Boy or Girl Scouts, volunteer groups, or community art endeavors.
- d. List any honors, recognitions, and/or work experiences that you have received which support your bid to be selected for membership in the National Honor Society. Work experience may be paid or volunteer.
- e. List any other information that you feel would help the Faculty Council in the selection process.

Please note: Failure to adhere to all pillars of the NHS may result in removal.

English Honor Society: The Society of Letters

Middleborough High School's English Honor Society, The Society of Letters, was founded in 2013. The goals are to recognize those students who, on the basis of academic grades and performance, merit special note for past and current accomplishment; to nurture these persons in such ways that they are encouraged to develop further their abilities in the various fields of English; and to encourage members to use their talents in the service of others.

The applicant must provide a writing sample, a teacher recommendation, and meet the following criteria:

- 3.0 in English and 3.0 in general GPA
- Demonstrated interest in reading and writing literature

Once accepted members must attend meetings, workshops, and fundraisers. Members must also complete the required community service hours. All requirements are established by the NEHS (www.nehs.us)

French Honor Society: Société Honoraire de Français

Société Honoraire de Français, sponsored by the American Association of Teachers of French, is the French National Honor Society. It provides an opportunity to recognize outstanding scholarship in the study of the French language. The chapter provides a vehicle for focusing activities around French language, literature, and culture. Students are eligible for SHF in their 3rd semester of study. Candidates must have maintained an A- average or higher in French throughout their secondary school studies, including the semester of selection and all previous work awarded secondary school credit. Candidates must have maintained a B- average or higher in all other secondary school subjects prior to the semester of selection. These are national requirements. Students who do not enroll in French IV will not be eligible for SHF. Students lacking satisfactory participation in the SHF will graduate as an associate member but will not be eligible to wear regalia at graduation. Follow this link to apply: <http://bit.ly/2NjMJVG>

History Honor Society: Rho Kappa

Rho Kappa National Social Studies Honor Society is dedicated to recognizing excellence in the area of social studies. Students who meet initial membership criteria may apply to join Rho Kappa in the spring of their junior or fall of their senior year. Initial entrance in the honor society requires students to meet all academic requirements, complete an application process, and acquire the endorsement of a faculty member in the social studies department. The faculty members of the history and social science department will determine the membership; new members will be inducted each spring. Once accepted, members of Rho Kappa must maintain a weighted GPA of 3.5 or higher in all history/social studies classes and complete 10 hours of community service in each year of membership. Of the 10 hours of community service, five (5) hours must be related to history and five (5) hours must be related to social studies. Of the five (5) hours relating to social studies, two (2) hours may overlap with another honor society or school-sponsored co-curricular group if applicable.

The hours must be completed by third Friday in May to maintain membership. Please see the Rho Kappa advisor for more details.

Mathematics Honor Society: Mu Alpha Theta

The National High School and Two-Year College Mathematics Honor Society, Mu Alpha Theta recognizes students who complete their mathematics courses with distinction and must also be active members of the Mathematics Community as demonstrated by their participation on the Mathematics Team. Please see the mathematics department head for more details.

Russian Honor Society: SLAVA

SLAVA, sponsored by the American Association of Teachers of Slavic and Eastern European Languages, is the Russian National Honor Society. It provides an opportunity to recognize outstanding scholarship in the study of the Russian language. The chapter provides a vehicle for focusing activities around Russian language, literature, and culture. Students are eligible for SLAVA in their 3rd semester of study. Candidates must have maintained an A- average or higher in Russian throughout their secondary school studies, including the semester of selection and all previous work awarded secondary school credit. Candidates must have maintained a B- average or higher in all other secondary school subjects prior to the semester of selection. Students who don't enroll in Russian IV will not be eligible for SLAVA. Students lacking satisfactory participation in SLAVA will graduate as an associate member but will not be eligible to wear regalia at graduation. Follow this link to apply:

<http://bit.ly/2NjMJVG>

Science National Honor Society

The Science National Honor Society encourages and recognizes scientific and intellectual thought, advances students' knowledge of classical and modern science, facilitates communication with the scientific community, aids the civic community with comprehension of science and encourages students to participate in community service and the pursuit of scientific knowledge that benefits all human kind. Please contact the science department head for more details.

Silver M Society

Silver M Society was formed to recognize those MHS students who are active in their class and school. They are nominated by the faculty and elected by their peers in the society. There are three (3) sophomores, six (6) juniors, and 12 seniors elected yearly. These students must have good academic standing and citizenship records. They receive silver tassels at graduation and Silver M pins upon induction.

Spanish Honor Society: Sociedad Honoraria Hispánica

Sociedad Honoraria Hispánica, sponsored by the American Association of Teachers of Spanish and Portuguese, is the Spanish National Honor Society. It provides an opportunity to recognize outstanding scholarship in the study of the Spanish language and to promote a continuity of interest in Hispanic Studies. The chapter provides a vehicle for focusing activities around Spanish language, literature and culture. Students are eligible for SHH in their 3rd semester of study. Candidates must have maintained an A- average or higher in Spanish

throughout their secondary school study of Spanish, including the semester of selection and all previous work awarded secondary school credit. Candidates must have maintained a B- average or higher in all other secondary school subjects prior to the semester of selection. Students who don't enroll in a language all four years of high school will graduate as associate members and will not be eligible to wear regalia at graduation. Students lacking satisfactory participation in the SHH will graduate as an associate member but will not be eligible to wear regalia at graduation. Follow this link to apply:

<http://bit.ly/2NjMJVG>

Tri-M Music Honor Society

Students are selected for membership in the Tri-M Honor Society on the basis of musicianship, scholarship, character, leadership, and service to their school and community. Please see the Fine Arts department head for more details.

Additional Co-Curricular Offerings

Animè Club

The Animè Club is a group of students that meets weekly to share their enjoyment of Japanese animation, Manga, and related topics. Each week, various activities are planned, including: drawing lessons, contests, video and other games, discussions, polls, watching Animè, and of course, snacks. The club is developing a comic and all members are encouraged to develop a character that will represent themselves in the comic.

Art Club

The Art Club is open to all students who want to engage fellow students and faculty that share their love and appreciation for the arts. Members of the Art Club gather periodically to discuss, explore, critique, and produce art.

Gender and Sexuality Alliance (GSA)

Our mission is to work towards a more accepting environment for all people, regardless of sexual orientation or gender expression through education, support, social action, and advocacy. We will create an environment that is safe for people to express themselves, their gender expression and/or their sexuality without consequence or judgment. Providing this environment will encourage students to attain their full academic potential.

