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To Our Students:

Welcome to Somerville High School for the 2021-2022 school year. It is a pleasure and privilege to be a SHS student and like a lot of you, I am new to SHS and new to the city. For those of you entering Somerville High School for the first time, I want to personally welcome you. For those of you that are “veterans” or have been part of SHS for some time, I will lean on you to show me and our new students the ropes.



To our returning students, I and the Administrative team are relying on you to be the leaders that you are and we hope this time off was a time of reflection, family time and relaxing after a very tumultuous school year. Please take the time to read this handbook for it contains the school policies and procedures aimed at ensuring your success and well-being.

As I am new to Somerville High School, I am not new to education and I bring with me over 20 years of experience. I do know there is an amazing history here at SHS of success both inside and outside of the classroom. Our society is an extremely different place than when your parents and I grew up. We are a much more diverse community that relishes in self-advocacy, critical thinking and lifelong learning. Our job here at SHS is to prepare you all for college and career and for a world that is fact paced and ever changing. We will equip you with the requisite skills to ensure your success and preparedness for life after SHS.

At SHS, it is imperative that our vision is aligned with the work that we do. “At Somerville High School, students explore their passions, connect with their school and communities, and engage with the world around them through authentic and equitable learning experiences. Graduates are empowered to achieve their goals and contribute to a more just world.” We will challenge you all to step out of your comfort zone, take risks and be a positive community pillar! Here at Somerville High School, we believe whole-heartedly in this vision and we will as a staff work to ensure our efforts reflect this work. All of our collective efforts, in and out of the classroom will align with our vision.

Now that you have read our commitment to you and your success, YOUR individual work and dedication will determine your ultimate success. Your accomplishments will be dependent on how much you invest in YOURSELF and in your academic studies! Remember, nothing that is worth it comes easy and it is imperative that you hone and develop positive study habits. Additionally, your social skills along with your ability to utilize resources will be crucial in your success as a SHS student.

You, as a student will be held accountable both inside and outside of the classroom and you must be willing to collaborate with the Administration and staff at SHS. Your success will not come easy but you will have myriad of support willing to put the work in to ensure you have the high school career that you deserve.

The staff here at SHS is passionate, hardworking and committed to providing you with a quality education. There is an abundance of rich and diverse selection of courses to meet the many interests of our students. We also have various opportunities for you to make a connection to SHS through clubs, activities, athletics, arts, music, and drama, through our support services and having a home base in either Beacon, Elm, Highland or Broadway Community. Becoming an integral part of the Somerville High School community through involvement in clubs, social activities, and athletics will make your high school experience more rewarding and satisfying. There is something for everyone here at SHS. Additionally, we have many partnerships with local universities and industries in fields such as science, technology, engineering, and math (STEM), art, music and more to further enrich your experience.

It is of utmost importance that you take advantage of all that Somerville High School has to offer so that upon graduation you leave Somerville High School with a multitude of high quality options that successfully meet your individual goals and interests. These goals may include going to college, heading into the Military, entering the professional field, receiving a job offer from a local union you desire, or participating in a community college program that leads directly to gainful employment. The opportunities are here and we look forward to working with you in achieving your goals.

Respectfully yours,

Matthew J. Buchanan
Principal, Somerville High School



SOMERVILLE HIGH SCHOOL

MISSION STATEMENT

“Dedicated to the preparation of youth for the responsibilities of life.”

Our mission as educators is to foster the development of well-educated, responsible and productive citizens through a standards-based program of studies that encourages students to realize their intellectual, creative and civic potentials. In partnership with students, parents/guardians and members of the Somerville community, we strive to provide a healthy, safe, academically challenging, and supportive learning environment in which all students are valued and respected.

Student Expectations for Learning

I. Expectations for Academic Performance

- A. All students will be effective readers.
- B. All students will be effective writers.
- C. All students will be effective users of technology.
- D. All students will be effective critical and creative thinkers.

II. Expectations for Civic Performance

- A. Students will volunteer and participate in school clubs and individual and group community service projects and performances.
- B. Students will follow the rules and laws of school and society, while fostering civic responsibility.
- C. Students will learn to consistently handle disagreement in a constructive and responsible way by showing respect and tolerance.
- D. Students will learn how to make safe and healthy decisions as part of the life-long learning process.

III. Expectations for Social Performance

- A. Students will exhibit ethical behavior in school and in the community.
- B. Students will help other students in the daily activities of school and social interaction.

HIGHLANDER HABITS

The Highlander Habits is a list of skills that Somerville High School is committed to having all students master over their time at SHS for post-secondary readiness and success. This graduate profile was created using the input of faculty, student, and parent focus groups as part of the Envisioning the Future of SHS project funded by the Barr Foundation. Teachers, counselors, and administrators will use the Highlander Habits in a variety of ways. These skills will be embedded into classroom assignments, where students will receive feedback on how they are mastering the skills. Students will be recognized by their teachers and the SHS Community for exemplifying the skills through the “Highlander of the Quarter” awards program. We will also be connecting these skills to our out-of-school learning opportunities and internships.

Growth Mindset

- Persevere through difficult tasks and obstacles
- Take ownership of own learning by reflecting on learning, being aware of one's strengths and weaknesses, and taking the initiative to improve
- Be willing to take risks
- Demonstrate passion and curiosity for learning

Physical and Emotional Wellness

- Make healthy physical and emotional choices
- Build and maintain healthy personal relationships
- Identifies who/when/how/where to seek help
- Build self-confidence and pursue their passions
- Are independent and self-sufficient
- Maintains a healthy balance of work, play, rest

Communication

- Deliver information and ideas effectively in multiple formats
- Write with precision, clarity and coherence appropriate to task and audience
- Listen effectively to decipher meaning, values, attitudes, and intentions
- Advocate for their future and communicate personal values

Collaboration

- Share responsibility for collaborative work
- Value individual contributions made by each team member
- Work effectively in diverse teams
- Build consensus while making decisions

Highlander Habits

Critical and Creative Thinking

- Analyze and evaluate information critically and competently
- Gather, filter, and synthesize from a variety of sources
- Develop ideas and solutions based upon data and strong content knowledge
- Adapt knowledge and skills to new environments

Culturally Competent Citizenship

- Has awareness of their own and others' cultural heritage
- Engage effectively in a diverse world - locally, nationally, and globally
- Demonstrate compassion, empathy and a commitment to social justice
- Value and use the arts as a fundamental form of human expression
- Communicate effectively in multiple languages

Professionalism

- Behave with integrity; are responsible for their behavior, actions, and choices
- Are reliable, punctual, and professional with proper etiquette
- Demonstrate digital literacy and citizenship and a responsible use of social media
- Interact appropriately and positively with adults and peers

Post - Secondary Readiness

- Demonstrate academic and professional excellence (including content mastery and academic, technological, and vocational skills in reading, writing, and math) required for the post-secondary program of their choice
- Set specific, measurable, attainable, realistic, and time-sensitive goals
- Acquire strong organizational skills to support academic and personal growth
- Possess financial literacy and basic money management skills

2021-2022 SCHOOL COMMITTEE MEMBERS:

Carrie Normand	<i>Ward Seven</i>
Emily Ackman	<i>Ward One</i>
Ilana Krepchin	Vice Chair , <i>Ward Two</i>
Sarah Phillips	<i>Ward Three</i>
Andre L. Green	Chair , <i>Ward Four</i>
Laura Pitone	<i>Ward Five</i>
Ellenor Barish	<i>Ward Six</i>
Joseph A. Curtatone	<i>Mayor</i>
Matthew McLaughlin	<i>President, Somerville City Council</i>
Mary Skipper	<i>Superintendent of Schools</i>

SCHOOL DEPARTMENT ADMINISTRATION

Mrs. Mary Skipper, Superintendent of Schools
Chad Mazza, Assistant Superintendent, Curriculum and Instruction
Kenya Avant, Data Coordinator
Dr. Jeff J. Curley, Chief of Staff
Dr. Sarah Davila, Director of English Language Learner Programs and Family & Community Outreach
Dr. Jessica Boston Davis, Director for Equity and Excellence
Francis Gorski, Director of Finance
Uri Harel, Curriculum Coordinator Grades K-8
Susana Hernandez Morgan, Chief Communications and Development Officer
Mariana MacDonald, Human Resource & Diversity Administrator
Elizabeth Doncaster, Director of Student Services
Christine Trevisone, Special Education Director
Marilyn Vrontas, Assistant Director of Special Education
Karen Woods, Director of Educator Development

SOMERVILLE HIGH SCHOOL ADMINISTRATION

617- 629-5250

Principal	Mr. Matthew J. Buchanan
Associate Principal	Mrs. Jodi Remington
Assistant Principal	Mr. Sean Callanan

Main Office

Head Clerk	Barbara Favaloro
Administrative assistant	Marie Connolly

Beacon Community - Blue

Assistant Principal	Rooms C211 (A-F)	617-629-5260
Dean of Students	Nicole Viele	617-625-6600 x612113
School Counselor	Doreen Ward	617-625-6600 x612130
School Counselor	Justin LaBerge (A-Che)	617-625-6600 x612112
Administrative Assistant	Meghan Sousa (Chh-F)	617-625-6600 x612111
	Paula Mello	617-625-6600 x612110

Elm Community - White

Assistant Principal	Room C104 (G-N)	617-629-5270
Dean of Students	Paul Cooley	617-625-6600 x611044
Multilingual School Counselor	Caterina Saenz	617-625-6600 x611030
Multilingual adjustment Counselor	Anne Eden	617-625-6600 x611017
Goal Transition Counselor	Nancy Macias-Smith	617-625-6600 x611015
Administrative Assistant	Daisy McKinley	617-625-6600 x611042
	TBD	

Highland Community - Red

Assistant Principal	Room C411 (G-N)	617-629-5280
Dean of Students	Harry Marchetti	617-625-6600 x614113
School Counselor	Gilbert White	617-625-6600 x614140
School Counselor	Jeremy Rischall (G-Le)	617-625-6600 x614112
Administrative Assistant	Kelly Albrecht (Li-N)	617-625-6600 x614111
	TBD	617-625-6600 x614110

Broadway Community - Purple

Assistant Principal	Room C310 (O – Z)	617-629-5290
Dean of Students	Marie Foreman	617-625-6600 x613103
School Counselor	Cynthia Massillon	617-625-6600 x613130
School Counselor	Natalia Ruiz Toro (O-Sai)	617-625-6600 x613101
Administrative Assistant	Cathy Maguire (Sal-Z)	617-625-6600 x613102
	Theresa Francis	617-625-6600 x613100

SHS School Counseling Department Room C302

School Counseling Director	Traci Small	617-625-6600 x613022
SHS Registrar	Simone Braga	617-625-6600 x613082
School Counseling Administrative Assistant	Julie Phylis	617-625-6600 x613020
Redirect Counselor	Elizabeth Mullins	617-625-6600 x612010
School Adjustment Counselor	Anne Irwin	617-625-6600 x612240
SPED Adjustment Counselor	Peter Holladay	617-625-6600 x612241/612240
College and Career Readiness Director	Melanie Kessler	617-625-6600 x613024
College and Career Counselor	Melanie Banks	617-625-6600 x613001
College and Career Advisor	DeWayne Green	617-625-6600 x613230
College and Career Advisor	Gabrielle Reyes Jusino	617-625-6600 x613230
BAM Counselor	TBD	617-625-6600 x615020

Welcome Center

Room C104.5

Family & Community Liaison	TBD & Ana Nascimento	617-625-6600 x611017
SFLC School Based Family & Comm. Liaison	Nayi Padilla Room C104.1	617-625-6600 x611041

Department Heads/Supervisors

Art	May Chau	617-629-5256
Athletics/Intramurals	Stanley Vieira	617-629-5243
Center for Career and Technical Ed./Business	Sean Callanan	617-629-5258
English	Meagan Spinelli	617-629-5247
Multilingual Learner Education	Emily Blitz	617-629-5478
Information Technology	John Breslin	617-629-5263
Library	Charles LaFauci	617-629-5449
Math	Trish Murphy-Sheehy	617-629-5246
Music	Beverly Mosby	617-629-5248
Physical Ed/Health/Family & Consumer Sci	Sheila Freitas-Haley	617-629-5249
Science	Marianna Hosking	617-629-5255
Social Studies	Alicia Kersten	617-629-5253
Special Education	Rachel Ziulkowski	617-625-5250
World Languages	Dr. Lisa Machnik	617-629-5254

NO SCHOOL/BELL SCHEDULE

During inclement weather conditions “no school” announcements will be broadcast by radio stations WBZ, WHDH, WRKO, WLVI, WSKS, WBUR-FM, and WILD-AM, and on television channels 4, 5, 7, and 56 commencing as close to 6:00 A.M. as possible. Announcements also will be aired on local cable Channel 16.

SHS Schedule							
Block	Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
1 (67 mins)	7:55	9:02	1	1	1	1	2
2 (55 mins)	9:06	10:01	2	3	2	2	3
3 (55 mins)	10:05	11:00	3	X Block	4	3	4
4 (60 mins 30 lunch)	11:04 Lunch 1: 11:04 Lunch 2: 11:34 Lunch 3: 12:04	12:34 11:34 12:04 12:34	4	4	5	5	5
5 (55 mins)	12:38	1:33	5	6	6	6	6
6 (55 mins)	1:37	2:32	7	7	Early Release Schedule TBD	7	7

Bell Schedule

7:45 AM	First Bell
7:50 AM	Warning Bell
7:55-9:02	Block 1
9:06-10:01	Block 2
10:05-11:00	Block 3
11:04-12:34	Block 4

1st lunch
(11:04-11:34)

2nd lunch
(11:34-12:04)

3rd lunch
(12:04-12:34)

12:38-1:33	Block 5
1:37-2:32	Block 6
2:32-2:47	Make-up & Detention

Students having no make-up or detention assignment must leave the building promptly at 2:32 unless they are involved in an after school program or activity. Loitering in the corridors or on the campus is not permitted. Refusal to leave will result in disciplinary action including suspension.

ACADEMIC POLICIES

Program Requirements

Somerville High School is a comprehensive high school offering a wide array of courses and educational programs to meet the needs of its diverse students.