Jazz Band

Jazz Band is a performing group for those students who play traditional big band jazz instruments: saxophone, trumpet, trombone, piano, bass, and drums. Jazz Band meets one (1) evening a week, providing a unique opportunity for members of the Concert Band to participate in both groups. This group will concentrate on performing music in the basic jazz styles of swing, Latin, ballad, and fusion. Opportunities for improvisation will exist within the pieces selected for performance. The Jazz Band performs at school concerts and/or community events. Students must be a member of band, chorus, or orchestra in order to participate in this class

Key Club

Key Club is sponsored by the Kiwanis International Organization and the local Kiwanis Club of Middleborough. Key Club is a high school service organization designed to provide school and community service through volunteer projects and program.

Fundraising activities are designed to assist other institutions such as Kiwanis Pediatric Trauma Institute in Boston and programs such as Children's Happiness Foundation. Each year, club members participate in the New England District Key Clubs Convention.

Key Club Members help to plan and carry out many of the preparations for the opening of school, assemblies, and other worthwhile community projects.

Majorettes

Baton twirling activities are offered at Middleborough High School. Tryouts are held each year for both the Parade Squad and the Competition Team. The Parade Squad performs for local parades, football half-time, and pep rallies. Most of the practicing and performing for the Parade Squad is done from September through November. The Competition Team offers interscholastic competition through the New England Majorette Association (NEMA). Practices begin in October and competitions are held from February vacation through the beginning of April. Tryouts for both activities are announced at school.

Sachem Supporters/S.A.D.D.

The Sachem Supporters are a youth-led group dedicated to spreading awareness around substance use disorders and opioid addiction throughout our school and community. The group meets each month, working with the Plymouth Area Substance Abuse Prevention Collaborative, to carry out a number of projects and initiatives having to do with prevention and awareness. Sachem Supporters also attend a number of conferences and events related to their mission.

SADD's mission is to empower young people to successfully confront the risks and pressures that challenge them throughout their daily lives. This mission is accomplished by creating, equipping, and sustaining a network of student-run chapters in schools and communities focused on peer-to-peer education. SADD fosters a sense of belonging and promotes resiliency, leadership, and advocacy skills so that young people make positive life decisions that will carry them throughout life.

Sachem TV

Middleborough High School students produce television news shows on the great things happening at the high school. The shows air on Middleborough Education Television (MET). Sachem TV periodically needs announcers, producers, and TV technicians for the program. If you are interested in helping out with the show, see Mr. Pelletier or Mr. Siciliano for more details.

Speech and Theatre Workshop (STW)

The Speech and Theatre Workshop is the co-curricular theatre program at Middleborough High School. Its goal is to give students a broad and diverse experience in the world of theatre in the most professional atmosphere possible. STW produces 6-7 events each year: the three (3) main stage productions, Improv shows, senior directed one-act festivals, poetry slams, children's theatre, playwriting workshop, and open mic coffee house.

Each year, STW competes in the Massachusetts High School Drama Festival with 115 other high schools across the state, giving students the opportunity to see the work of other high schools as well as displaying their own talents. The school year is capped off each spring with the popular musical revue show, *That's Entertainment*, which traditionally brings together 100-130 actors, singers, dancers, and technicians in the celebration of theatre.

Modeling after a professional working theatre company, students are involved in every aspect of producing STW's plays, from acting to stage management, lighting, sound, costume design, as well as house and box office management. STW also provides many opportunities for students to explore the profession of theatre. There are annual field trips to drama workshops, seminars, and professional theatre companies.

Timaron

The Timaron is the school yearbook produced annually by the yearbook staff. This after school activities meets 2-3 times per month and is open to all students. It includes all aspects of production including the theme, design, fundraising, proofing, layout, writing, organizing, and editing. Involvement with the yearbook is a commitment, which gives students a feeling of accomplishment and exposes them to the world of publishing. Students may apply for an internship position their senior year. Being a member of the yearbook staff is a rewarding experience, one that will last a lifetime.

YMCA Youth and Government

The YMCA Youth and Government program is a practical hands-on experience where students choose either a legislative bill, topic, or a legal court case, and research it. Members meet after school and attend three (3) all-state Saturday conferences where they put their work and research into action in order to learn how our state government system works.

As their culminating event, members take-over the state legislature for three (3) days, experiencing how our government operates.

Students considering careers in law and government, or those who are simply curious as to how our government system works, this is an excellent nationally recognized program that would be an outstanding addition to one's high school resumé.

Youth Environmental Service Society (Y.E.S.S.)

MHS Y.E.S.S. Club provides an inclusive environment for students to share ideas and concerns about our environment and develop projects to address those concerns. The MHS vegetable garden, canoe trip, creation of 'trash sculptures',

Trashy Fashion Show, and Green housing trips are just some of the interesting and important projects the club organizes. Please see the Science department head for more details.

Athletics and the MHS Athletic Handbook

Middleborough High School is committed to providing programs that reflect the interests of our students while providing them with opportunities for personal growth. Presently 24 varsity programs are offered to the student body, with numerous junior varsity and freshman level programs supporting these sports. All of these levels are subject to user fees.

Currently, Middleborough High School offers the following athletic opportunities:

Fall

Cheerleading – V
Cross Country – Boys V
Cross Country – Girls V
Field Hockey – V, JV
Football – V, JV, Fr
Golf – Boys/Girls V
Soccer – Boys V, JV
Soccer – Girls V, JV
Unified Basketball
Unified Bocce
Volleyball – Girls V, JV, Fr

Winter

Basketball – Boys V, JV, Fr
Basketball – Girls V, JV, Fr
Cheerleading – V
Ice Hockey – V
Indoor Track – Boys V
Indoor Track – Girls V
Swimming – Boys V
Swimming – Girls V
Unified Bocce
Wrestling – V

Spring

Baseball – Boys V, JV, Fr
Lacrosse – Boys V, JV
Lacrosse – Girls V, JV
Softball – Girls V, JV, Fr
Tennis – Boys V
Tennis – Girls V
Track and Field – Boys V
Track and Field – Girls V
Unified Track and Field

General Information

Middleborough High School is a member of the 10 school South Shore League. The South Shore League is divided into two (2) divisions, the Sullivan Division and the Tobin Division. The Sullivan Division consists of East Bridgewater, Middleborough, Norwell, Rockland and Randolph. The Tobin Division consists of Abington, Carver, Cohasset, Hull and Mashpee.

Each year, in all levels of participation, our athletic teams compete in more than 500 league and non-league games. Middleborough High School athletic teams are nicknamed the “Sachems.” The Ice Hockey team plays at the Bridgewater Ice Arena; the Golf team plays and practices at several local golf courses/driving ranges (LeBaron Hills, Lakeville Country Club, The Back Nine, and more); the Swimming team competes at the Henry B. Burkland Pool; Indoor Track teams compete at the Reggie Lewis Center; all other indoor sports practice and compete at the MHS Gymnasium, while outdoor contests are located at the high school athletic complex. Middleborough Athletics also provide a certified athletic trainer to service our athletes. Our weight room, located on the second floor above the MHS gymnasium, is open during specified hours throughout the year.

It is with great pride that we note the numerous student-athletes who have graduated from Middleborough High School and gone on to participate at the collegiate level. Their participation in athletics here has greatly enhanced their chances of success in post-secondary endeavors. Several of our teams have earned league championships over the years and done well in MIAA state tournament competitions.

Cheerleaders

The Sachem Cheerleaders are under the auspices of the MHS Athletic Department.

Tryouts are conducted in June for all students in grades eight (8) through eleven (11). Summer practice begins the first week in July continuing until school starts – twice a week, two (2) hours each, focusing on fundamentals, cheers, gymnastics, dancing and partner stunts. NCA/ELITE cheerleader camps typically come to MHS in August teaching the latest in cheers, partner stunts, and dances focusing on safety and techniques.

When school begins, practice is held Monday through Thursday; games are usually played on Fridays or Saturdays during the fall and/or winter seasons. Cheerleaders also compete in various Patriot League and state competitions. Past cheerleaders have gone on to cheer at both the college and professional levels.

Athletic Handbook

Introduction

High School athletics in Massachusetts and the rules that govern it are constantly evolving. There have been many changes in the requirements for participation, necessitating and increased understanding of school, league, and state rules.

The purpose of this handbook is to introduce students/athletes and their parents/guardians to the philosophy behind our program, and the regulations and policies that govern it. Although this handbook cannot include every policy and, the most critical and fundamental rules appear within.

It is our expectation that parents and students will read this handbook in a thorough manner. In this way, misunderstandings about our rules may be avoided.

After having read the handbook, parents and students are required to sign the permission/release form, validation of insurance form, transportation and physical exam forms found on the Family ID Website. Students who complete these forms have provided us with the indication that they understand and will abide by all policies and rules of the Massachusetts Interscholastic Athletic Association, our league and Middleborough High School.

Philosophy

Athletics are an important part of the overall educational program at Middleborough High School. Participation in athletics is a privilege available to all eligible students. While physical skill and demonstrated ability are primary considerations in determining participation in competitions, we believe that all aspects of secondary school athletics are subordinate to the essential purpose for which schools exist and must be controlled by educational considerations. This privilege carries with it serious personal responsibilities to the school and the community that the athlete represents. Student/athletes will understand that an emphasis on academic achievement is of primary importance and that athletic achievement is secondary to this responsibility.

Interscholastic athletics provide the “other half” of education. The program strives to develop in students positive values and habits so that personal growth and development occurs. Preparing students to succeed as adults is a primary priority of the athletics program. Sound athletic programs teach young people values and lifelong skills such as accountability, sportsmanship, confidence, leadership skills, organizational skills, persistence, work ethic, self-discipline, social skills, teamwork, performing under pressure, the ability to take instruction and striving for excellence. All levels of each sport program are designed with the development of these qualities in mind.

Successful competitive performance, in combination with educational considerations, provides the cornerstone for our athletic programs. At the varsity level in particular, full efforts are made to win the various competitions. Within this framework, however, all athletes are given ample opportunity to demonstrate their skill levels in order to earn starting positions on the various teams. Within their roles as team members, athletes accept that learning to effectively cope with victory and defeat is part of competition; there will be frustrations and disappointments as well as success; long hours may be spent in practice with no guarantee of participation in games; self-discipline and cooperation with others are integral parts of competition.

The athletic program plays a unique role in joining the school and community. Civic pride and identification with Middleborough High School are results of athletic participation that can last a lifetime. The athletic department aspires to provide these self-fulfilling opportunities for all students who choose to participate.

Season Start Dates

Fall sports begin on the Thursday before Labor Day, with the exception of football which begins earlier. Winter sports begin on the Monday after Thanksgiving. Spring sports begin on the third Monday in March.

Participation

Subject to restrictions on payment of user fees, team size, the athletic program will be open to all students who are physically able to participate and who are eligible under local and state regulations. An unlimited participation policy will be used whenever possible. There are factors, however, which may dictate that the total number of players on a team be limited in order to maintain a high level of safety, coaching, playing time and cost effectiveness.

It is the judgment of the coaches that dictates the selection of players for teams and participation during actual game situations. All athletes are given fair and ample opportunity to demonstrate their abilities prior to the commencement of league and non-league competition.

Governing Bodies of Interscholastic Sports

The Massachusetts Interscholastic Athletic Association (MIAA):

1. Provides leadership and service designed to improve inter-school relations in athletics.

2. Fosters cooperation among voluntary institutional members and the Massachusetts Secondary School Administrators Association, Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, Massachusetts Secondary School Athletic Directors Association, Massachusetts State Coaches Association, and with professional organizations interested in attaining common goals.
3. Secures uniform regulations and control of interscholastic participation in athletics throughout the state to provide equitable competition for students as an integral part of the education of secondary school students.
4. Promotes safety and health of participants in interscholastic athletics.
5. Develops and channels the force of opinions to keep interscholastic athletics within reasonable bounds so that it will expressly encourage all that is honorable and sportsmanlike in all branches of sports for secondary youths.
6. Provides a forum for concerns related to interscholastic athletics for institutions, which become voluntary members of the Association.
7. Develops uniform standards and procedures for determining championships at the end of the season.

The South Shore League Mission

The objective of the South Shore League is to provide an organization to strengthen the work of the member schools in developing good sportsmanship and high ideals among contestants and teams, and to promote various forms of athletic and other co-curricular activities for the pupils of member schools.

South Shore League Membership

Public High Schools of the following towns are members: Abington, Carver, Cohasset, East Bridgewater, Hull, Mashpee, Middleborough, Norwell, Randolph, and Rockland.

Local Administrations

- The Superintendent of Schools is ultimately responsible for all phases of the Middleborough High School athletic programs.
- The Principal is specifically responsible for all school activities that affect students in their building. All local MIAA authority and responsibility is vested with the Principal.
- The athletic director is responsible for the actual administration and mechanics of operation of the program.

Local Rules and regulations cannot supersede the MIAA or league rules, but may be stricter.

MIAA Rules and Regulations

All Middleborough High School athletic teams will follow the rules established in the **MIAA Rules and Regulations Handbook**. Although it is not possible to reproduce the entire handbook here the following is a condensed version of some of the more important rules. This handbook may be viewed in its entirety at www.miaa.net.