In light of recommendations by the Massachusetts High School Program of Studies (MassCore) and requirements of the National Collegiate Athletic Association (NCAA), students who are preparing to enter four-year colleges are urged to include in their high school program:

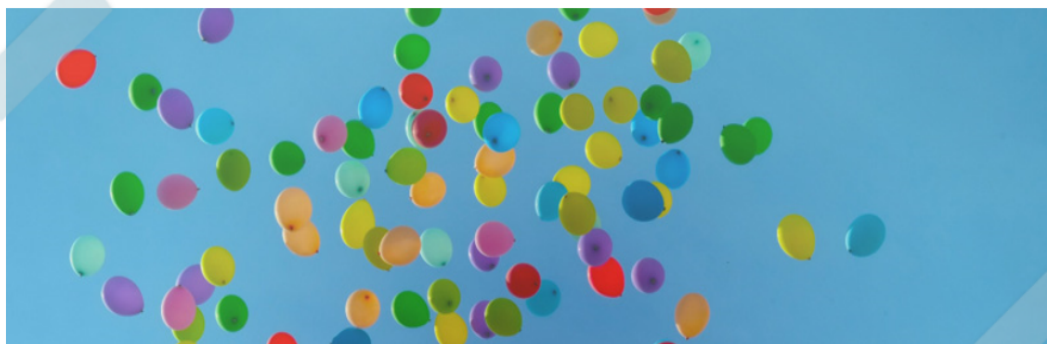
- 4 years of English
- 4 years of Mathematics
- 4 years of Science (including three laboratory classes)
- 4 years of Social Studies
- 3 years of a World Language (including two years of the same language)
- 1 year of Fine Arts/or Performing Arts (Music, Visual Arts, Drama)

Following this program, along with all other Somerville High School graduation requirements, ensures that students will meet or exceed MassCore recommendations and eligibility requirements established by the NCAA.

Students are advised to take time and thought in completing the course selection card since it is very difficult to make satisfactory changes once the school year has begun. Course selection should reflect career goals, interests and abilities. Students are urged to consult with their parents, counselors, teachers, department heads, and curriculum coordinators before making final decisions.

The Massachusetts Comprehensive Assessment System (MCAS)

Testing information will be made available when DESE releases a statement.



The Ninth Grade Experience (NGE), Tenth Grade Experience (10GE) & Newcomer Education Success Team (NEST)

The goal of NGE is to assist incoming ninth grade students in adjusting to high school standards, expectations, and routines through a variety of educational and social opportunities. The ninth grade team consists of teachers from each core academic department (English, Mathematics, Science, and Social Studies), who work closely together to build community and maximize student potential. Students in the ninth grade follow a core curriculum that

establishes a firm foundation for their later choices. The 10GE program supports students in grade 10 and NEST supports English learners in grades 9-12.

NGE, 10GE and NEST teachers meet together twice per week to address the needs particular to each program. The teams work closely with the school counselors and Assistant Principals to identify specific student needs, plan supports, and celebrate student successes. They also utilize weekly meeting time to communicate with families and create engaging and relevant interdisciplinary projects and units. Students' needs are served through these program by providing the teacher teams with the time, resources, and flexibility to implement these innovative programs.

Promotion Requirements

CREDITS NEEDED TO BE PROMOTED

to sophomore class	25 credits
to junior class	50 credits
to senior class	70 credits

Full-Year courses (2 semesters): 5 credits/class

Half-Year courses (1 semester): 2.5 credits/class

ALL STUDENTS in grades 9-12 must carry a full-time program equaling 990 hours of instruction each year.

Graduation Requirements

Successful completion of **105** credits, with at least **20** credits earned in senior year

Enrollment in high school for four years beyond eighth grade

English 1, 2, 3 and 4 or appropriate ML courses

NOTE: Students may not take more than two major English courses in one year with the exception of senior year. A student who has failed a major English course must either pass the failed English course in the subsequent summer school session or enroll in an Edgenuity course during the summer or repeat the failed English course in the succeeding academic year. Placement in English courses should be sequential. An exception to the sequential rule can be made for seniors.

Mathematics, 20 credits

NOTE: All students are required to pass 20 credits of math including a sequence of Algebra 1/Geometry/Algebra 2 or the equivalent (with the approval of the Department Head)

Science, 15 credits

Social Studies, 15 credits, including U.S. History

NOTE: Students are required to take US History 1, US History 2, and World History; students must pass at least one year of US History to graduate.

World Language, 10 credits

NOTE: Students are required to pass two years of the same World Language. Student must be enrolled in the Career and Technical Education Program for four years, beginning with "Exploratory", to be eligible for the modification of the World Language requirement. Consideration of the World Language requirement for Special Education students will be included as part of the IEP Team decision. English Language Learners' proficiencies in their native language will satisfy the graduation requirement.

Physical Education, 5 credits AND Health, 5 credits

NOTE: All students are required to take a minimum of one Physical Education or Health Education course each year. All students are required to take and pass Health Education 1 and Health Education 2 along with two semester courses in Physical Education.

Suggested Physical Education/Health Education Course Sequence:

Grade 9 – Health Education 1
Grade 10 – Physical Education
Grade 11 – Health Education 2
Grade 12 – Physical Education

Fine or Performing Arts, 5 credits

NOTE: Students must pass 5 credits of Fine Arts and/or Performing Arts (Music, Visual Arts, Theatre, or Media Art).

MCAS prep courses may be counted in meeting requirements.

Course/Graduation Requirements for Career and Technical Education Students:

A student must be enrolled in a vocational program for four years, beginning with “Exploratory Skills”, to be eligible for the modification of Math and World Language requirements. Students electing a vocational program for career-entry positions must also accumulate minimum credit requirements according to the following:

English 1, 2, 3 and 4 or appropriate ML courses

NOTE: Students may not take more than two major English courses in one year with the exception of senior year. A student who has failed a major English course must either pass the failed English course in the subsequent summer school session or enroll in an Edgenuity course during the summer or repeat the failed English course in the succeeding academic year. Placement in English courses should be sequential. An exception to the sequential rule can be made for seniors.

Mathematics, 20 credits

NOTE: Freshmen, sophomores and juniors will take math courses offered in the math department, at minimum up to and including Algebra 2. If a student completes Algebra 2 with a passing grade and receives a 240 on the Math MCAS, they will be eligible to earn a fourth year of math credit from the embedded academic portion in their career area.

Science, 15 credits

Social Studies, 15 credits, including U.S. History

NOTE: Students are required to take US History 1, US History 2, and World History; students must pass at least one year of US History to graduate.

Physical Education, 5 credits AND Health, 5 credits

NOTE: All students are required to take a minimum of one Physical Education or Health Education course each year. All students are required to take and pass Health Education 1 and Health Education 2 along with two semester courses in physical education.

Fine or Performing Arts, 5 credits

NOTE: Students must pass 5 credits of Fine Arts and/or Performing Arts (Music, Visual Arts, Theatre, or Media Art).

Grading System

Every student will be graded in each subject each quarter.

The following grades will be used for scholarship:

A+ 100-98	A 93-97	A- 92-90
B+ 89-87	B 86-83	B- 82-80
C+ 79-77	C 76-73	C- 72-70
D+ 69-67	D 66-63	D- 62-60

F 59-45 (59-25 for final quarter of course; 2nd Qtr for semester, 4th Qtr for full year)

P/F	Pass, Fail
I	Incomplete
NC	No Credit
W	Withdrawn
M	Excused for medical reasons

Each quarter teachers will comment on the student's industry and department; additional comments may be used at the discretion of the teacher.

An average of quarterly grades will be used to determine passing or failing for a semester course. For a full year course, an average of all four quarters' grades will be used to determine passing or failing for a course. Final course grades are determined by these quarterly averages and must meet the minimum threshold of the above alphabetical grades to which they are assigned.

Students enrolled in certain courses will be graded "Pass" or "Fail."

"I" = Incomplete Grade

An "I" (Incomplete) will be used to indicate that a student's work is not complete because of excessive absences entering the course late, or another valid reason approved by the Department Head/Curriculum Coordinator. A student who is given an "I" will be required to make up the mark within the first five weeks of the subsequent quarter (when the next quarter's progress reports are due). At the end of five weeks all "I" marks must be changed to grades. Incompletes will be marked with a numeric value and a comment of "I" will be listed under the first comment on the report card. An "I" may not be given for the last quarter of a course.

"W" = Withdrawn

The mark "W" (Withdrawn) will be used to indicate that a student has dropped a course after the add/drop period, as per student's grade at the time of withdrawal.

"M" = Medical (Excused for medical reasons)

All "Medicals" for any course requires a physician statement/medical documentation and a Graduation Plan to be written by the counselor and approved by the Principal.

No Credit Policy

This grading policy applies to newly enrolled students with no transfer credits from another school system or country or with course grades, which cannot be accepted for credit at Somerville High School. In the latter case, determination of acceptance or non-acceptance of courses for credit will be made by the School Counseling Department

Full Year Courses

- A newly enrolled student will not receive a grade for the quarter or quarters when they are not present at SHS. In place of grade for this quarter/these quarters, a blank will appear on the student's report card.
- A newly enrolled student will receive a letter grade only for the quarter(s) that the student is present at SHS.
- A newly enrolled student must be enrolled at SHS for at least two consecutive quarters to receive a final grade and credit in a full year course.

- A newly enrolled student will not receive a grade for a quarter in which they are enrolled after the issuance of IPRs.
- In order to receive a final grade in a full year course, the newly enrolled student must be present before the issuance of IPRs in the 3rd Quarter.
- A newly enrolled student entering after the issuance of 3rd Quarter IPRs will receive No Credit (NC) for the full year course.

Semester Courses

- A newly enrolled student will not receive a grade for a quarter when they are not present at SHS. In place of a grade for this quarter, a blank will appear on the student's report card.
- A newly enrolled student will receive a letter grade only for the quarter(s) that the student is present at SHS.
- A newly enrolled student will not receive a grade for a quarter in which they enroll after the issuance of IPRs for that quarter.
- In Order to receive a final grade in a semester course, the newly enrolled student must be present before the issuance of 1st Quarter IPRs for a fall semester course and before the issuance of 3rd Quarter IPRs for a spring semester course. A newly enrolled student entering after the issuance of 1st Quarter IPRs in a fall semester course or after the issuance of 3rd Quarter IPRs in a spring semester course will receive No Credit (NC) for the semester course.

Assignment of Student to Grade Level

Newly enrolled students with 50+ credits from another school system or country will be assigned to a grade according to Counseling Department determination after a review of an official transcript and credits earned.

If a new student transfers to SHS with 70 or more credits earned at a prior school but they cannot graduate in one year because they cannot meet their SHS graduation requirements, then the student will be enrolled in the 11th grade.

Course Level Descriptors

Advanced Placement (AP): These courses are modeled upon comparable college courses and are aligned with national Advanced Placement curriculum guidelines and objectives set forth by the College Board. Students enrolled in AP courses are expected to take the corresponding Advanced Placement examination in May. Colleges and universities may award college-credit for earning qualifying scores on AP exams.

Requirements for enrollment: To be enrolled in an AP course, a student must have a teacher recommendation and demonstrated the ability to keep up with a demanding workload. See each course description for content specific requirements or pre-requisites.

Honors (H): These courses are taught at an accelerated pace and students will have an increased independent workload that includes, but is not limited to, research-based projects and papers. In addition to the College Preparatory curriculum, students in honors-level courses may explore some topics in greater depth, study additional curricular topics, and read accompanying complex texts.

Requirements for enrollment: To be enrolled in an Honors course, a student must have a teacher recommendation and should maintain an overall average of B or above in content-related College Preparatory classes.

College Preparatory (CP): These courses prepare students for college and careers. Please see the course descriptors for each course in each department.

Requirements for enrollment: Enrollment in CP courses is based on teacher recommendation.

Sheltered English Immersion Program (SEIP) – The Sheltered English Immersion Program (SEIP) is a program for students who have limited English proficiency and receive content instruction aligned to grade-level standards by teachers trained in their content areas. Instruction is primarily in English and teachers use sheltered instruction techniques, which may include grouping students by language proficiency level and native language, using adapted materials and texts, using an increased number of visuals, and using primary language support, in order to make lessons understandable.

Honor Roll

A student who receives no grade lower than B- will qualify for “Honors”. An “Honors” student who receives A’s in 25 semester credits will qualify for “High Honors.”

GPA Policy

1. Somerville High School calculates Grade Point Average (GPA) based on a weighted scale using the Grade Values in the chart below. Students wishing to calculate an unweighted GPA should use the CP values only.
2. GPA is available in student X2 accounts upon completion of four consecutive quarters at Somerville High.
3. All courses, with the exception of courses designated Pass/Fail in the Program of Studies, will be used to compute GPA.
4. All courses NOT designated in the Program of Studies as "Advanced Placement" or "Honors" or “CP” will be considered “CP” courses for the purpose of computing GPA.
5. Students who transfer into Somerville High School during their high school career will have their GPA computed after the completion of two semesters (one full school year) within Somerville High School. Courses completed prior to their entrance into Somerville High School will NOT be used in the computation.
6. Courses taken outside of SHS (i.e. online Edgenuity Course) and Credit Recovery Courses will not be used in the computation.
7. Courses taken as part of a pre-approved Dual Enrollment partnership with SHS will be factored into a student’s GPA. All other college/university courses not in the dual enrollment program are not factored into a student’s GPA.

<u>GRADE VALUES</u>			
<u>Grade</u>	<u>AP</u>	<u>Honor</u>	<u>CP</u>
A+	5.333	4.833	4.333
A	5.000	4.500	4.000
A-	4.667	4.167	3.667
B+	4.333	3.833	3.333
B	4.000	3.500	3.000
B-	3.667	3.167	2.667
C+	3.333	2.833	2.333
C	3.000	2.500	2.000
C-	2.667	2.167	1.667
D+	2.333	1.833	1.333
D	2.000	1.500	1.000
D-	1.667	1.167	0.667
F	0.000	0.000	0.000

Below is an illustration of a student's GPA calculated for three full years at Somerville High School.

Year Course	Final	Credits	Value	Points
2017 English 1 Honors	B-	5.000	3.167	15.835
2017 US History 1 Honors	B-	5.000	3.167	15.835

2017 Algebra 2 Honors	A-	5.000	4.167	20.835
2017 Biology 1 Honors	A	5.000	4.500	22.500
2017 French 1 Honors	A-	5.000	4.167	20.835
2017 Health Education 1	B-	2.500	2.667	6.668
2017 Personal Finance	A	2.500	4.000	10.000
2017 Lifetime Physical Education	C	2.500	2.000	5.000
2017 Studio Art	A-	2.500	3.667	9.168
YTD - Credits 35.0	Cumulative - Credits 35.0			
YTD - GPA Credits 35.0	Cumulative - GPA Credits 35.0			
YTD - GPA Points 126.675	Cumulative - GPA Points 126.675			
YTD - GPA 3.6193	Cumulative - GPA 3.6193			

Year Course	Final	Credits	Value Points	
2018 English 2	B	5.000	3.000	15.000
2018 US History 2	A	5.000	4.000	20.000
2018 Geometry Honors	A	5.000	4.500	22.500
2018 Chemistry 1 Honors	B+	5.000	3.833	19.165
2018 French 2 Honors	A-	5.000	4.167	20.835
2018 Health Education 2	A	2.500	4.000	10.000
2018 Fitness Education	A	2.500	4.000	10.000
2018 Facing History & Ourselves	A-	5.000	3.667	18.335
YTD - Credits 35.0	Cumulative - Credits 70.00			
YTD - GPA Credits 35.0	Cumulative - GPA Credits 70.0			
YTD - GPA Points 135.835	Cumulative - GPA Points 262.510			
YTD - GPA 3.8810	Cumulative - GPA 3.7501			
Year Course	Final	Credits	Value Points	
2019 English 3	C+	5.000	2.333	11.665
2019 World History Themes	B+	5.000	3.333	16.665
2019 Precalculus Honors	A	5.000	4.500	22.500
2019 AP Biology	A-	10.000	4.667	46.670
2019 French 3 Honors	B	5.000	3.500	17.500
2019 AP Psychology	A-	5.000	4.667	23.335
YTD - Credits 35.0	Cumulative - Credits 105.0			
YTD - GPA Credits 35.0	Cumulative - GPA Credits 105.0			
YTD - GPA Points 138.335	Cumulative - GPA Points 400.845			
YTD - GPA - 3.9524	Cumulative - GPA 3.8176			

Honors at Graduation

A student who has achieved “Honors” or “High Honors” at least eight times in four years (including at least once in the first three quarters of senior year) will be graduated “With Honor,” provided that the student ranks in the top 25% of the class at the end of the first semester of senior year. The “High Honors” or “Honors” student who ranks first in the class is named the “Valedictorian.” The second ranking student is named the “Salutatorian.” The Valedictorian and Salutatorian are calculated after the first semester of the senior year.