Gender

With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association (MIAA) will rely on the gender determination made by the student's district to determine student-athlete team designation; it will not make separate gender identity determinations.

Taunting

Taunting includes any actions or comments by coaches, players, or spectators that are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin, or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics.

Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one (1) player to another and standing over/straddling a tackled or fallen player.

In all sports, officials are to consider taunting a flagrant unsportsmanlike foul that disqualifies the offending bench personnel or contestant from that contest/day of competition.

Age Limits

A student shall be under 19 years of age, but may compete during the remainder of the school year, provided their 19th birthday occurs on or after September 1 of that year.

Expulsion (Suspension and Disqualification) from a Game

Any member of a squad in any sport who is ruled out of a competition (including a scrimmage, jamboree, etc.) shall not participate in the next scheduled competition with a member school or in MIAA tournament play (note that ice hockey and soccer require a 2- game disqualification. A two (2) game suspension will be assessed to an athlete ejected for fighting, punching, or kicking an opposing player, or spitting at someone. A student ruled out of a contest twice in the same season shall be disqualified from further participation in that sport and in all sports during that season for a year from the date of the second disqualification.

A student who physically assaults an official shall be expelled from the game immediately and banned from further participation in all sports for one (1) year from the date of the offense. A student in any sport who willfully, flagrantly or maliciously attempts to injure an opponent shall be removed from the contest immediately and shall be ineligible in games for one (1) year from the date of the incident.

Transfer Students

A student who transfers from any school to an MIAA member high school is ineligible to participate in any interscholastic athletic contest at any level for a period of one (1) year in all sports in which that student participated at the varsity level or its equivalent during the one (1) year immediately preceding the transfer (except as exempted below). For the purpose of this rule, no transfer will be deemed to have taken place if a student returns to their former school on or before the eleventh school day from the date of the last attendance there.

“Varsity participation” is defined as any appearance, as a competitor, in a varsity inter-school contest other than a scrimmage. The “equivalent” will be judged by the MIAA executive staff on the basis of the quality of non-school sport program participation.

For a transfer student to be eligible in a specific sport within the year of their transfer, the sending school principal (provided that school offers varsity programs), athletic director, and head varsity coach(es) of the sport(s) in which the student desires to participate must certify (Form 200) by signature that the student did not participate at the varsity level during the year prior to the actual transfer.

Exemptions to the Transfer Rule

A transfer student may be eligible immediately provided that all other eligibility requirements are met: change of residence of a student’s parents- A student’s transfer is necessitated by a change of residence of their parent(s) to the area served by the school to which the student transfers.

This exception does not apply to a change in custody, guardianship, or to a student’s change in residence from one (1) parent to another.

Chemical Health

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any

1. beverage containing alcohol;
2. tobacco product (including E cigs);
3. marijuana;
4. steroids;
5. other controlled substance.

This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by the student’s doctor. This rule only represents a minimum standard upon which schools may develop more stringent requirements. Please see the “Chemical Health” section of our local athletic rules for more details.

Minimum Penalties

First Violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the

season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated, i.e., all fractional part of an event will be dropped when calculating the 25% of a season.

Second and subsequent violations: when the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the students shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport.

Penalties shall be cumulative each academic year. If the penalty is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

The above describes the minimum penalties that will be in effect for all student-athletes in season. It must be understood, however, that the principal may impose penalties, which exceed these minimum MIAA standards. These penalties may include suspension for the remainder of the season or suspension from all sports for the remainder of the school year.

This MIAA statewide minimum standard is not intended to render "guilt by association". E.g., many student athletes might be present at a party where only a few violate this standard. To deter student-athlete's drug/alcohol use, however, any athlete in season found to be present where underage drinking or drug use is taking place (in school or out of school events) may face disciplinary action as well. Athletes risk game(s) suspension at the principal's discretion.

An athlete who has been dismissed from a particular team will forfeit all rights to any awards that might be forthcoming from participation in that sport. Examples of such forfeiture would be school's letter awards, all-star status, and any nominations to the league or state selection committees.

Loyalty to the High School Team: Bona Fide Team Members

A bona fide member of the school team is a student who is consistently present for and actively participates in all high school team *sessions* (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Any student who violates this standard is ineligible for 25% of the season (first offense) immediately upon confirmation of the violation.

Local Athletic Rules

Forms- Permission/release forms, verification of insurance forms, transportation policy forms and verification of passing a physical exam forms are required before participation is allowed (practice or game). Students must have private insurance or insurance purchased through the school in order to participate in athletics. Physical exams are valid for thirteen (13) months beyond the date of the exam.* All active physical exam forms are kept on file in the school nurse's office. Athletes coming out for teams must complete the paperwork on Family ID

and return copies of their physicals to the school nurse. Forms are available through the Middleborough Athletic website. Parents must complete all forms.

Academic Requirements- Middleborough High School will follow MIAA rule 58 to determine eligibility to participate in athletics. The complete MIAA Handbook is found [here](#). The academic requirements are found on page 55.

Transportation- Athletes must travel to and from contests in transportation provided by the school. In cases where practices or games occur directly before or after school at the Burkland Pool, Park Department, the Bridgewater Ice Arena, Field of Dreams, Nichols Middle School, the Back Nine, Lakeville, Poquoy, Marion Driving range, and/or the LeBaron Hills Golf Club, school transportation may not be provided, and athletes must abide by the school transportation policy in order to get to those locations. This policy is as follows:

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extended school day provided all of the following conditions are met:

- The activity has the approval of the Superintendent of Schools.
- The owner of the vehicle being used in transporting students must file evidence with the Superintendent of Schools of personal liability insurance coverage of the vehicle in the amount of \$100,000/\$300,000 or more.
- The parents of students to be transported in this manner will be fully informed as to the means of transportation and will sign a statement to this effect. If athletes leave school and go home before reporting to the above described practices and/or games, the mode and type of transportation become the responsibility of the home and not the school. The school assumes no responsibility for the choices of transportation to school activities where such transportation originates off school grounds or premises. Failure to abide by this rule may result in a one (1)-game suspension. Exception: Parents may apply for a waiver (see below) through the athletic department. This waiver would allow selected adults to drive specified athletes from away contests only. Drivers, in advance, must submit a copy of their valid driver's license and a copy of their insurance coverage sheet to be photocopied and kept on file.
- The above conditions will be validated as being met via the transportation policy form.
- Parents of athletes may transport their own child from athletic contests if written requests have been submitted to the coach at least one (1) day in advance of the competition. Athletes may be transported by their own parents provided written requests have been submitted, but not by any other means (athletes may not drive themselves; athletes may not ride with friends, etc.)

Middleborough High School Transportation Policy

School buses will be used for the transportation of students participating in co-curricular or extra-curricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

- 1) The activity has the approval of the Superintendent of Schools.
- 2) The owner of the vehicle being used in transporting the students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amount of \$100,000/\$300,000 or more.
- 3) The parents of the students to be transported in this manner will be fully informed as to the means of this transportation and will sign a statement to this effect.

As we are a team (baseball, boys/girls soccer, girls' volleyball, boys/girls swimming, golf, ice hockey, boys/girls basketball, boys/girls tennis) that operates off campus, we must follow the above policy.

Please read and sign below:

I have read and understand the above policy.

I am _____ the owner of the vehicle and hereby confirm that the private vehicle to be used to travel to off campus facilities for practices and/or games meets the specified above liability insurance coverage.

I am _____ the parent of the student who will be transported in a private vehicle and I hereby confirm that I have been fully informed as to the means of transportation.

Vehicle Owner

Parent of Student to be Transported

Physical Education- Athletes must change and participate in their regularly scheduled physical education classes or they may not be allowed to practice or play on that day. Exceptions to the above will be made only through approval of the principal or director of physical education/athletics.

Changing Sports- Athletes may change from one (1) sport to another, but only in the first half of a season. Written approval must be given by the principal, athletic director, and both head coaches involved in the change.

Attendance in School- Students must be in attendance at school at least one-half (1/2) day to participate in any team meeting, practice or game. Special exceptions may be granted by the principal or athletic director.

Any athlete suspended from school will not be allowed to practice or play or attend any practices or meetings during the time of the suspension. If the suspension occurs on a Friday, the athlete will not be allowed to participate in any activity on the weekend. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

Any athlete absent from school on a day prior to a non-school day is not eligible to participate in a practice or game on the first non-school day following the absence, unless the absence has been cleared by the principal, athletic director or coach. Athletes who are absent from school on all other days may/may not participate in practices or games on the day of their return. Coaches will make these determinations. The basis for these determinations include, but is not limited to, such factors as total number of absences that season, the nature and extent of the missed practice, the health and safety of the athlete, the impact upon other team members who did not miss practice, and the game readiness of the athlete given the absence. A single absence in itself will not automatically preclude the athlete's participation.

If a student-athlete misses a practice or competition without notifying the coach ahead of time, the coach shall notify both the parent/guardian of the student-athlete and athletic director by email or phone. Unexcused absence from practices and/or competitions will result in penalties up to removal from the team.

Violation of these rules may result in game suspensions or dismissal from the team.

Uniforms/Equipment- Students are responsible for all equipment issued to them by the school. Uniforms and equipment are not to be worn or used for physical education classes, non-school activities or street wear. Exceptions may be granted by the coach (example: game shirts may be worn to school on game days). All uniforms and equipment must be turned in on the final day of the season. Violations of this rule will render the student ineligible for further athletic participation and intramural participation. Seniors may not graduate until all school uniforms and equipment are returned. Uniforms that have been altered in any way must be paid for by the student. All lost equipment and uniforms must be paid for by the student. Athletes may not keep uniforms at the end of the season with the intent of purchasing the uniform. Should this occur for any reason, however, the cost of the uniform will be double the original price.

Locker Rooms- Athletes are not allowed in the locker rooms, weight rooms or gym during the regular school day unless they are scheduled for physical education classes (including makeup) or accompanied by their coach for a specific purpose.

Hazing- Hazing- any conduct or method of initiation into any student organization or team, which willfully or recklessly endangers the physical or mental health of a student- is not allowed. Such conduct is a crime under Massachusetts State Law and will not be tolerated. Violation of this rule may result in temporary or permanent suspension from the team.

Captain's Practice- Captain's practices are not recognized or supported by the Athletic Department. Serious liability issues and M.I.A.A. penalties may result if captain's practices are facilitated in any way by the Athletic Department.

Participation Restrictions- Students coming out for teams after the season has started may do so only with the consent of the coach and athletic director. Extenuating circumstances may result in athletes being allowed to join teams late. Athletes joining teams late may be required to complete a minimum number of 15 practices before they are allowed to compete. In no instance will an athlete who has joined a team late immediately displace an athlete who has been a team member since

the start of the season. Generally, no student may tryout after one (1) month of the season has elapsed. Exceptions to this one (1) month rule may be granted by the athletic director when low numbers of participants exist on teams.

An unlimited participation policy is used whenever possible on athletic teams. It must be understood, however, that some teams may restrict the number of participants. Factors which govern such restrictions include the number of available uniforms, safety considerations, coach: athlete ratios, and playing time. A tryout process will be established by the coach when such restrictions exist.

Team Commitment- Athletes are expected to attend all scheduled competitions and practices during the course of the entire season (including tournament competition after the regular season has ended). Exceptions may be granted by the coaches and may include such examples as medical/dental appointment, family emergency, religious obligation and tutorial assistance. Coaches may suspend athletes from competition for unexcused absences. Coaches may dismiss athletes from teams for repeated offenses of this rule.

In some instances, Sundays may be utilized by the Athletic Department for practices or games. Athletes missing practices or games for religious reasons will not be penalized in any way.

Athletes who miss practices due to family outings or holidays, vacations, jobs, or participation in extra-curricular activities other than athletics risk losing their position in the team lineup and may not receive letter awards. Coaches may dismiss athletes from teams if, in their opinion, there have been excessive misses for these reasons.

Team Rules- Coaches may establish rules governing the conduct of players and the requirements of training, practice and games. These rules, which are not to be in conflict with any regulations of the high school or the MIAA, must be approved by the athletic director and shared with players/parents before they are in effect. All team rules will reflect the chemical health standard previously described. Violations of these rules may result in suspension from competition and dismissal from the team.

Citizenship- Athletes are representatives of the school and community and must strive to be good citizens at all times. Athletes must maintain themselves in good standing at MHS while in season or risk suspension from competition or dismissal from their team. Good standing is defined by components such as: record of attendance, grades, compliance with school and Athletic Department standards and behavior throughout school. Citizenship matters reflect, but are not limited to, the following: theft, unsportsmanlike conduct, use of profanity or obscene gesture, unruly conduct, taunting, fighting unexcused absence, failure to comply with direction from a coach, teacher, or administrator, chemical health violations, insubordination and all areas as described in the Middleborough High School Code of Conduct.

When determining penalties for these violations, taken into account will be the athlete's previous disciplinary record, the severity of the offense, the degree of danger to self, others and the school in general, and the degree to which the athlete is willing to change their behavior. Coaches will communicate with parents when penalties are assessed to members of their teams.