Student Attendance Policy – High School

No student who has been absent from class more than five times during a quarter may be given a passing grade without the permission of the appropriate Department Head/Curriculum Coordinator. The teacher may elect to (1) give the student an incomplete, (2) give the student a failing grade, or (3) seek the permission of the Principal/Designee to give a passing grade. This rule applies to students absent three times during the fourth quarter of their senior year. Students are discouraged from taking any extra days from school for vacations, or any other reason. The Commonwealth of Massachusetts mandates that every student fulfill 990 hours of structured learning time each year.

Attendance Policy Addendum – Grades K-12

“State and federal law require schools to make reasonable accommodations to the religious needs of students and employees in observance of holy days. Massachusetts General Laws Chapter 151B, section 4(1)(A) addresses this issue with respect to employees. With respect to students, Massachusetts General Laws Chapter 151C, Section 2B reads in relevant part as follows:

Any student in an educational or vocational training institution...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with any opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Schools may meet their obligation to accommodate students by excusing individual absences for religious observance, or by adjusting the school calendar to provide a school year of at least 180 days, while taking into account possible days of low attendance due to religious holidays.”

“Absences due to observance of major religious holidays will not be included as absences for the purpose of attendance awards or recognition. Accordingly, parents/guardians will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible.”

Massachusetts General Laws Chapter 151B, section 4(1)(A)

Adopted: November 18, 2002, Reviewed: September 2009

Student Absences and Excuses

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee. Please contact the Asst. Principal's office regarding the SHS Extended Absence Process. (Phone numbers of Asst. Principals are listed under S.H.S Administration, page 5.)

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

Revised: January 18, 1996, Amended: December 2009, Amended: October 6, 2014

Report Cards/Progress Reports

Report cards are issued four times a year, at the end of each quarter. Progress reports are issued halfway through each quarter to give an indication of the student's progress and in some cases to make recommendations on how the student could improve their academic performance and/or behavior.

Make-up Policy/Tutoring

Students are expected to make up promptly, work missed due to an absence. Work missed due to truancy, cutting class, or out of-school suspension may be made up. Teachers are available one day each week from 2:35 to 3:15 according to their department's schedule. See individual teachers for extra help; see Department Heads/Curriculum Coordinators for information concerning tutoring in their subject areas.

Textbooks and Equipment

All books and equipment issued to students are the property of the Somerville Public Schools. It is the student's responsibility to care for and to return them in good condition. The student will be required to pay a reasonable replacement charge for lost or damaged books and equipment. All fees must be paid before final exams are taken. Grades may be withheld if fees are not paid.

Summer School

Students who fail to pass a full-year course may make up that course at Somerville High School's summer session, provided that they have the permission of the teacher. Should a teacher deny permission to make up a course at Somerville High School's summer session, a student may appeal that decision to the Principal. In such case(s), the Principal may, after reviewing the particular circumstances of the appeal, grant permission for the student to make up the course. If extenuating circumstances prohibit a student from attending Somerville High School's summer session, the student must obtain the written permission of the Principal before enrolling in another summer school for credit. A student may receive credit for two courses taken during the summer school session, provided that the student failed the courses previously, and did not withdraw from the courses before their completion. If a student has failed more than one major subject, the student must attempt to make up a required course, with English taking precedence. The Principal reserves the right to adjust the policy to meet the needs of the individual students.

Schedule Changes

Students receive a course schedule that, as near as possible, reflects their needs, abilities and interests. Further program adjustments will be made based on the following criteria:

- An error or conflict exists.
- Schedule does not include all school or graduation requirements.
- The student is not eligible for the course.
- Completion of summer school improves a grade
- Educational Plan (766) requires a change.

Students requesting a schedule change must follow the SHS Add/Drop process (~~see POS page #85~~). Any student requesting a schedule change should make an appointment with their counselor.

Health and Physical Education Policy

Physical Education/Health Education is required for all students during all four years at Somerville High School. All students need to have a physical education/health education course each year as required by MGL Chapter 71, Section 3. Beginning with the class of 2014, each student must take and pass a minimum of one health education and /or physical education semester course each year. Additionally, all students at Somerville High School will be required to take and pass two semester courses in health education and two semester courses in physical education for graduation. A student who has failed a semester course in health education or physical education must repeat and pass failed course in succeeding academic years.

Health Education/Physical Education Course Outline:

Grade 9 – Health Education I

Grade 10 – Physical Education

Grade 11 – Health Education II

Grade 12 – Physical Education

File: IJOA

FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are an effective and worthwhile means of learning. It is the desire of the School Committee to encourage field trips as part of the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration and reviewed and approved by the School Committee.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the Principal and that all overnight and out of state field trips have the prior approval of by the School Committee.

Field trips can bring the school and the community closer together, which can result in experiences that enrich the curriculum for students and also bring about better public relations. The School Committee encourages field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish procedures and protocols to assure that:

1. All students have parental/guardian permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.

The Superintendent is responsible for the production, distribution and updating of a field trip handbook which contains the procedures and protocols for all field trips.

All out-of-state or overnight trips and excursions must have advance approval of the School Committee with **forms being submitted at least six weeks in advance of the trip**. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

LATE NIGHT & OVERNIGHT SCHOOL SPONSORED STUDENT TRAVEL

1. Overview of the Law on Late Night & Overnight School Sponsored Student Travel

Chapter 346 of the Acts of 2002, An Act Relative to Safety of School Sponsored Travel, was enacted on October 9, 2002. The purpose of the policy below, adopted by the Board of Education, is to assist school committees in adopting their own policies concerning planned late night or overnight student travel as required by section 37N of chapter 71 of the General Laws. Chapter 346 of the Acts of 2002 mandates that each school committee shall establish its initial policy under section 37N of chapter 71 of the General Laws not later than January 7, 2005.

Section 37N. Each school committee shall establish a policy concerning student travel sponsored by a school that is planned to occur between the hours of midnight and 6:00 a.m., or that will include an overnight stay away from a student's home. The policy shall address, but not be limited to, such issues as safety of transportation and accommodations, cost, including expectations for fundraising by students, time away from school, appropriateness of the trip for the grade level and the trip approval process. In adopting its policy, the school committee shall consider the policy drafted by the board of education under section 1B of chapter 69.

2. How to Implement the Law on Late Night & Overnight School Sponsored Student Travel

Many districts already have policies in place regarding field trips and other off-site activities that can form the basis for the policy mandated under section 37N. These existing policies should be reviewed, and amended, if needed, after consideration of the policy below. The points enumerated in the Board's policy

are not mandatory; school committees should take into account local needs and preferences in adopting their own policies on trips planned to include late night and overnight travel.

School committee members are strongly encouraged to consult with legal counsel as they revise their existing policies and develop new ones.

3. Policy (adopted by the Somerville School Committee, December 4, 2003)

A. *Trip Approval Process*

1. School committees should require advance approval for trips planned to include late night or overnight travel.
2. The approval process should be completed prior to engaging students in fundraising activities or other preparations for the trip.
3. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
4. Teachers and other school staff should be prohibited from soliciting privately run trips through the school system. The trip approval process should apply only to school-sanctioned trips; school committees should not approve trips that are privately organized and run without school sanctioning.
5. Policies and procedures for trip approval should take into account all logistical details involving transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs.

B. *Transportation*

1. The use of private vehicles for trips planned to include late night or overnight student travel is prohibited. Such trips should generally use commercial motor coaches or school owned vehicles driven by school employees.
2. Trips planned to include late night or overnight student travel should involve pre-trip checks of companies, drivers, and vehicles.
3. The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verification of the subcontractor's qualifications.

C. *Trip Scheduling*

1. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see the Department's Student Learning Time Regulations Guide). School districts may consider travel for field trips as included in students' schedules, but the Department recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e., time outside the hours of the regular school day).
2. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

D. Fundraising

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

Approved: December 4, 2003

Reviewed: May 2009

Amended: August 25, 2014

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language. The District shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language. The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

MASC 2006 20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001) 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14

VOCATIONAL DRESS CODE

For reasons of health and safety, vocational students will be required to adhere to the following regulations:

- Safety glasses are to be worn in all work areas.
- Proper footwear is to be worn in all shops. (9th graders in the Exploratory Program will wear work boots.)
- Suitable clothing is to be worn as required by each shop.

STUDENT RECORDS

Student's record includes all information about the student kept by the school.

Temporary record includes standardized test results, class rank etc. will be destroyed no later than five years after the student has left the school.

Permanent file includes a transcript of course titles and grades and is kept on file for 60 years. Personal notes kept by teachers and School Counselors are not shared or kept on file.

- Students fourteen years old or older have the right to see their records in the presence of their parent/guardian and the right to control who else sees their records. Except for authorized personnel, a log is kept every time information from the temporary file is accessed or disseminated.
- Students eighteen years old or older can request, in writing, that their parent/guardian no longer have access to their records.

- There should be notations made of all persons, other than authorized school personnel, who have cause to examine student records.
- Students have the right to append a statement of rebuttal to any negative remarks that might be contained in their records.
- With the informed, written consent of the parent or eligible student only specific information as requested by potential employers or institutions of higher learning is released. The only records kept after the fifth year of high school termination are those of attendance and scholarship
- Seniors are advised to take care not to lose their school medical record, which they receive with their final report card. The medical record they receive is the only copy which exists, and it may be needed if colleges or employers require medical information.

Residency Requirement and Assignment Of Students To Schools – Non Residents

Residency Requirement

School Committee policy requires that students who attend Somerville High School must be residents of Somerville. Students who move out of Somerville during their senior year may request a waiver of the residency requirement through their Asst. Principal. A student can only receive one waiver. Students must report any change of address to their Asst. Principal within five days of moving.

Assignment of Students to Schools – Non Residents

Any child enrolled with the Somerville Public Schools who is no longer an actual resident of the district must attend school in the district in which they actually reside. However, the principal, with the approval of the Director of Student Services, may allow the child to remain in the presently assigned school to complete the quarter.

Any student who moves out of Somerville during the senior year who desires to complete grade 12 at Somerville High School may request a waiver (Special permit) of the residency requirement through their Asst. Principal. Asst. Principals will consider the conduct, effort, punctuality, attendance and academic progress toward graduation for approval.

Each request requires the approval of the Asst. Principal, the Principal, and the Director of Student Services and is valid only for the school year in which it is approved.

PLAGIARISM AND ACADEMIC INTEGRITY POLICIES

Plagiarism

The word “plagiarism” comes from a Latin word “plagiarus” which means “kidnapper.” It is defined as “the wrongful act of taking the product of another’s mind and presenting it as one’s own.” Plagiarism can be both intentional and unintentional. Examples of intentional plagiarism would be (a) copying another student’s essay or research paper and (b) downloading articles or portions of articles from a website and presenting either of these as your work. Plagiarism can also be unintentional. For example, when a student writes a research paper s/he must document not only direct quotations and paraphrases, but also summaries of information and ideas found in these sources (*Gibaldi 66-75*). In their classes students will receive instruction in the MLA format for source citation, and in the proper documentation of print and non-print sources of information.

Guidelines for consequences of various kinds of plagiarism:

Unintentional plagiarism

For the first offense only, the student will be offered the opportunity to properly cite references for the portion of the paper or other work product in question. Teachers will review summarizing and paraphrasing rules and will give students practice with applying these skills in the context of course readings.

A student who subsequently summarizes or paraphrases information or ideas drawn from a reference and presents it as their own in a paper or other work product will receive no credit for the plagiarized portions of the paper or other work product.

Intentional plagiarism:

A student who copies another student's work without that student's knowledge will receive a "zero" for the paper and the parent/guardian will be notified. Teachers will remind students not to share their completed work with other students, prior to submission.

In the case of a student who copies another student's work with that student's knowledge, both students may receive a "zero" after meeting with respective Assistant Principle and parents/guardians of both students will be notified.

A student who downloads an article, a paper or other work product from a non print source (i.e. internet) will receive a zero for that work and the parent/guardian will be notified. Teachers will review/reinforce with students the proper use of and particularly the limitations of sources of information available on the internet.

A student who copies an article, a paper or other work product from a print/ non-print source and who presents it as their own work will receive a zero for that work and the parent/guardian will be notified

In a broad sense, plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgment.

Plagiarism includes, but is not limited to, the following:

- Incorporating the ideas, words, sentences, paragraphs, or parts thereof, without appropriate acknowledgement and representing the product as one's own work
- Copying of notes, magazines, encyclopedias, Websites, social media etc. or downloading from the internet without proper acknowledgement

The teacher and/or school administrator will deal with allegations of cheating or plagiarism. Students who have cheated or plagiarized may receive a zero for the entire assignment and may not qualify for make up of the assignment. The teacher or school administrator will also inform the parent/guardian and a proper and accurate record of the offense will be maintained. The school reserves the right to assign additional penalties based on the severity of the offense. These penalties may result in a failing grade for the quarter in which the incident occurs.

{Adoption date} Revised: November 27, 2007

Date Approved by School Committee: December 17, 2007

Academic Integrity

All students are expected to complete their work with honesty and integrity. Cheating and plagiarism are not permitted within the Somerville Public Schools. Cheating is the act of obtaining or attempting to obtain credit for academic work by using dishonest means or allowing someone else to represent their work as their own.

MILITARY RECRUITMENT POLICY

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001. The Act, which embodies his education reform plan sent to Congress on January 23, 2001, is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

ACCESS TO STUDENT RECRUITING INFORMATION- Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings.

CONSENT-A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in

paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

SAME ACCESS TO STUDENTS-Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

Somerville High School Procedure

Parents/guardians are notified that their child's name can be removed from the student rosters that are given to Military Recruiters. Only junior and senior names are on these rosters.

The notice to have their names removed is placed on student interim progress reports sent home to parents in October.

Student names are removed from student rosters in two ways:

1. Telephone call from student and/or parent.
2. Student goes to the school counseling office and asks the administrative assistant to have their name removed from the roster.

Student rosters are only given to Military Recruiters after a formal written request has been received.

Rights of Eighteen Year Olds

Students who are eighteen years old have the legal rights of adults; they can sign report cards, progress reports, field trip permission slips, and absence notes. If school officials wish to verify the truth of an absence note, they may require the signature of another adult. Because the school feels it is obligated to keep parents informed of their child's progress toward graduation, school administration will not hesitate to contact parents directly if their child is at risk. Students who are eighteen years old and are U.S. citizens also have the right to vote. Voter registration is available at S.H.S. (as well as at the Election Department in City Hall). Students who wish to register at S.H.S. should see one of the Social Studies teachers.

Participation in Graduation Exercises

The High School graduation exercises shall be under the direction of the High School Principal and the Superintendent. High School students who satisfactorily complete the prescribed course of study and fulfill other state and federal requirements as certified by the Principal and Superintendent shall be awarded a diploma of graduation by the Somerville School Committee. High School students who satisfactorily complete the prescribed course of study as certified by the Principal and Superintendent without fulfilling other state and federal requirements shall be awarded a certificate of completion and/or certificate of attainment by the Somerville School Committee. Students who have fulfilled all the graduation requirements to receive a diploma or certificate of completion or certificate of attainment will be allowed to participate in graduation exercises. Students who dress or behave in an inappropriate manner will be excluded from graduation exercises.

DISCIPLINARY REGULATIONS

Statement of Discipline

It is everyone's responsibility at Somerville High School to work toward providing an environment that supports learning and safety. To that end, school discipline should be viewed as the business of every student and adult in the school. Students should regard the development of self-discipline as an essential component of their education. They should train themselves to think of consequences, to themselves and to others, before they act. Students should be mindful that the rules of the school apply to all students, including themselves. Students are expected to obey all rules and to conduct themselves in a polite, responsible, cooperative, and orderly manner on the way to and from school, within school, on school grounds, at school functions and on field trips. Students are expected to obey the requests and directives of faculty and staff or be subject to disciplinary action.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

General Guidelines

A. Class Rules: Students are to follow class rules as established by their individual teachers.

B. Noise Level: Students are to speak in conversational voices in all areas of the school.

C. Before School:

- Students entering the building before the first bell in the morning are to remain on the first floor or go to the cafeteria for breakfast unless supervised.

D. Absences:

1. Students are required to make every effort to attend school every day and should familiarize themselves with the effect excessive absence has on grades. (See Attendance Policy under Academic Policies and Make-up policy)
2. Excessive absences may result in the student being withdrawn from the school.
3. Students, on the day of absence, may not participate in sports, after-school activities, functions, or events.

E. Truancy:

Students are to be sure they are recorded as present. If they are late, they must sign in at the main office.

Students are truant if they have an unexplained absence from school.

Students who are truant:

- may not participate in after-school activities, functions, or events on the day(s) they are truant and are subject to disciplinary action.

F. Tardiness:

- Students are tardy for school if they are not in class when the late bell rings.
- Students who arrive in school after the late bell must sign in at the main office, go to class, and receive a detention for each tardiness.
- Students who fail to report for tardiness detention will be subject to disciplinary actions.

G. Cutting Class

1. Students who have an unexplained absence from class will be reported to the Asst. Principal by the teacher.
2. The Asst. Principal will respond to the teacher as soon as possible within 5 school days, regarding the disposition of the matter.

H. Beginning of Class:

1. Students are to take their seats and cease talking so that instruction may begin immediately following the bell.
2. Students entering class late or returning late from lunch recess may be required by the teacher to report after school. Repeat offenders will be referred to the Asst. Principal.

I. Lunch Recess:

- Students are to file directly to the cafeteria during lunch recess.
- Students may not return to their lockers during lunch recess.
- Students may not remain unsupervised in classrooms during lunch recess, nor may they go to counseling offices without a pass.
- Students may drink beverages and eat only in the cafeteria and only during lunch recess.

- Gum chewing is not allowed in the building at any time.

J. Leaving Classes:

- Students are not to leave rooms except with a corridor pass from a teacher.
- Students must wear a visible ID at all times.
- Students are to remain in classrooms until dismissed by the teacher.

K. After School:

At dismissal, all students must leave the school premises immediately unless they are involved in a school sponsored activity. If a student fails to do so, disciplinary action will be taken which may include suspension.

L. Appearance/Attire:

Students are expected to be neat and clean in appearance and to be dressed in accordance with contemporary community standards. Students must obey individual classroom standards. No hats, caps, headbands, scarves or head coverings are to be worn or carried in the building. They are not to be in view. They will be taken and held by the Asst. Principal. With the first warning, the hat will be returned at 2:45. After the first warning, hats will be kept until the end of the school year. No display of gang affiliation is allowed. Clothing and jewelry may not contain writing or designs that make sexual references, are racially or ethnically disparaging, or dignify drinking, substance abuse, violence, or any illegal activity.

Student Responsibility:

All after school discipline assignments take precedence over make-up, extracurricular activities, clubs, athletic practice, work, etc. Work responsibilities and other commitments do not excuse a student from a teacher conference or penalty or from detention. Students who feel they are unable to remain at 2:30 p.m. should take particular care to obey school rules so they avoid after school discipline assignments.

Teacher or Administrator Conference or Penalty:

Minor offenses that occur in classrooms are to be dealt with by the individual teacher.

The resolution of infractions that occur in classrooms takes precedence over other disciplinary matters.

A teacher or administrator, at their discretion, may require a student to report after school for a conference or as a penalty for minor offenses. Failure to report will result in the following:

- The requirement, at the discretion of the teacher or administrator involved, of reporting and dealing with the original issue, and
- The assignment of a detention for failure to report
- Any student who is required to report to a teacher or administrator and simultaneously to detention should do the following:
 - Report to the teacher or administrator,
 - Request a note when dismissed by the teacher or administrator,
 - Report to detention, present the note to the lead teacher, and leave (unless instructed otherwise),
 - Report for full detention the following afternoon.
 - A student may be required to report after school to a teacher or administrator for no more than two additional periods per day.
 - An administrator may temporarily exclude from class, at the request of a teacher, any student who infringes on the rights of others.

Assistant Principal Detention:

Recurring minor offenses and incidents beyond minor offenses will be brought to the attention of the Asst. Principal.

The teacher will submit a conduct referral describing the incident and the Asst. Principal will respond to the teacher as soon as possible, but within five school days, concerning the disposition of the matter. Asst. Principals will assign detentions after school for disciplinary reasons. Detentions are assigned Monday through Friday and may be forty-five minutes long.

A student in a release program will report for assigned detentions to their co-coordinating teacher.

Suspension

A student may be suspended for up to ten school days at one time. Before a suspension, in protection of the right to due process, the student will present her/his case. When suspension occurs, the Asst. Principal will inform the parent by mail or telephone of the circumstances resulting in the suspension.

The Asst. Principal will determine whether a suspension is in-school or out-of-school. An in-school suspension allows the student the opportunity to receive full credit for written work missed, including exams, and is not considered an absence from class. An in-school suspension is assigned for up to three school days and cannot be assigned more than twice a quarter for any student.

An out-of-school suspension is considered an absence and a student given an out-of-school suspension is allowed to make up work missed. All of the student's teachers will be notified via the Asst. Principal.

During a suspension period, a student may not take part in, or attend sports, after school activities, functions, or events. During an out-of-school suspension a student may not return to the campus, or any Somerville Public School activity without permission.

Reinstatement:

Prior to reinstatement the Asst. Principal will have a conference with the parent, either in person or by telephone, and will define the behavior change(s) required of the student on reinstatement.

The Principal has the right to deny reinstatement to a student if in their judgment the circumstances call for denial.

Exclusion:

If the circumstances warrant, the Principal may expel a student from school.

Appeal Process

A. Right to Appeal - Parent or Student:

If a parent or student objects to a suspension, they may appeal to the Principal. The original suspension remains in effect during the appeal.

If the Principal upholds the suspension and/or refuses to reinstate, the parent or student may appeal to the Superintendent/Designee.

If a parent or student objects to an exclusion, they may appeal to the Superintendent. The original exclusion remains in effect during the appeal.

The original exclusion remains in effect during the appeal.

Definition of a Dangerous Weapon and Reporting Requirements of Weapon Possession

The building Principal or his designee has the right to decide, based on sound judgment, whether any object is to be considered a weapon or a "dangerous weapon". The Somerville Public Schools, as interpreted by the building Principal, will define a weapon or a "dangerous weapon" in the broadest sense to protect the health and safety of all students, staff and visitors and to prohibit the possession of any gun, or form of a knife, or sharp objects capable of causing harm.

According to MGL Chapter 269, Section 10 (j), it is a crime for any officer in charge of a school, and any faculty or school administrator not to report the possession of a "dangerous weapon" to the local Police Department. If there is any uncertainty about whether a particular object is a "dangerous weapon" the Police will be consulted.

Discipline Violations and Minimum Penalties

The following is a list of discipline violations and the penalties associated with each violation. It must be noted that any offense (or combination of offenses), depending upon severity and/or repetition, may result in a penalty of a higher order than that indicated. Full restitution is required for anything damaged, destroyed, or taken by any student involved in a discipline violation.

Disciplinary action, ranging from detention, up to and including suspension, MAY be meted out to students who commit the following offenses.

cutting class
truancy (unexplained absence from school)
tardy to school
failure to report to detention (first offense)
leaving school without permission
being out of bounds, inside/outside of the building
failing to report to a teacher after school
inappropriate/Disruptive behavior in class/corridor/cafeteria, or on campus
gambling
refusing to cooperate with staff
littering
eating and drinking outside the cafeteria
using electronic devices (cell phones, Ipods, headphones, laser pointers) in the classroom *(may be confiscated)
failing to have a corridor pass
loitering
wearing masks, face coverings (concealing one's identity)
cheating
playing cards
carrying /wearing hats, headbands, caps or head covering in school
failure to wear ID
horseplay/dangerous behavior
vulgarity/profanity (language or display of)
disruption of the educational process

The below mentioned offenses are major infractions of the school discipline code and WILL result in suspension (in-school or out-of-school).

fighting/physical assault
striking or threatening* an authority figure
failing to identify self to an authority figure
failing to report to the Asst. Principal's office when sent by a teacher or called by the Asst. Principal
failing to report to detention (repeat offenders)
theft
forgery
vandalism or willful destruction of school property (plus payment)
vulgarity/profanity to staff (language or gesture)
using inflammatory language: ethnic remarks, epithets, insults, harassment of any type
endangering safety of staff or students*
inappropriate/extreme public display of affection
refusal to leave campus at dismissal
refusal to leave school building during a fire drill
using tobacco products or tobacco like products (personal vaporizers) in school or on school grounds
using or possessing fireworks, matches, cigarette lighter
inappropriate use of recording devices or cameras (p. 43)
extortion
causing fire alarms*or bomb scares*
discharging fire extinguishers
hazing*
possession of, use of, or under the influence of alcohol or drugs
being present when alcohol or drugs are being used illegally
possession of drug vaping/paraphernalia

possession of self-defense sprays
misuse of computers and software programs
felony delinquency complaint
felony criminal complaint

In addition to the offenses enumerated above, students must adhere to policies which are important to the establishment of an orderly business-like school. Failure to comply with school rules will result in disciplinary action.

The following offenses may result in exclusion.

being involved in arson or attempted arson
physical assault on building personnel
possessing knives, firearms, incendiary devices, other dangerous weapons or facsimiles that could endanger using, possessing or selling drugs or alcohol
violation of the civil rights of any member of the school community
serious offenses resulting in danger to the staff or other students
significant danger to the school or disruption of the educational process
convicted of a felony, or upon adjudication or admission in court of guilt with respect to such a felony

*Police referral, three day suspension & arraigned on a felony

Emergency Suspension

The Principal, or Asst. Principals may suspend a student from school temporarily, until the reason for the emergency suspension has ceased, but in no case for longer than two (2) school days, when:

- The student has committed an offense for which suspension or expulsion may be imposed;
- or a criminal complaint charging the student with a felony or felony delinquency has issued;
- or the student has been convicted of a felony;
- or there has been an adjudication or admission in court of guilt as to a felony or felony delinquency charge; and
- The student's presence in school would pose a risk of harm to persons or property or would have a substantial detrimental effect on the general welfare of the school; and
- It is not possible because of the student's conduct or the risk of harm or disruption to provide the student with notice and hearing prior to the emergency suspension.

In the event of an emergency suspension, the Principal and Asst. Principals will make reasonable efforts to contact the student's parent to inform the parent of the suspension. A student who is subject to an emergency suspension will not be excluded from school until adequate provisions have been made for transportation and safety.

Within twenty-four (24) hours of the commencement of an emergency suspension, the Principal, Asst. Principals will send the student's parent written notice of the emergency suspension, the reasons for the suspension and the basis on which it was determined that the emergency suspension was necessary. The notice will inform the student and the parent(s) of the student's right to request a hearing on the suspension.

The hearing on the suspension will be held as soon as possible, but in any event, no later than forty-eight (48) hours (excluding weekends, holidays and no-school days), after the emergency suspension was imposed. If the hearing demonstrates that the emergency suspension was unwarranted because any of the enumerated factors set forth above were not met, then the suspension will be expunged from the student's record. If the hearing demonstrates that the emergency suspension was warranted, and the need for a continued suspension exists, then the suspension may be extended up to the limits provided for in the disciplinary rules relating to the particular offense. Time spent out of school during the emergency suspension will count toward any additional suspension imposed after the hearing.

NOTE: EMERGENCIES AND/OR UNFORESEEN CIRCUMSTANCES MAY WARRANT DISCIPLINARY ACTION NOT SPECIFICALLY COVERED IN WRITTEN RULES AND POLICY.

Discipline of Students with Special Needs

The Individual Education Plan (IEP) of every student with special needs must indicate why the student is or is not expected to meet the regular discipline code, and, if not, what modification of the code is required. If a modified discipline code is required, such modification shall be described in the IEP and implemented.

No student with special needs may be suspended for more than ten cumulative days in a school year except under the conditions as stated in section II (page 33). Suspension is as stated in section II (page 33). Suspension is defined as an action, which results in the removal of a student from the program, prescribed in their IEP. The term includes in-school suspension as well as any exclusion from transportation services which prohibits the student's participation in their prescribed program.

It is the responsibility of the school system to ensure that due process requirements be applied in disciplinary actions as they are with non-SPED

students, and to provide a Free Appropriate Public Education (FAPE) to all students with special needs. The federal requirement ensures that students are provided access to the general curriculum, continued IEP services, and services designed to modify behaviors.