Captains- Team captains are selected based on a process as established by the coach. The coach may appoint captains, or utilize a team vote procedure to select captains. Only juniors or seniors may be considered for this role. In all instances, captains must meet the citizenship criteria established by the Athletic Department. Captains may be relieved of their positions for violation of team, Athletic Department, School or state rules.

Injury- Athletes must report all athletic injuries to their coach and at MHS, their athletic trainer. Subsequent to any serious injury (athlete has seen a doctor), and prior to further participation in a sport, students must provide a medical release from a physician.

Grade 9/Varsity- Programs at MHS with three (3) levels (freshmen, junior varsity, varsity) no freshmen will be allowed to participate on the varsity level without unanimous consent of the head coach, the athletic director and parents/guardians.

Weight Room- The MHS weight room, when open through specified hours of operation, is available to all students. Coaches in season may require weight training as part of the daily practice routine. Weight training is not required, however, during the off-season. Student-athletes, by their own choice, may elect to attend weight training/conditioning sessions during the off-season.

Playing Time- The coaches will determine team lineups, positions and ultimately make all game decisions regarding playing time. As previously stated, the Athletic Department does not guarantee that all members of a team will receive playing time in game situations. Generally, athletes on a team may receive more time at the freshman and junior varsity levels. The varsity level teams can be viewed as the most competitive level of a program and consequently not all athletes may get the chance to participate in games. All athletes, however, will be given fair and ample opportunity to demonstrate their abilities throughout the season.

Letter Awards- Coaches will determine team standards for receiving Middleborough Athletic Department letter awards. Athletes suspended/dismissed from teams for discipline or academic reasons are not eligible to receive letter awards. Coaches may issue letter awards to team managers. Coaches may issue letter awards to injured athletes. Athletes who have made valuable contributions to the team regardless of playing time may be issued letter awards. Letter awards will not be issued until uniforms/equipment have been returned at the end of the season.

Review/Appeal Procedure- The coaches shall determine if a violation of the athletic rules has taken place after having followed due process. In all cases, infractions of the athletic code must be reported to the athletic director whether action is taken or not. If disciplinary action is taken, including temporary or permanent suspension, censure or reprimand, the parents will be notified by the coach. An athlete may have the case reviewed upon request.

The procedure for review is as follows:

1. the student and/or parent may ask to meet with the coach. This request must occur within two (2) school days of the disciplinary decision by the coach.
2. if not satisfied, the student and/or parents may ask to meet with the athletic director and coach.

3. if not satisfied, the student and/or parents may ask to meet with the principal.

Sports Risk/Informed Consent

It is important that parents/guardians fully understand that there are risks associated with participation in athletic programs. To achieve this understanding, coaches will request that parents attend a pre-season meeting to explain the specific risks associated with each sport. When parents/guardians sign the required permission release forms for their athletes, it will be viewed as an understanding and acceptance of these risks. This process represents a part of the total approach used by the athletic department to maximize the protection of our athletes.

Sports specific risk(s) will be explained during the pre-season meeting. General risk information is as follows:

Seasonal/Climate- Situations of heat and humidity, particularly during the fall season, or cold conditions with athletes practicing outdoors may present risk situations. Conditions such as heat illness or hypothermia may result from these kinds of seasonal or climate situations. Proper physical conditioning, acclimation to conditions, and proper hydration are of utmost importance regarding prevention.

Emergency Plan- All coaches/teams will follow an established athletic department emergency/injury procedure. This procedure may be viewed by parents upon request. Parental contact during emergency situations is part of this procedure.

On Site Medical Coverage- The MHS athletic department does have a certified athletic trainer on staff. When available, the trainer will attend to all injuries. If the trainer is not available, coaches will attend to injuries according to the established procedure.

First Aid/CPR Training- All Middleborough Athletic Coaches are required to acquire certification in CPR training, as well as complete an online course in First Aid. CPR certifications are renewed every two (2) years.

Chemical Health- The daily physical, emotional, and mental stresses of athletics, combined with the use of unhealthy substances, may result in increased injury or illness, or increased severity of injury or illness. All Middleborough athletes are responsible for compliance with MIAA and local regulations concerning chemical health. Our local regulations make the MIAA's "Chemical Health" policy more stringent by adding the "in the presence of" clause. Therefore, no student-athlete shall, in any quantity, use, consume, buy/sell, possess, give away or be *in the presence of* any tobacco product; marijuana; steroids; or any controlled substance. The first violation constitutes a suspension of 25% of the season's contests. The second violation constitutes a suspension of 60% of the season's contests, which could become 40% if the student enrolls in a drug or alcohol treatment program. Use, possession, or being *in the presence of* the aforementioned contraband may also result in a 10-day suspension from school. Distribution could constitute expulsion from school.

Transportation Issues- In certain sports that take place at sites other than MHS, special transportation issues may exist. Baseball, soccer, field hockey, swimming, soccer, lacrosse, and golf teams are examples of sports that may present

transportation issues. Coaches of these sports will explain fully all transportation arrangements in advance of the start of the season.

Activity Site Issues- Practice and competitions that occur away from MHS may present unique situations. Qualified medical coverage (athletic trainer, doctor) may or may not be on site. Telephone accessibility is provided in these instances, and all emergency plan procedures will be followed.

Insurance Issues- All Middleborough athletes must be covered by school insurance or private insurance before they are allowed to participate.

Physical Exams- All Middleborough athletes must provide validation of a physical exam prior to the start of the season. Physical exams are active for a period of 13 months in.

Managing the care of students with athletic concussions- Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one (1) investigation over 50% of high school football athletes did not report their injury to a parent, coach or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside the skull due to a blow to the head or body. Among the many symptoms associated with concussions, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness, however, occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression.

Most athletes who sustain a concussion can fully recover as long as the brain has had time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One (1) or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes, who return to play before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored event.

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.
2. Subsequently, a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of injury.

Concussions are one of the most complex injuries faced by medical professionals as the signs and symptoms are not always straightforward and the effects and severity of

the injury can be difficult to determine. The injury results in no structural damage in brain tissue, generally making traditional diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.

Engage the injured athlete in a battery of tests that include a combination of self-report symptoms, balance, and neuro-cognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play. (Please note, that freshmen and juniors at MHS are required to take an impact test that will provide a baseline should a head injury occur. These baseline tests and our return to play protocol, assist our staff in providing the proper return to play timeline).