When it is known that the suspension(s) of a student with special needs will accumulate to ten days in a school year, the school must take the following actions:

- I. Not later than 10 school days after taking disciplinary action that results in a Special Education student being suspended from school for more than 10 school days in a school year, the school must convene an IEP meeting:
 - A. to provide parental notification of disciplinary action and procedural safeguards.
 - B. to develop a functional behavior assessment plan to address the behavior, if one has not already been conducted; or
 - C. if a student already has a behavior plan, to review the plan
 - D. and modify it as necessary.
 - E. To conduct a Manifestation Determination to establish whether the special need impairs the ability of the student to understand the impact and consequences of the behavior and control the behavior; that the student's IEP is fully implemented; and that the placement is appropriate.
- II. The student may be assigned, as a result of a TEAM meeting, to an Interim Alternative Educational Setting (IAES) for up to 45 days if the student is found to:
 - A. Be in possession of a weapon in school or at school functions.
 - B. Possess or use illegal drugs in school or at school functions.
 - C. Sell or solicit controlled substances in school or at school functions.
 - D. Be a danger to him/herself or others, as determined by a hearing officer following an expedited DOE hearing.
 - E. Or, by mutual agreement between parent and school personnel.
- III. The school may seek an order from the Department of Education-Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to 45 days if:
 - A. The school has demonstrated by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others.
 - B. the current placement is appropriate; and
 - C. the school has made reasonable efforts to minimize the risk of harm in the current placement.
- IV. The BSEA has developed policies and procedures to expedite disputes arising from conflicts regarding discipline as outlined in the Parent's Rights Brochure.

Absence

If a student is going to be absent, their parent/guardian should notify the school by calling the Asst. Principal's office. (Phone numbers of Asst. Principals are listed under S.H.S Administration, page 5.) Please note that a student absent from a class more than four times in a quarter may fail the course.

Tardiness

Academic students are tardy if they are not in by 7:55 A.M. A student who is tardy must report to the main office, present their ID badge, and obtain a late slip before proceeding to class. If the student has a note from their parent/guardian indicating a legitimate reason for the tardiness, the student should present the note to the Asst. Principal. At the Asst. Principal's discretion, the student may be excused from detention. Otherwise, all tardy students must report to the cafeteria for detention at 2:35 P.M. on the day of the tardiness. Failure to report to detention may result in an additional detention or a suspension.

Early Dismissal

Students will be dismissed from school early only for important reasons. Dental and medical appointments should be scheduled after school whenever possible. On the day of an early dismissal the student must present a note from their parent/guardian to the teacher and then to the Asst. Principal. The note should include a phone number where the parent/guardian can be reached to confirm the reason for the early dismissal.

ID Policy

All S.H.S. students are mandated by the Somerville School Committee to wear identification badges and will be issued ID badges. If a student loses their ID, they will be required to purchase a replacement ID. The cost of a replacement ID is posted at the Asst. Principals' office. Students are required to wear ID badges with lanyards from the beginning of class until they leave the building at the end of the day. A student who repeatedly forgets their ID and lanyard will be given a detention. If a student loses an ID, the student will pay for a replacement ID and the Asst. Principal will issue a temporary ID until the permanent ID is issued.

POLICIES AND PROCEDURES (WEAPONS, TOBACCO, CONTROLLED SUBSTANCE)**Search and Seizure Procedures**

All lockers, desks and other school property assigned to students, wherever located, are the property of the school district, and remain the property of the school district while they are being used by students. Students are required to provide their principal with the combination or a key to all locks used on school lockers. If a student uses a lock without providing the principal with the combination or a key, the lock will be removed by the principal upon detection. Lockers and desks are made available for the use and convenience of students while in school. Students are permitted to use lockers and desks only to store books, school supplies and personal items that are necessary for use in school, such as coats, footwear, athletic gear and lunches. Lockers and desks are not to be used to store items that cause, or are reasonably likely to cause, interference with the educational process, that create a potential threat to the health, safety or security of others, or that are forbidden by law or school rules.

School administrators or designees are authorized to search lockers and desks, including any personal effects such as purses, pockets, knapsacks, etc. that are found therein. School administrators or designees may conduct periodic random inspections of lockers, desks and their contents, to ensure that school property is being properly used and maintained. Such random inspections may be conducted at any time, with or without notice, and with or without the consent of the student or their parent or guardian. Any contraband (i.e., any item that is illegal, prohibited by school rules, potentially dangerous or evidence of a crime or violation of school rules) that is found as a result of a search of school property will be seized by school authorities and turned over to the appropriate legal authorities. The parent/guardian of a student who is under eighteen (18) years of age will be notified of any such items that are seized by school authorities.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of any item found therein:

- A. A school administrator or designee may search a specific student's locker or desk if there is reasonable suspicion to believe that the locker or desk contains contraband, as described above.

- B. A search of property assigned to a specific student should be conducted in the presence of a witness and, when reasonably possible, in the presence of the student.
- C. Any contraband that is found as a result of a search of school property will be seized by school authorities and turned over to the appropriate legal authorities. The parent/guardian of a student who is under eighteen (18) years of age will be notified of any such items that are seized by school authorities. The Superintendent shall distribute this policy to all students, annually.
- Adopted: January 2010

Protection of Pupil Rights Amendment

The Somerville Public Schools is committed to enforcing the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, included in the Goals 2000 Educate America Act of 1994. PPRA applies to all funding provided by the United State Department of Education and seeks to protect the rights of parents to inspect or survey instructional materials if these material or surveys are funded by the United States Department of Education.

With respect to survey activities, survey materials, and instruction materials used by students and funded by the United States Department of Education, the Somerville Public Schools will:

- Make such materials available for inspection by parents.
- Obtain written parental consent if students are required to participate in a survey, analysis or evaluation that reveals information such as:
 - ✓ Political affiliations
 - ✓ Mental and psychological problems potentially embarrassing to the student and their family
 - ✓ Sexual behavior or attitudes
 - ✓ Illegal or self-incriminating behavior (such as use or possession of tobacco, alcohol, or other drugs)
 - ✓ Critical appraisals of other individuals with whom respondents have close family relationships
 - ✓ Legally recognized privileged or analogous relationships, such as those of lawyers, doctors, and ministers
 - ✓ Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs)

With respect to voluntary surveys of students, parents/guardians of students being surveyed will be contacted by a written notice in advance of the survey. This letter will include:

- The purpose and benefit of the survey
- Whether participation is encouraged or required
- How anonymity will be protected
- When, where, and by whom the survey will be administered
- How results will be disseminated
- Procedures for reviewing survey materials prior to administration
- Procedures for parents/guardians to inform the District if they wish to not have their child participate in the survey.

If student participation in a survey is required, then the school must obtain written parental consent prior to administration of the survey.

Parents of students who believe their rights under PPRA may have been violated may file a complaint with the United States Department of Family Compliance Office at (202) 260-3887. Complaints must contain specific allegations of facts giving reasonable cause to believe that a violation of PPRA has occurred.

Searches and Interrogation

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted Somerville School Committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment. Thus, school officials shall act to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. If law enforcement officials assert the need to enter school premises during the school day or during hours of extracurricular activity to either question students or take students into custody, law enforcement officials may enter school premises to do so only with the written approval of the Superintendent, a valid warrant issued by a neutral magistrate or judge, or under exigent circumstances. The Principal or designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

Adopted: January 1996

Reviewed: September, 2009

Amended: March 2017

File: ADC

Use of Tobacco Products on School Premises

Use of any tobacco products* within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code. In addition, tobacco use by students is banned at all school-sponsored events, wherever the event takes place.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

*Tobacco Product: Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or

electronic cigarettes, electronic cigars, electronic pipes, electronic hookah, or other similar products, regardless of nicotine content, that rely on vaporization or aerosolization. “Tobacco product” includes any component or part of a tobacco product. “Tobacco product” does not include any product that has been approved by the United States Food and Drug Administration either as a tobacco use cessation product or for other medical purposes and which is being marketed and sold or prescribed solely for the approved purpose.

LEGAL REF: M.G.L. 71:37H

Adoption date: January 1996

Reviewed: October 2008

Amended: December 2015

Transfer Students

In accordance with Section 37 L of the Education Reform Act of 1993, a student transferring into a local school system must provide the new school system with a complete school record of previous school attendance. Said record shall include, but not be limited to, any incidents involving suspension, expulsion, or any misdemeanors or felonies with which the student has been charged. Student records should include any incident reports in which the student was charged with any suspended act.

Weapons/Controlled Substances Education Reform Act of 1993

Section 37H

(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 knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

(B) Any student who assaults a Principal, Asst. Principal, teacher, teacher’s aide or other educational staff on the 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 paragraphs (A) or (B) above shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, a Principal may, at their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (A) or (B).

(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 ten days from the date of expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(E) When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the district to which the application is made may request and shall receive from the school expelling said student a written statement of the reasons for said expulsion.

Section 37H 1/2

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

- (1) Upon 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 of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or Assistant Principal if said principle or Assistant Principal determines that the student's continued presence in school

would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspensions; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or Principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or Principal of a school in which the student is enrolled may expel said student if such principal or Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Section 37H3/4 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, Principal, 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 Principal 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 Principal, 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 Principal, 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 Principal, 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 Principal, 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 Principal 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.

Section 37L

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 then 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 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 complete school record of the entering student. Said record shall include, but not be limited to, any incident involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

File: EBC

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to [Section 1 of Chapter 71](#).
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC

LEGAL REF: M.G.L. [69:8A](#) Section 363 of Chapter 159 of the Acts of 2000
Section 363 of Chapter 159 of the Acts of 2000
Section 7 of Chapter 284 of the Acts of 2014

CROSS REF.: [EBCD](#), Emergency Closings
[JL](#), Student Welfare
[JLC](#), Student Health Services and Requirements

Adoption date: January 1996

Reviewed: December 2008

Revised: August 2012

Revised by MASC: August 2015

Revised: February 2016

BOMB THREAT POLICY

The policy is intended to allow the Somerville Public School System to respond to issues relative to suspicion of bombs on campus in a very serious and concerned fashion while remaining in control of the situation as much as possible, avoiding panic, minimizing the disturbance and disruption of service, and maintaining a safe and healthy educational environment.

Level 1 Bomb Threat

In the event that a bomb threat is received the following procedure is to be followed.

- The person receiving the call is to immediately use the bomb threat worksheet to gather as much information as possible. The work sheet will be given to the principal who will immediately forward a copy to the attention of the District Administrator for Student Services at Central Office.
- The person receiving the call is to immediately dial 911 and inform the Police Department who will in turn notify the Fire Department. Upon notifying the Police said person would provide them with your name, telephone number or extension, and location.
- The person receiving the call will immediately call the City Hall Switchboard Operator and notify the operator so they can initiate the action plan as it relates to the Bomb Threat Protocol.
- The person who received the call will next notify the Principal or designee that a bomb threat has been received.
- The Principal and/or designee will immediately report the threat to the Superintendent and to the District Administrator for Student Services.
- Based upon information received, the Principal or designee either solely, and or in conjunction with the office of the Superintendent, will make a decision to evacuate the entire school building, to conduct a partial evacuation, or to not evacuate the building. Students will take their backpacks and immediate belongings with them.
- Based upon information received, and when deemed appropriate, previously designated teams may be assigned to certain sections of the school building and conduct a search (sweep) of the building, looking for suspicious and/or unusual items. If it is determined that a search needs to be conducted, the corridors may be cleared and the staff and students may be required to remain in their current location until notified and/or the search has been completed and the building declared all clear. Teachers and other staff members will be asked to check their specific area for any suspicious and/or unusual items as well. The teams will be assisted with the search by the Somerville Police Department whenever possible.
- In the event that the building is evacuated, teachers will need to be in possession of their student rosters and the daily attendance for their specific class. These items may become very useful to account for the whereabouts of each student who appears on the school register.
- A check off list will be used when searching the building. The checklist becomes part of the information provided to the Principal for use in determining if the building is all clear.
- The Principal or designee will make an announcement utilizing the Public Address System to communicate with the students and staff prior to any evacuation, as well as immediately following the evacuation, in the event that they are allowed to re enter the building.
- In the event of a complete evacuation, the Fire Alarm may be used to assist with the evacuation. In the event the Fire Alarm is used to assist with the evacuation, the Principal and/or designee must notify the Fire Alarm Office (extension 8300) of the reason the alarm was activated.
- In the event that a search of any type is conducted, the team will report when areas are clear to the Principal. If any type of evacuation has taken place and no device has been found, the Principal will make a decision as to whether it is safe for the students and staff to return to any areas previously evacuated.
- In the event that any type of evacuation is ordered, a letter will be sent home with the students on the day of the incident or, the next school day if not possible, explaining the day's event to parents and guardians.

Level 2 Bomb Found

- In the event suspicious or unusual item is found, the Police on site are to be notified immediately. The Somerville Police will then notify the appropriate agency. The individual who discovered the suspicious item should not touch or examine it, but just report it.
- The Superintendent of Schools or his designee will notify the Mayor's office.
- Cataldo Ambulance will be notified by the Fire Department
- In the event that an evacuation is deemed necessary, all students and staff will be instructed to remain in the building until an appropriate sweep has been completed outside of the building and evacuation routes have been declared clear.

- Evacuate areas as deemed necessary. If evacuation sites are to be used, follow the plan as designed, using the primary and secondary sites described for each building in the evacuation policy.
- If evacuation sites are used, the City Hall Switchboard must be notified and the School Department will establish dedicated phone lines so that the parents/guardians who call can be informed of the location of the students.
- Teachers will need to be in possession of student rosters and have parents/guardians sign their children out if the parent/guardian comes to the evacuation site to get their child.
- A command post will be established if deemed necessary. The appropriate site of the command post will be determined by existing conditions. Individuals located at the command post might include the Superintendent of Schools, the School Principal, representatives from the Police Department, Fire Department, Mayor's Office, and any other personnel as deemed necessary due to conditions.
- If needed, a location will be designated for the media. The Superintendent of Schools or his designee will address the media and provide formal information about the issue.

Level 3 Bomb Explosion/Fire

In the event of an explosion, students should immediately crawl beneath their desks, close their eyes, and cover their heads with their arms, coats or books. Evacuation occurs only after explosions and flying debris have stopped. The building must be secured to minimize the potential of further loss.

- Follow evacuation procedure as described in Level 2.
- Notify Police and Fire Departments by calling 911.
- If the fire alarm is not sounding, pull the alarm.
- The Fire Department notifies the Ambulance Company.
- The Superintendent of Schools or his designee notifies the Mayor's office.
- A Command post will be established as described in Level 2.
- Assemble the school crisis team and plan what to do.
- The Superintendent of Schools or his designee notifies the Board of Health.
- Coordinate with the Fire Department and local utility companies to shut off gas, electricity, and other utilities as deemed appropriate.

Miscellaneous

- The School Department will determine if and when notices should be sent, and to whom they should be sent.
- A location will be established by the School Department to respond to telephone calls placed by parents/guardians inquiring about existing conditions and to answer questions relative to the who, what, where, and when.
- Appropriate training will be requested, on an as needed basis, from the State Police as well as other agencies as it relates to Bomb Threats on Campus and how to properly respond including, but not limited to, education on what and how to look for and how to identify, suspicious and unusual items. A three-hour video will be produced with a copy for every building (procedural). An annual staff training session will be conducted for new personnel to the Somerville Public Schools. An annual drill for all staff, regarding this policy on evacuation, will take place with Police, Fire and Public Safety Representatives.

DRUG/ALCOHOL POLICY

The Goal

The goal of this policy is to insure a drug-free school environment. The school system will continue to provide, without penalties, assistance to students who voluntarily seek drug and alcohol treatment or advice and will continue to protect the due process rights of all students. However, any student found to have possessed or to have been under the influence of illegal drugs, including alcohol, in school buildings, on school property, or at school-sponsored events will be dealt with severely.

The Policy

The School Department and the School Committee prohibit the possession, use, purchase or sale of drugs, alcohol, drug paraphernalia, or any controlled substance in any place or vehicle under school jurisdiction and at all school-sponsored activities regardless of location.

If a student finds himself/herself in the presence of students using drugs/alcohol, **that student must leave the area immediately** or be subject to the same penalties as the users.

Policy Enforcement

First Offense: Any student found to have violated the drug/ alcohol policy will be suspended for six days and their parent(s) or guardian will be called to remove the student immediately from school property. If the violation, in the judgment of the administration, is severe enough, the appropriate law enforcement authorities will be notified forthwith. In addition, the student's parent(s) or guardian will be asked to meet with the Principal or Asst. Principal during the first three days of the suspension for the purpose of determining a specific plan for monitoring the student's subsequent behavior. In order for the suspension to be reduced from six to three days, the student must agree to receive professional services from a recognized drug or alcohol program or counselor that is not a part of the Somerville School System. (A guide of service facilities will be provided.) The student must attend a minimum of at least ten meetings of the drug or alcohol program. If the student does not attend these meetings, they will immediately be suspended for failure to fulfill the original requirements for an early (three day) reinstatement. The Police Department will also be notified of the offense. Refusal of parent(s) or guardian to cooperate with school authorities may result in a C.H.I.N.S. (Child in Need of Services) petition being filed in Court (51A) alleging (as the case may require) that the child lacks the proper attention of their parent(s) or guardian.

Second Offense: Any student who has violated the drug/ alcohol policy for the second time within one year of the first offense will receive an automatic six day suspension* and the Police Department will be notified of the offense. The student's parent(s) or guardian will be required to have their child evaluated by an appropriate treatment program before the six day suspension has expired. The parent(s) or guardian and student must adhere to the recommendations of the treatment program.

Third Offense: Any student who has violated the drug/alcohol policy for the third time within one year of the first offense will automatically be suspended* from school until they appear before the Principal for an exclusionary hearing. The Police Department will be notified of the offense.

Distributing: Any student who has been distributing drugs will automatically receive a six to ten day suspension* and will be sent to the Principal for an exclusionary hearing. In addition, the Police Department will be notified in order to determine if criminal charges should be filed.

Communication with Police Department: All cases of actual possession, use, sale, or distribution of drugs, alcohol, or any controlled substance in school, upon school property, or at school-sponsored events regardless of location, will be re-reported to the Chief of Police or designee for appropriate action.

**In order to protect the student's right to due process, they will be allowed to present their case to the Principal before a suspension takes place.*

VANDALISM

Any student who willfully and maliciously paints, marks, scratches, etches or otherwise injures, mars, defaces or destroys real or personal property and whoever uses sprays or applies paint (known as "tagging") on walls or other school property will be subject to the penalties described in General Law c. 266, 126A & 126B which punishes such vandalism with fines and imprisonment. A student convicted of vandalism will have their driver's license suspended for one year. If the individual convicted of defacing or vandalizing property is under the age of sixteen then one year shall be added to the minimum age of eligibility for driving.

HAZING

Commonwealth of Massachusetts: Anti-Hazing Law

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

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

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

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

Chapter 269: Section 18. Failure to report hazing

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

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

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.

ATHLETIC CONCUSSION POLICY

Introduction:

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

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

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

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

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

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

¹ *Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.*

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

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

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

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

Chapter 166 of the Acts of 2010, an Act Relative to Safety Regulations for School Athletes

Adopted by Somerville School Committee: January 9, 2012

Amended: November 4, 2013

Amended: December 2015

AIDS/HIV DISCLOSURE

Students with AIDS/HIV infection have the same right to attend classes or participate in the school programs and activities as any student.

Statutes Governing Disclosure

As a general rule, a student’s health records related to AIDS/ HIV should be regarded as confidential. The Massachusetts General Laws, c. 111, s. 70F, prohibit health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without the specific, informed, written consent of the person who has been tested. This statute prohibits testing persons for HIV antibodies without their permission, and protects against the non consensual release of medical records (including school health records) which contain such information

Guidelines for Disclosure

The student’s parent(s) or guardian(s) are the gatekeepers of information relating to the student’s AIDS/HIV status. They are not obliged to disclose this information to school personnel. A student who is diagnosed with AIDS or presents evidence of being immune-compromised is at a greater risk of contracting infections. This means that there may be good reasons to inform the school nurse or school physician of a student’s AIDS diagnosis or HIV infection status. This student’s parent(s) or guardian(s) would benefit from information from the school nurse or school physician about the occurrence of threatening contagious diseases (such as chicken pox or influenza) when making a decision regarding school attendance. The school nurse or school physician may also need to attend to the particular needs of HIV-infected students regarding immunization schedules and medications. In consultation with the student’s primary care physician, the student’s parent(s) or guardian(s) may decide to inform certain school personnel about the student’s AIDS/HIV status, particularly the school nurse or school physician. If they so choose, the following guidelines are recommended:

The student’s parent(s) or guardian(s) may inform the school nurse or school physician directly.

Alternatively, the student's parent(s) or guardian(s) may request that their primary care physician make the disclosure.

In this case, the specific, informed, written consent of the student's parent(s) or guardian(s) is required.

Further disclosure of a student's HIV status by the school nurse or school physician to other school personnel requires the specific, informed, written consent of the student's parent(s) or guardian(s).

STUDENT INTERNET SAFETY USE POLICY

The Somerville Public Schools is pleased to offer its students access to the school's computer network, including access to the Internet. Access to the school's network will enable students to explore thousands of libraries, databases and bulletin boards.

The Somerville Public Schools believes that there is educational value in the Internet, and recognizes the potential support to our curriculum. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. Many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Given its broad reach, however, the Internet also contains the potential for misuse.

Families should be aware that some material that students may access, intentionally or unintentionally, on the Internet may contain items that are illegal, defamatory, inaccurate or offensive. Students also may be exposed to advertisements of various kinds. The benefits of student access to the Internet, however, far exceed the potential disadvantages. The Somerville Public Schools will strive to ensure that students use the Internet properly. Additionally, parents and guardians are encouraged to set and communicate to their children the standards that students should follow when using the Internet, and students using the Internet are expected to conduct themselves responsibly. Furthermore, these technologies are expensive to purchase, to install and to maintain. As the property of the Somerville Public Schools, all technology must be handled carefully so as to benefit all users.

All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members cannot monitor student use at every moment. Every student is expected to develop individual responsibility for their own appropriate use of the Internet. This Policy is intended to help ensure that students use this valuable resource in a safe and appropriate manner.

Grades K-12

Before students in Grades K-12 are authorized to access the Internet and World Wide Web, they will take part in a discussion about the rules set forth below with their teacher and/or building Technology Facilitator.

Internet Access is a Privilege

For all users, Internet access through the Somerville Public Schools is a privilege, not a right. A student's access may be suspended or revoked by school officials if this privilege is misused. Additionally, a student who engages in inappropriate conduct as applied to Internet access will be subject to disciplinary action, as outlined in the code of student conduct for students in the Somerville Public Schools. The intent of this policy is to ensure that all uses of the Internet are consistent with the educational goals of Somerville Public Schools

Unacceptable Uses

Violations of this Policy include, but are not limited to the following conduct:

- Using the Internet for illegal purposes or in support of illegal purposes. This includes, but is not limited to, gambling, sending threatening material or spreading computer viruses.
- Purposefully posting or divulging ANY private or personal information about yourself or another person on the Internet. This includes, but is not limited to, the student's location, personal e-mail address, personal home address or telephone number.

- Attempting to log on through another person's e-mail account or to access another person's files (hacking).
- Purposefully accessing, displaying to other students or transmitting obscene or pornographic material.
- Purposefully posting chain-letters or sending annoying messages to large numbers of people (spamming).
- Using the network to retrieve, transmit or make available to others messages that are inconsistent with the educational purposes for which students are allowed use of the Internet.
- Using the network in a fashion inconsistent with the directions from teachers and other staff and generally accepted network etiquette.
- Taking material created by others and presenting it as if it were one's own (plagiarism).
- Reproducing or transmitting material that is protected by copyright without permission of the copyright owner (copyright infringement).
- Using the network for political or commercial purposes without the prior permission of a teacher or other staff member.
- Using the network in a manner that disrupts the educational goals of Somerville Public Schools.
- Purposefully entering a chat room for a purpose not directly related to an educational task.
- Downloading of any harmful files or any large files without the permission of a teacher or other staff member.
- Downloading free ware, share ware or other software that affects the system software of a computer.
- Purposefully disrupting the hard drive set-up of a computer, including changing desktop or hard drive folder names, colors or contents.
- Using profane, threatening, terrorizing, defamatory, abusive, discriminatory, harassing, humiliating or otherwise objectionable or criminal language in a public or private message (cyber-bullying or harassment).
- Attempting to gain unauthorized access to systems programs or computer equipment, including attempts to override, or to encourage others to override, any firewalls established on the network.
- Accessing any prohibited sites on the Internet.
- Subscribing to "list serves" or "newsgroups" without the prior permission of a teacher or other staff member.
- Attempting to harm, modify or destroy the data of another user.
- Revealing one's own password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the network.
- Using the network to buy, sell or advertise anything.
- Using discussion groups, chat rooms, instant messaging or other forms of on-line communication, without the prior permission of a teacher or other staff member and unless tied to a school assignment or class project.
- Using the network for recreational purposes or other purposes unrelated to educational activities.

Student Responsibility

Access of material that has been deemed inappropriate for educational use by Somerville Public Schools' faculty is strictly prohibited. If users encounter such material by accident, they should quit the application immediately. Students should report the incident directly to a teacher. Students will not have the opportunity simply to "surf" the Internet or browse among World Wide Web pages. Students will use the Internet for a specific educational purpose during lab time or for a class assignment.

File: IJND

Access to Digital Resources

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner.

Safety Procedures and Guidelines

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors.

The School District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All students and faculty must agree to and sign an Empowered Digital Use form prior to the student or staff member being granted independent access to digital resources and district networks. The required form, which specifies guidelines for using digital resources and district networks, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Director of Technology with a written request.

Employee Use

Employees shall use district email, district devices, and district networks only for purposes directly related to educational and instructional purposes.

Community Use

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access systems will be available to the community. All guests will be prompted to, and must accept the district's Access to Digital Resources Policy before accessing the district network.

Disregard of Rules and Responsibility for Damages

Individuals who refuse to sign required Empowered Digital Use documents or who violate district rules governing the use of district technology or networks shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, and network.

Individuals shall reimburse the district for repair or replacement of district property lost, stolen, damaged, or vandalized while under their care.

SOURCE: MASC LEGAL REFS: 47 USC § 254 Adopted: August 2015

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain

policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government. File: IJNDC

INTERNET PUBLICATION

I. Purpose

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II. Supervision and Approval of Web Pages

The Superintendent (or designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. Content Standards

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. Safety Precautions

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

SOURCE: MASC

Adopted: August 2015

Access to Student's Files

All student files, including e-mail files and other Internet files and usage, may be monitored by faculty for educational and administrative purposes, including the need to ensure that these rules are being followed. Also, faculty may be asked to provide access to student files and records to law enforcement authorities. By participating in the use of the Somerville Public School's network, students are indicating their consent to such monitoring and access. Students should [delete: not assume] understand that the uses of the Somerville Public Schools Internet access will NOT be maintained as confidential or private.

Personal Safety

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate purposes. Somerville Public Schools cannot screen the Internet for such inappropriate uses. As stated above, students are prohibited from supplying personal information and should refrain from arranging for any kind of meetings via the Internet. Students should promptly inform a teacher or school administrator of any on-line communication that the student feels is threatening, harassing or otherwise inappropriate. Students who encounter any material that may constitute a threat against the safety of another student, staff member or the property of the Somerville Public Schools also must promptly inform a teacher or school administrator of such discovery.

System Security and Resource Limits

In addition to the rules set forth above, students are expected to follow any procedures and guidelines that are issued by the school district to ensure the security of the Somerville Public Schools' computer system and to respect its resource limits. These include, but are not limited to, the following downloading guidelines and virus protection procedures. No students should bring a disk from home and utilize it in a school computer without permission from the Technology Staff. Software installation of any kind, with the exception of those performed by the Technology Staff, on school computers is strictly prohibited. Students are not allowed to use the school district's computer resources to create their own web page, unless it is in conjunction with a class assignment.

Changes in Policy

Somerville Public Schools reserves the right to change and amend this policy at any time.

Disclaimer of Liability

The Somerville Public Schools disclaims all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of the student's Internet use, and for any other consequences of a student's Internet use, including but not limited to any financial obligations arising out of the unauthorized use of the system for the purchase of products or services, and any unauthorized charges or fees, such as telephone charges, long distance charges, per minute surcharges and/or equipment or line costs. The Somerville

Public Schools reserves the right to seek restitution from any user for costs incurred by the school district, including legal fees, due to such user's inappropriate use of the school district's electronic resources.

Approved by the Somerville School Committee: June 3, 2002

Revised: November 27, 2007

Approved by the Somerville School Committee: December 17, 2007

Acceptable Use of Personal Electronic Devices (Use of cameras/video/audio/recording devices)

No individual may use any type of camera, video, audio or computer recording device in any manner that interferes with or is disruptive of the educational process, invades the privacy of any individual, or violates the academic integrity of any school activity.

Students may not possess or use any cameras or video or audio equipment on school property or at a school-sponsored event, except under the following conditions:

- A student may possess and use the camera or video or audio equipment at the direction of and with direct supervision by a classroom teacher as part of classroom activities.
- A student may possess and use a camera or video or audio equipment if that student receives prior written permission from the school principal for a specific purpose. At no time will permission be granted for socializing or other non-essential purposes, or if the use will violate another individual's privacy.
- A student may possess and use a camera or video or audio equipment while attending and not participating in an event held on school grounds after school hours and open to the general public, as long as the possession and use are neither disruptive or in any way unlawful. This privilege may be revoked on a case-by-case basis at any time for any reason by the principal or school administrator, or by their designee.

Cell phones with camera and/or video functions must not be used to take or transmit any image or video at any time, even if the use of the cell phone is otherwise permitted.

For the privacy and safety of all, the use or appearance of use (showing the device in such a way that could lead an individual to believe they are being photographed or recorded) of any electronic device is not permitted in any locker room or bathroom in the SPS or in any locker room or bathroom at any school sponsored event.

Photographing or recording is prohibited in the SPS unless authorized for educational or school purposes.

File: ECAF

SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and

emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee. The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy. SOURCE: MASC Adopted: August 2015

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

Purpose

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. The Somerville Public Schools (SPS) shall ensure that every effort is made to comply with this legislation.