School Song

"Hail to the Varsity"

*Hail to the varsity,
Cheer them along the way
Onward to victory
May we win this game today
So-Give a cheer for the varsity,
Long may they reign supreme,
Shout 'til the echoes ring,
For the glory of our team.
Mid---dle---bo-ro!!*

Middleborough High School Student Bell Schedule

Teachers on Duty	7:10 A.M.		
<u>Block 1</u>	7:20 A.M.	- 8:44 A.M.	(84 minutes)
<i>(Passing)</i>	8:44 A.M.	- 8:49 A.M.	(5 minutes)
<u>Block 2</u>	8:49 A.M.	- 10:13 A.M.	(84 minutes)
<i>(Passing)</i>	10:13 A.M.	- 10:16 A.M.	(3 minutes)
<u>Block 3</u>	10:16 A.M.	- 12:22 P.M.	(3 minutes)
Lunch #1	10:16 A.M.	- 10:46 A.M.	(30 minutes)
<i>(Passing)</i>	10:46 A.M.	- 10:48 A.M.	(2 minutes)
Lunch #2	10:48 A.M.	- 11:18 A.M.	(30 minutes)
<i>(Passing)</i>	11:18 A.M.	- 11:20 A.M.	(2 minutes)
Lunch #3	11:20 A.M.	- 11:50 A.M.	(30 minutes)
<i>(Passing)</i>	11:50 A.M.	- 11:52 A.M.	(2 minutes)
Lunch #4	11:52 A.M.	- 12:22 P.M.	(30 minutes)
<i>(Passing)</i>	12:22 P.M.	- 12:25 P.M.	(3 minutes)
<u>Block 4</u>	12:25 P.M.	- 1:50 P.M.	(85 minutes)