Definition

SPS is in compliance with the Massachusetts Department of Education (MADOE) which has adopted Section 725 (2) of Act regarding the definition of homeless children and youth:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement (temporary, transitional or emergency placements);
- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- unaccompanied youth – a youth not in the physical custody of a parent or guardian.

Liaisons

The McKinney-Vento Act requires the every school district to designate a staff person to serve as the Homeless Education Liaison whose role is to assist homeless students enroll in school, remove all barriers to enrollment, ensure that homeless students receive the educational services for which they are eligible and have access to all school activities and events. This liaison may have other duties within the school district. The liaison for the Somerville Public Schools is the Enrollment Center Coordinator. They may be reached at 617-625-6600 x 6960. The office is located at 42 Prescott Street, Somerville, Massachusetts.

Enrollment

The Somerville Public Schools will immediately enroll (students attend class) homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records, proof of residency, discipline records, or birth certificate. Furthermore:

- homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
- The Homeless Education Liaison will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

A. Transportation

The Somerville Public Schools shall ensure that transportation is provided according to state guidelines, at the request of the parent, guardian or unaccompanied youth, to and from the school or origin:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation according to the established school committee policy;
- if the homeless student moves to an area served by another district, though continuing their education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- if the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Access to Comparable Services

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; tutoring; MCAS remediation; homework assistance; referral to counseling; medical services; school supplies; and school nutrition programs. Homeless students will be enrolled immediately in the free breakfast and lunch program.

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of a homeless shelter where the students reside as the determination of eligibility for free lunch.

Access to Preschool

An important goal of McKinney-Vento is to offer homeless preschoolers the same opportunity to enroll, and attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness. The Somerville District Homeless Education Liaison and early care and education providers, including child development and preschool program personnel child care resource and referral agencies and other service providers, must coordinate and collaborate to review and revise practices, or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

Dispute Resolution

If a dispute arises over school selection (school of origin or school in which homeless child is residing) or enrollment, the Somerville Public Schools will immediately enroll the homeless student – pending resolution of the dispute – and must provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The SPS shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. Disputes which cannot be resolved within the district will be sent to the Massachusetts Department of Education, and the final decision in such a situation resides with Massachusetts Commissioner of Education

Unaccompanied youth in state care or custody

Unaccompanied youth are youth who are homeless; not in the physical custody of a parent/guardian; and not in the custody of a state agency. This definition includes youth living on the street, in inadequate housing, denied housing by their families, those who have left home voluntarily, even when their parent/s want them to return home, and youth doubled up with friends or relatives. Also, in collaboration with the Department of Social Services, MADOE has determined that children and youth in state care or custody who have been placed out of their homes into temporary, transitional, or emergency living placements are awaiting foster care placement and are therefore homeless. For example, Stabilization, Assessment and Rapid Reintegration/Reunification (STARR) Programs are short-term DCF placements that have replaced the temporary, transitional, or emergency housing previously provided by “bridge” homes, diagnostic assessment centers, and shelters, and as a result, placement in STARR Programs, both latency and adolescent, are considered temporary, transitional, or emergency homeless housing under the McKinney-Vento Homeless Assistance Act.

Unaccompanied youth or students in state care or custody who are awaiting foster care are entitled to the same educational rights and services; including transportation, under McKinney-Vento as any homeless child or youth in the care of their parent(s)/ guardian(s).

Amended: October 5, 2009

HOME SCHOOLING POLICY

These procedures are intended to provide home schooling parents of high school age students with important information, and specific procedures in the event that a decision is made to enroll the student at Somerville High School (SHS).

I. General Procedure for Homeschooling High School Age Students

A. Parent Responsibilities (For students under 16 years of age)

1. Parents are required by state law to have a homeschool plan approved annually by the School District for any child who is under 16 years of age. Plans are submitted to and approved by the Assistant Superintendent for Curriculum prior to the start of the home schooling program. Program requirements are available through the Assistant Superintendent's office.
2. Parents are responsible for maintaining all pertinent records concerning homeschooling. Parents should provide documentation of the student's completion and achievement results, consistent with the approved plan, to the Assistant Superintendent for Curriculum no later than June 30 of each school year.

B. District Responsibilities (For students under 16 years of age)

The Assistant Superintendent for Curriculum will approve the educational plan for all home schooled students. Counseling Department, will annually review the student's progress and achievement in accordance with the approved plan.

C. Parent Requirement (for students 16 years of age and older)

1. Parents may, but are not required, to submit a plan to the Assistant Superintendent for Curriculum for approval once a student has reached 16 years of age.

II. General Procedures for enrolling a Homeschooled student at Somerville High School

A. High School diploma

Should a home-schooled student seek to enroll at SHS for purposes of earning a Somerville High School diploma, please contact SHS School Counseling Office for registration information.

B. Grade/Credit

1. An approved and assessed home schooling plan that includes a curriculum of studies must be on file for every school year regardless of the student's age.
2. As part of the enrolling process, high school credits will be awarded commensurate with all other SHS courses. Grading completed as a home school student may reflect a pass/fail credit option.

For letter grades, SHS will use these criteria: If the course is from a local community college or comparable institution, all 101 courses will be given standard level weighting. All upper level college courses will be given Honors weighting. Generally any other course work will be given standard level weighting. Honors weighting may be given if there is substantiation that the curriculum matches or is consistent with the SHS Honors curriculum.

SHS Graduation Requirements according to the following:

1. Successful completion of 105 credits, at least 20 earned in senior year.
2. Enrollment in high school for four years beyond the 8th grade
3. English 1,2,3 and 4 (or appropriate ML courses)
4. Social Studies, including one course in U.S. History, 15 credits
5. Physical Education, 5 credits
6. Health, 5 credits
7. Mathematics 20 credits
8. Science, 15 credits
9. Fine Arts or Performing Arts (Music, Visual Arts, Theatre, or Media Art), 5 credits
10. World Language, 10 credits

Awarding of SHS credits is at the discretion of the SHS Principal with the above procedures as a guideline.

1. Assessment may involve the following options: home school network courses, portfolios, curriculum-aligned tests, standardized tests, other tests, and summer school courses. SHS may require that an assessment, consistent with local course expectations, be taken for credit determination.
2. Upon enrolling in high school, home schooled students will be placed at a grade level depending upon the SHS credits awarded. A typical full year course earns 5 credits.
SHS uses the following credit distribution:

25 total credits must have been earned to gain sophomore status
50 total credits must have been earned to gain junior status
70 total credits must have been earned to gain senior status
105 total credits are required for graduation

3. Class rank will be considered after a full year of grades earned at SHS.
4. **All students must pass the Massachusetts Comprehensive Assessment System (MCAS) in order to be eligible to receive a high school diploma from Somerville High School.**

BULLYING IN SCHOOLS – POLICY #JICFB

www.somerville.k12.ma.us/no_bullying

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting. The Somerville Public Schools will endeavor to maintain a learning and working environment free of bullying. The Somerville School Committee and all of the Somerville Public Schools shall not tolerate bullying.

Definition:

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to an, educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

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

Plan:

The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

The school district shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based. The school district shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however,

that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

The school district plan shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying. The plan also requires that the school principal or designee notify the parents or guardians of a victim about DESE problem resolution system, and the process for seeking assistance or filing a claim under the problem resolution system. The principal is required to provide that information when they notify the parent or guardian about the bullying incident.

The school district shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

The school district shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook. The plan shall be posted on the website of each school district.

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at their school. A member of a school staff, including, but not limited to, an educator, administrator, school nurse, administrative assistant, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school

principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

If an incident of bullying or retaliation involves students from more than one school district, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, the school district or school informed of the bullying or retaliation shall contact law enforcement.

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. The anti-bullying plan is required to recognize that certain students may be more vulnerable to become a target of bullying or harassment on actual perceived "differentiating characteristics" that may make certain students more vulnerable to bullying including: race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who is perceived to have 1 or more of these characteristics.

HARASSMENT POLICIES

Student-To-Student Harassment

Harassment of students by other students will not be tolerated in the Somerville Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

Harassment means conduct of a verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy. SOURCE: MASC

LEGAL REF.: M.G.L. 151B:3A Title VII, Section 703, Civil Rights Act of 1964 as amended BESE 603 CMR 26:00

REFS.: *"Words that Hurt,"* American School Board Journal, September 1999
National Education Policy Network, NSBA, Revised: October 15, 2012

Sexual Harassment

All persons associated with the Somerville Public Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

The Somerville Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees, by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Somerville Public Schools and its commitment to equal opportunity in education and employment.

The Somerville Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance or that creates an intimidating, hostile, or offensive work or school environment.

Because the Somerville School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- B. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational
- D. Performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer:

Mariana MacDonald

Human Resources and Diversity Administrator

Somerville Public Schools

8 Bonair Street

Somerville, MA 02145

617-625-6600 x6017

The committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

Complaint Procedure:

1. Any member of the school community who believes that they have been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 1. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 2. The grievance officer will then attempt to meet with the charged party in order to obtain their response to the complaint.
 3. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
 4. On the basis of the grievance officer's perception of the situation they may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

SOURCE: MASC

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission

Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)

Board of Education 603 CMR 26:00

Adopted by School Committee December 1, 2008

Level 1

Sexual harassment which includes any unwanted verbal or written sexual comments or randomly observed incidents involving complaints of unwanted actions which cause discomfort, but which do not involve fear.

1. All incidents should be reported to the Asst. Principal for review and intervention. A plan of action will be formulated after the Asst. Principal meets with the reporting student.
2. A meeting and/or mediation between the aggressor and the reporting student can be part of the resolution only if the reporting student desires the meeting and feels safe.
3. If students are in a dating relationship they may be referred to the Adjustment Counselor who will investigate further resources.

Level 2

Sexual harassment or dating violence complaints which include a pattern of harassment, stalking, physical or emotional intimidation, non-homicidal threats (see Level 3), and fear for safety on the part of the reporting student. The goal of Level 2 is to assess how best to approach each student with the hope of deescalating violence and with an outcome of helping the aggressor deal with and change behavior.

1. Complaints are reported to a Asst. Principal who files an incident report and informs the Principal.
2. At this level there is a need to establish the physical safety of the victim. The Principal will determine at what point to notify parents/guardians or to make a referral to the police.
3. The incident may be referred to the weekly Guidance meeting if this ensures immediate follow-up, otherwise a plan of intervention will be formulated by the Asst. Principal, Principal, student, student's family/guardian and essential staff members which ensures the student's safety.
4. Confidentiality is required. Mediation or uniting the victim and the aggressor should be avoided if possible.
5. The Principal and Asst. Principal will make the final decision regarding discipline and assist the student and family/guardian with other interventions as needed.

Level 3

Sexual harassment or dating violence involving physical harm which rises to the level of criminal assault, threats of homicide or suicide (particularly by a known violent person), violation of an existing restraining order, or an act of sexual assault or rape. The goal of Level 3 is to intervene immediately in a violent situation, interrupt serious threats of harm to self or others, involve police in appropriate situations and to assist students with further services (medical/psychological).

1. Complaints are reported to a Asst. Principal who discusses the situation with the Principal. At this level there is a need to ensure the physical safety of the victim.
2. The Principal contacts the police and the student's parents/guardians. A court advocate may be notified if necessary.
3. Students may be referred to the weekly Guidance meeting if the Principal deems necessary.

Parents and students should be aware of their rights.

If they have any concerns, they may refer complaints or grievances regarding compliance to the Title IX or Chapter 622 coordinator, the Office of the Superintendent of Schools, 8 Bonair Street, Somerville, MA 02145 (617-625-6600 extension 6000).

Title IX of the 1972 Education Amendment prohibits sex discrimination in the programs, policies and practices of education. Chapter 622 of the General Laws Acts of 1971 states that "no person shall be excluded from or discriminated against in admission to a public school of any city or town, or in obtaining the advantages, privileges and courses of study for such public school on account of race, color, sex, sexual orientation, religion or national origin."

NON-DISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business, including scholarships, prizes, and awards. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

The Scholarship Committee is an affirmative action/equal opportunity committee and does not discriminate against any applicant because of race, color, religion, sex, national origin, age, marital status, veteran status, disability, sexual orientation, gender identity, age, ancestry, athletic performance, special-need, proficiency in the English language or a foreign language or prior academic achievement or any other legally protected group.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L.

76:5; Amended 2011
M.G.L.76:16

BESE regulations 603CMR 26.00 Amended 2012
BESE regulations 603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination GBA, Equal
Employment Opportunity JB, Equal Educational Opportunities.
Revised: October 15, 2012

CORI's for Volunteers who are under 18 years

CORI's should be submitted for all employees and volunteers regardless of age. Although it is true that individuals who are under 18 who have committed a criminal offense may have a sealed record, the (remote) possibility exists that a youth who committed a criminal offense may have been treated as an adult. Under those circumstances the record will not be sealed and we will receive information relative to the criminal offense.

In addition, all individuals who are under the age of 18 must submit two letters of character reference on professional letterhead from a teacher, counselor, principal, employment supervisor, church pastor or other individual who is qualified to comment on the character and work ethic of the applicant.

Note that applicants should be told that the letter of reference should (1) comment on their moral character and work ethic, and (2) comment on why the individual who is submitting the reference is qualified to submit the character reference on behalf of the individual.

As individuals reach the age of 18 Somerville Public Schools will submit another CORI request to the Criminal History Systems Board

SCHOOL COUNSELING DEPARTMENT /STUDENT SUPPORT SERVICES

School Counseling Director

Traci Small

SHS Registrar

Simone Braga

School Counseling Administrative Assistant

Julie Phylis

School Counselors

Justin LaBerge	Beacon Community
Meghan Sousa	Beacon Community
Anne Herzberg Eden	Elm Community
Jeremy Rischall	Highland Community
Kelly Albrecht	Highland Community
Natalia Ruiz Toro	Broadway Community
Catherine Maguire	Broadway Community

Redirect Program

Elizabeth Mullins

Adjustment Counselor/Bridge Program

Anne Irwin

Multilingual Adjustment Counselor

Nancy Macias-Smith

College and Career Readiness Director

Melanie Kessler

College and Career Counselor/Advisors

Melanie Banks (Counselor)

DeWayne Green (Advisor)

Gabrielle Reyes Jusino (Advisor)

School Counseling Department

What is counseling?

It is a professional relationship which empowers diverse individuals, families, and groups to accomplish mental health, wellness, education and career goals.

-American Counseling Association

Mission:

To facilitate the academic, personal/social and career development of all students through a School Counseling program that is comprehensive, preventative and developmentally appropriate. **Comprehensive:** A comprehensive program specifically identifies what students should know and understand in order to enhance their academic, personal/social and career competencies. **Preventative:** School counseling programming seeks to identify predictable challenges and prepare students with the knowledge and skills necessary to navigate these challenges when they arise. **Developmental:** School counseling programming is designed and implemented with full awareness of the developmental needs of adolescence.