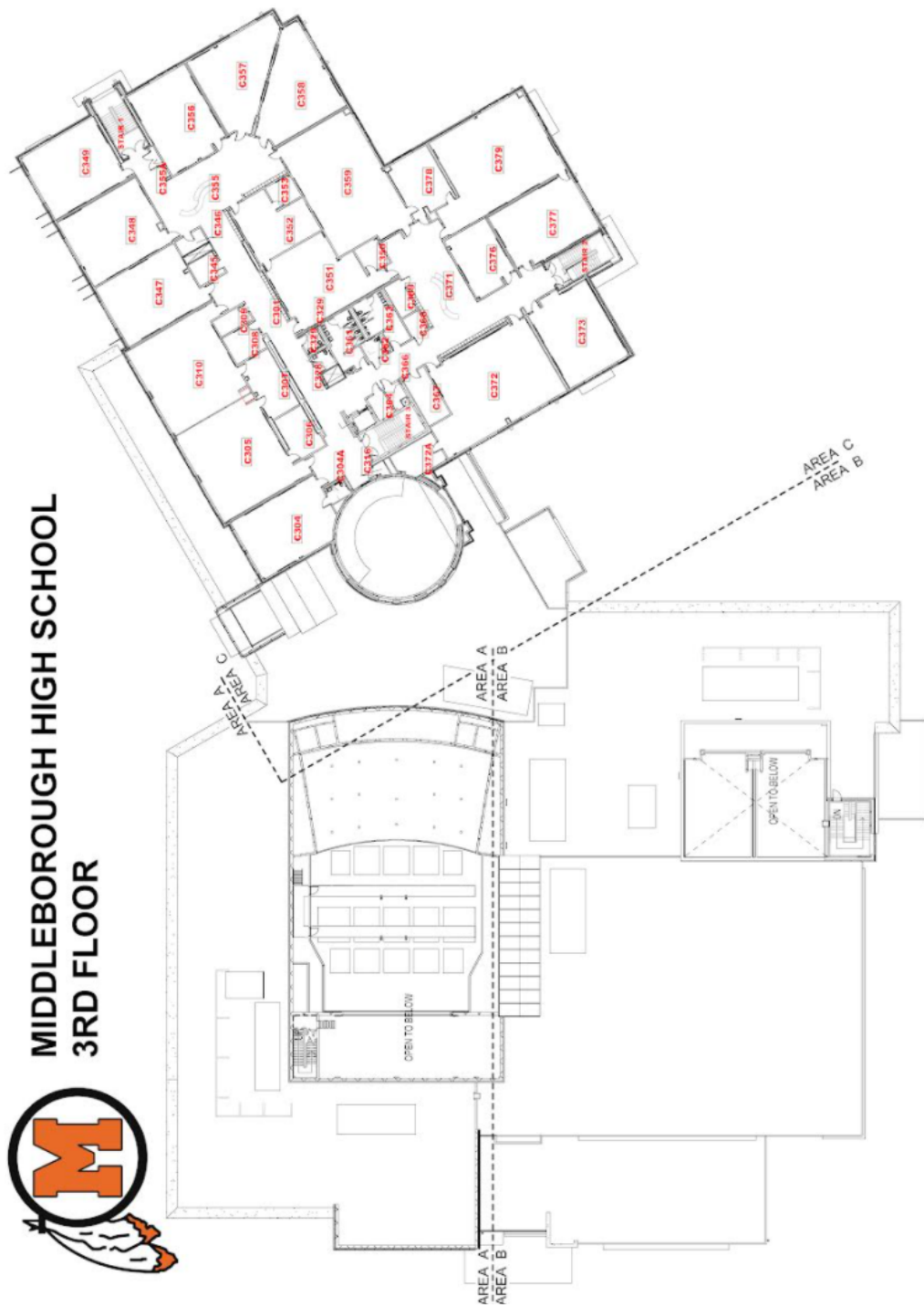
MIDDLEBOROUGH HIGH SCHOOL
1ST FLOOR

AREA A
AREA B
AREA C

EVERY CLASSROOM
EVERY STUDENT

A101, A102, A103, A104, A105, A106, A107, A108, A109, A110, A111, A112, A113, A114, A115, A116, A117, A118, A119, A120, A121, A122, A123, A124, A125, A126, A127, A128, A129, A130, A131, A132, A133, A134, A135, A136, A137, A138, A139, A140, A141, A142, A143, A144, A145, A146, A147, A148, A149, A150, A151, A152, A153, A154, A155, A156, A157, A158, A159, A160, A161, A162, A163, A164, A165, A166, A167, A168, A169, A170, A171, A172, A173, A174, A175, A176, A177, A178, A179, A180, A181, A182, A183, A184, A185, A186, A187, A188, A189, A190, A191, A192, A193, A194, A195, A196, A197, A198, A199, A200, A201, A202, A203, A204, A205, A206, A207, A208, A209, A210, A211, A212, A213, A214, A215, A216, A217, A218, A219, A220, A221, A222, A223, A224, A225, A226, A227, A228, A229, A230, A231, A232, A233, A234, A235, A236, A237, A238, A239, A240, A241, A242, A243, A244, A245, A246, A247, A248, A249, A250, A251, A252, A253, A254, A255, A256, A257, A258, A259, A260, A261, A262, A263, A264, A265, A266, A267, A268, A269, A270, A271, A272, A273, A274, A275, A276, A277, A278, A279, A280, A281, A282, A283, A284, A285, A286, A287, A288, A289, A290, A291, A292, A293, A294, A295, A296, A297, A298, A299, A300, A301, A302, A303, A304, A305, A306, A307, A308, A309, A310, A311, A312, A313, A314, A315, A316, A317, A318, A319, A320, A321, A322, A323, A324, A325, A326, A327, A328, A329, A330, A331, A332, A333, A334, A335, A336, A337, A338, A339, A340, A341, A342, A343, A344, A345, A346, A347, A348, A349, A350, A351, A352, A353, A354, A355, A356, A357, A358, A359, A360, A361, A362, A363, A364, A365, A366, A367, A368, A369, A370, A371, A372, A373, A374, A375, A376, A377, A378, A379, A380, A381, A382, A383, A384, A385, A386, A387, A388, A389, A390, A391, A392, A393, A394, A395, A396, A397, A398, A399, A400, A401, A402, A403, A404, A405, A406, A407, A408, A409, A410, A411, A412, A413, A414, A415, A416, A417, A418, A419, A420, A421, A422, A423, A424, A425, A426, A427, A428, A429, A430, A431, A432, A433, A434, A435, A436, A437, A438, A439, A440, A441, A442, A443, A444, A445, A446, A447, A448, A449, A450, A451, A452, A453, A454, A455, A456, A457, A458, A459, A460, A461, A462, A463, A464, A465, A466, A467, A468, A469, A470, A471, A472, A473, A474, A475, A476, A477, A478, A479, A480, A481, A482, A483, A484, A485, A486, A487, A488, A489, A490, A491, A492, A493, A494, A495, A496, A497, A498, A499, A500, A501, A502, A503, A504, A505, A506, A507, A508, A509, A510, A511, A512, A513, A514, A515, A516, A517, A518, A519, A520, A521, A522, A523, A524, A525, A526, A527, A528, A529, A530, A531, A532, A533, A534, A535, A536, A537, A538, A539, A540, A541, A542, A543, A544, A545, A546, A547, A548, A549, A550, A551, A552, A553, A554, A555, A556, A557, A558, A559, A560, A561, A562, A563, A564, A565, A566, A567, A568, A569, A570, A571, A572, A573, A574, A575, A576, A577, A578, A579, A580, A581, A582, A583, A584, A585, A586, A587, A588, A589, A590, A591, A592, A593, A594, A595, A596, A597, A598, A599, A600, A601, A602, A603, A604, A605, A606, A607, A608, A609, A610, A611, A612, A613, A614, A615, A616, A617, A618, A619, A620, A621, A622, A623, A624, A625, A626, A627, A628, A629, A630, A631, A632, A633, A634, A635, A636, A637, A638, A639, A640, A641, A642, A643, A644, A645, A646, A647, A648, A649, A650, A651, A652, A653, A654, A655, A656, A657, A658, A659, A660, A661, A662, A663, A664, A665, A666, A667, A668, A669, A670, A671, A672, A673, A674, A675, A676, A677, A678, A679, A680, A681, A682, A683, A684, A685, A686, A687, A688, A689, A690, A691, A692, A693, A694, A695, A696, A697, A698, A699, A700, A701, A702, A703, A704, A705, A706, A707, A708, A709, A710, A711, A712, A713, A714, A715, A716, A717, A718, A719, A720, A721, A722, A723, A724, A725, A726, A727, A728, A729, A730, A731, A732, A733, A734, A735, A736, A737, A738, A739, A740, A741, A742, A743, A744, A745, A746, A747, A748, A749, A750, A751, A752, A753, A754, A755, A756, A757, A758, A759, A760, A761, A762, A763, A764, A765, A766, A767, A768, A769, A770, A771, A772, A773, A774, A775, A776, A777, A778, A779, A780, A781, A782, A783, A784, A785, A786, A787, A788, A789, A790, A791, A792, A793, A794, A795, A796, A797, A798, A799, A800, A801, A802, A803, A804, A805, A806, A807, A808, A809, A810, A811, A812, A813, A814, A815, A816, A817, A818, A819, A820, A821, A822, A823, A824, A825, A826, A827, A828, A829, A830, A831, A832, A833, A834, A835, A836, A837, A838, A839, A840, A841, A842, A843, A844, A845, A846, A847, A848, A849, A850, A851, A852, A853, A854, A855, A856, A857, A858, A859, A860, A861, A862, A863, A864, A865, A866, A867, A868, A869, A870,

Floor Plan



2021-2022 School Calendar



MIDDLEBOROUGH PUBLIC SCHOOLS 2021-2022 SCHOOL CALENDAR

<p>August/September 8/17-8/19 New Teacher Orientation 8/30-8/31 Full PD Days 9/1 First Day for Students Grades 1-12/ K Orientation 9/2 First Day Kindergarten 9/3 Prek Orientation 9/6 Labor Day 9/7 No School 9/8 1st Day Prek</p> <p>September: 20 Student / Teacher Days</p> <p>October 10/8 PD Early Release 10/11 Columbus Day</p> <p>October: 20 Student/ Teacher Days</p> <p>November 11/11 Veteran's Day 11/12 Full PD Day 11/24-26 Thanksgiving</p> <p>November: 17 Student Days / 18 Teacher Days</p> <p>December/January 12/23 PD Early Release 12/24-12/31 December Break 1/14 Full PD Day 1/17 MLK Jr. Day</p> <p>December: 17 Student / Teacher Days</p> <p>January: 19 Student Days / 20 Teacher Days</p>	<table> <tr> <th>July 2021</th><th>August 2021</th><th>September 2021</th></tr> <tr><td>SU M TU WE TH FRI SA</td><td>SU M TU WE TH FRI SA</td><td>SU M TU WE TH FRI SA</td></tr> <tr><td>1 2 3 4 5 6 7</td><td>1 2 3 4 5 6 7</td><td>1 2 3 4 5 6 7</td></tr> <tr><td>8 9 10 11 12 13 14</td><td>8 9 10 11 12 13 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<p>June: 13 Student/Teacher Days</p> <p><i>Approved at the May 27, 2021 School Committee Meeting</i></p>
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SCHOOL CALENDAR COLOR KEY

	Holiday/Vacation Days		Full PD Day
	First/Last Day of School		MHS Graduation
	PD Early Release		New Teacher Orientation
			Emergency Closings

Please be advised that the school calendar is subject to change due to emergency closing, inclement weather and other unforeseen occurrences