Core values:

Strengths-Based

Comprehensive

Developmental

Preventative

Proactive

Services:

Personal, Social, Emotional Support

Academic advising

Postsecondary Planning

Career Exploration

Coordination of Services

College Application Support

Referrals to Community/School Resources

Collaboration and Consultation

Crisis Intervention

Enrichment Opportunities

Awards and Scholarships

Advisory

9th, 10th, 11th, 12th Grade Individual Meetings

Small and Large Group Meetings

Redirect

Adjustment Counseling

Confidentiality:

A counseling relationship involves the development of trust and confidentiality, which must not be breached by the counselor except where there is bullying or a clear and present danger to the individual receiving counseling, or to other persons. The counselor may share information gained during the counseling process in essential consultation with other appropriate persons specifically concerned with the individual. Confidential information may be released only with the consent of the individual being counseled, except when required by law or when a clear and present danger exists.

SPECIAL EDUCATION SERVICES

The Somerville Public Schools, in accordance with state (603 CMR Section 28) and federal (Individuals with Disabilities Education Act 97) law, provides a variety of instructional programs and support services designed to meet the needs of students with disabilities. Any high school student up to age 22 is entitled to an evaluation to determine if they have a disability that interferes with the student's ability to make progress in the general curriculum. Students may be referred for evaluation by any professional staff, parent/ guardian or student if 18 years of age or older. Letters requesting evaluation should be addressed to:

**Special Education Department
8 Bonair Street
Somerville, MA 02145**

SPED eligibility for services often results from the evaluation and the finding of a disability. These services are determined through a Team Meeting that includes parents, the student, administrators, evaluators, school counselors, teachers and other support staff. An Individualized Education Program (IEP) is developed at the meeting that outlines the scope and effect the disability has on learning, and the type and amount of service required by the student to make progress in the general curriculum. Among the support services provided to students through the IEP are academic instruction and support, counseling, vocational and related services such as speech/language therapy, occupational therapy, etc.

Tutoring Program

Students may receive extra help through the tutoring program. Tutoring sessions are held at Somerville High School every Tuesday and Thursday evening from 6:30–8:00 p.m. throughout the school year with the exception of vacations, holidays and snow days. Students must register with the coordinator before tutoring sessions. Information is available in the School Counseling Office.

Drug and Alcohol Counseling

The School Department can provide drug and alcohol counseling services at Somerville High School. Counselors will be available upon request. Referrals should be made to the Supervisor of the School Counseling Department.

ALTERNATIVE EDUCATION AND OTHER RESOURCES

COPE

The C.O.P.E. program, which stands for Comprehensive Parenting Education, is available to pregnant and parenting students. The program provides case management and referrals to various agencies and supports within the school and community. These supports include homebound tutoring, mental health and counseling, pre-natal health care, health insurance, daycare and home visiting programs. C.O.P.E. also provides regular workshops on parenting

issues. Students are encouraged to complete their High School Diploma or seek the options of the Adult Diploma Program (ADP) or High School Equivalency (HiSet/GED). A case manager works in the school daily. File: JIE

Pregnant Students

School-age mothers, unless they receive adequate assistance, might drop out of school without acquiring the necessary education or without marketable skills.

Pregnant students will be permitted to continue in school. The student and their physician, in cooperation with the school staff, will develop an appropriate educational plan if it is agreed that the student should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided

Adoption date: January 1996, Revised: March 2009

Mediation

The Somerville Mediation Program provides mediation, conflict resolution, and crisis intervention services to the high school. The program promotes racial understanding, cooperation and diversity through group work and activities. Mediation is a voluntary process, and under adult supervision, trained peer mediators work with students who are involved in conflicts and assist them in communicating and understanding one another, and come to a mutually satisfactory agreement. Mediators do not judge who is right or wrong, or decide upon the solutions. We mediate in such situations as harassment, threats, fights, racially motivated incidents, and disagreements between boyfriend and girlfriend and student teacher disputes. Confidentiality is an integral part of the program.

Each year we recruit and train 20 new students through a 24-hour program that takes place during the school day as well as after school hours. The student mediators that are chosen are a reflection of the school community in terms of gender, race, cultural background and academic abilities. Students who have completed the training then serve as mediators in the program.

Students who think they may benefit from mediation or who are interested in becoming mediators should contact the Mediation Program (Room 228,) any teacher, counselor or administrator.

Library Media Services

The primary goal of the Library Media Department is to help develop information-literate students. Such students are able to locate information in a variety of formats (including text-based, audiovisual, computer formatted and web-based). Information literacy is best taught through the integration of library media use skills into subject specific activities, including research papers, projects, computer generated presentations, etc.. Using methods including the Big Six steps of research, library media specialists work cooperatively with staff and students, to develop activities that reinforce and expand classroom learning.

Health Room

The health services are provided by the school and also through the Cambridge Health Alliance's health clinic. School health services are provided from 8:00a.m.-2:30p.m., Monday through Friday.

The high school health services are staffed by two full time Registered Nurses. Services include: Evaluation of illness/ accidents occurring during the school day, the management of students with chronic illnesses, administration of prescription and non-prescription medications according to protocols and physicians' orders and health counseling on a variety of issues. They are also responsible for maintaining school Health records according to state regulations.

The School Nurses can also help facilitate referrals to physicians and provide information about health insurance for those students requiring these services. School Nurses are available by phone to parents/guardians during school hours to discuss any questions or concerns about student's health.

Administering Prescription Medicines to Students

Prescription medication may not be administered to students during regular school hours unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. Medication may be distributed to a student consistent with the

individual student health care plan. No one but the school nurse, and those others listed in the medication administration plan acting within the above restriction, may give any medication to any student.

The School District shall, through the District Nurse Leader, register with

the Department of Public Health and train and test personnel in the use of Epi-pens (epinephrine).

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

Students with asthma or other respiratory diseases may possess and administer prescription inhalers.

Students with cystic fibrosis may possess and administer prescription enzyme supplements.

Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.

Students with physician diagnosed life threatening allergies may possess and administer Epi-pens, if provided for in the student's medication administration plan.

Teen Connection

Teen Connection is right here for you! Getting to see your doctor can be difficult sometimes, particularly because of your busy schedules. But it doesn't mean that healthcare isn't important.

That's why Somerville High School has a school-based health center right on the premises. The Health Center is not the same as the school nurse's office. It is a full-service health facility operated by the Cambridge Health Alliance that accepts most forms of health insurance. For more than ten years, it's been serving all the students, even those who lack health insurance.

Regular staff includes Doctors, Nurse Practitioners, Social and Case Workers, Nutritionist, and Family Planner.

Here at the Teen Connection, you can get your annual checkup taken care of, including school and sports exams.

Illnesses and injuries can be taken care of during school hours if necessary, no need for you to make an extra trip to the doctor. We also provide asthma nebulizer treatments, immunizations, various tests, and screenings. Social

work/mental health counseling, weight control, skin care, and smoking cessation are all done in the Teen

Connection by the very student-oriented, friendly and experienced specialists. If you need to apply for insurance, we will help you complete the Mass Health and/or free care applications.

We encourage you to please feel free to call or stop by for further information. Our phone number is 617-666-9297.

Free and Reduced Lunches

The Somerville Public Schools participate in the Federal School Lunch Program, which provides lunch (and breakfast) for free or at a reduced price for children of families who qualify.

Application forms are distributed after school in the cafeteria during the first week of school, and are available throughout the year from the Food Service Department. A new application is required every year.

Alternative Education Programs

In an effort to provide educational opportunities for all students, the Somerville Public Schools offer alternative educational programs designed to meet the diverse needs of students. These programs are Homebound, Next Wave, Full Circle, and SCALE. Detailed descriptions of these programs can be obtained by calling or writing to the individual program, c/o the Somerville Public Schools.

Homebound

Homebound is a program for students unable to attend school for an extended period of time due to illness, pregnancy, or other serious reason. Tutoring is provided at home for a maximum of three courses (15 credits) toward a diploma. Contact your school counselor for further information.

Next Wave

Next Wave Alternative Junior High School (grades 6-9), located at the Edgerly Education Center, 8 Bonair St., is an alternative/ 766 moderate special needs program designed to meet the special academic, social, emotional, and behavioral needs of troubled adolescents ages 12-16. Students who are referred have repeatedly experienced difficulty and failure in traditional mainstream educational settings. Highlights of the program include small, highly

structured classes, on-going individual counseling, and parental involvement. Upon completion of the program, students generally attend S.H.S. or Full Circle.

Full Circle

Full Circle Alternative High School, located at the Edgerly Education Center, 11 Otis St., offers a complete high school curriculum in major subjects for students who experience difficulty learning in a traditional high school setting. Small classes allow students to work at their own pace and to focus on individual needs. Counseling on a regular basis enables students to gain a better understanding of their personal conflicts and frustrations. A high school diploma is awarded upon completion of all credit and course requirements.

SCALE

SCALE (Somerville Center for Adult Learning Experiences), located at 167 Holland St., provides adult education programs for Somerville residents who are 16 years of age or older. S.H.S. students who are unable to complete the requirements for their high school diploma are encouraged to explore the two alternative programs to complete their educational goals within the Somerville School System.

The High School Equivalency (HiSet/GED) is awarded by the Massachusetts Department of Education upon the successful completion of five multiple choice tests in Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. Students are eligible for the HiSet/GED test if they are 16 years of age or older, have withdrawn from S.H.S. and pay a \$103 test fee directly to the Educational Test Service. Students under 18 must present an official letter of withdrawal from SHS.

The Adult Diploma Program (ADP) leads to an alternative adult diploma that is awarded by the Somerville School Committee. Students obtain the ADP upon successful completion of 5 tasks that require 64 competency skills equivalent to those expected of a high school graduate.

To be eligible for the ADP a student must be at least 17 years of age, pass MCAS ELA, Math and Science, and be referred by one of the Somerville Public School Programs. The ADP is an excellent option for those students who have been unable to complete their regular Somerville High School program.

SCALE is open year round from 8:30 a.m. to 9:00 p.m. and can be reached by calling either (617) 625-6600, ex.6900 or (617)629-5500. SCALE encourages S.H.S. students to discuss these diploma options with their School Counselors.

STUDENTS ACTIVITIES AT SOMERVILLE HIGH SCHOOL [\(LIVE LINK COMING SOON\)](#)

Following is a list of student activities. Some activities are purely extracurricular, such as the athletic teams, others are associated with courses for credit. The student newspaper, for example, is associated with the journalism course. Students should consult the Program of Studies booklet for descriptions of these courses. It should be noted, however, that participation in an activity associated with a course for credit does not in every case require enrollment in that course. Interested students should see the activity advisor. To participate in an activity, a student must have passed at least 20 credits of academic work in the previous quarter; for activities during the first quarter, a student must have passed at least 20 credits of academic work in the previous academic year. Students are encouraged to discover and develop their talents through participation in school activities. Activities add a unique social dimension to the high school experience. Experience in teamwork, competition, and leadership is gained, and lasting friendships are formed. A positive social climate is nurtured within groups of similar interests. Achievement in these activities has brought personal satisfaction and public recognition to the many teams and clubs of which S.H.S. can be justly proud.

Athletics

Students may participate in a wide variety of sports at the interscholastic level. Thirty-six levels of teams represent Somerville High School in the Greater Boston League (GBL) providing year round opportunities for competition.

Fall

Cross Country – Boys & Girls

Football – Boys & Girls
Golf – Co-ed
Soccer – Boys & Girls
Volleyball – Girls

Winter

Competitive Cheerleading – Co-ed
Basketball – Boys & Girls
Ice Hockey – Boys & Girls
I/D Track & Field – Boys & Girls
Swimming – Co-ed

Spring

Ultimate Frisbee – Boys & Girls
Baseball – Boys
Crew – Boys & Girls
O/D Track & Field – Boys & Girls
Softball–Girls
Tennis – Boys & Girls
Volleyball – Boys
Lacrosse – Boys & Girls

Requirements for Participation

A yearly sports physical.

Parental permission slip.

At least 20 credits of work must have been passed the previous quarter. For fall sports, at least 20 Carnegie credits of academic work must have been passed for the previous year. Students involved in athletics must be prepared to practice and play throughout the entire season, including holidays and vacation weeks

Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, Somerville School Committee policies, and administrative procedures. Each building principal shall develop general guidelines for the establishment and operation of student organizations within the particular school.

Among other provisions, such guidelines shall require the approval of the principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the board.

All student organizations shall be required to open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy (see also Policy JICF).

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student. The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

Student Organizations - High Schools

In addition to the above requirements, all clubs or organizations at the high school level will support some aspect of the High School's mission that all students become effective readers, writers, thinkers, and users of technology. The High School will encourage membership in its various clubs and activities in support of volunteerism, civic

responsibility, tolerance, and healthful choices. These groups will model ethical behavior and help students in the daily activities of school and social interaction. The Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in a particular school; the Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the District Administrator for Student Services for review of the principal's decision.

Academic Decathlon

The Academic Decathlon team combines learning and fun! The team competes in three tournaments each year in ten academic categories: Literature, Art, Music, Economics, Math, Science, Social Science, Essay, Speech, and Interview. The theme changes each year. Students prepare over the summer, teach each other the material during the year, and go on field trips. Students of all academic backgrounds are encouraged to join! See www.usad.org for more information.

Astronomy Club

In the Astronomy Club students learn the positions of the stars, moon, and planets and monitor celestial events taking place throughout the year. Astronomy Club members know "what's up."

Band/Jazz Ensemble

The SHS Band provides a wide range of opportunity for students who play musical instruments. Students play different kinds of music, and frequently get the chance to perform. Past festivals and concerts at the regional and state level, provide educationally exciting opportunities for students to develop their talent. Students also have the opportunity to perform at school functions, football games, and concerts. Beginning drum players are welcome. The Jazz ensemble is open to all students interested in playing different styles of jazz (Latin, fusion, rock, salsa, and funk), while collaborating with other schools in our region. Evening rehearsals prepare students for school concerts and jazz festivals around Massachusetts.

Best Buddies

Our SHS chapter is a member of Best Buddies International. The Best Buddies Chapter at SHS pairs students with intellectual and developmental disabilities in one-to-one friendships with high school students. Best Buddies also offers students a unique opportunity to develop leadership skills. With the support of school faculty and Best Buddies staff, students lead and direct the Best Buddies Chapter at SHS. Activities include apple-picking, baking, holiday celebrations, museum visits, Friendship Field Day, a Celtics game, a dinner banquet, and more!

Biotech Club

Join the Biotech Club to learn about the scientific and nonscientific careers in Biotechnology. Learn about the exciting world of drug discovery, drug development and DNA / protein technology. Get involved in cloning by making bacteria fluorescent green and create the opportunity to carry out your science fair project in a Biotech lab with a research scientist acting as your mentor.

Brazilian/Portuguese Club

This is a club that welcomes all students who are interested in the cultures of Portugal and Brazil. In our meetings, we have dance lessons, cultural events, and foods from these two countries. We also discuss issues affecting both the Portuguese and Brazilian communities in Somerville, and plan school activities where we can expose aspects of the Portuguese and Brazilian cultures to all SHS students.

Chamber Singers

The SHS Chamber Singers is a small group (10-16 singers) dedicated to performing challenging choral music. Membership is open to all SHS students who are motivated to perform choral music at a high standard. Rehearsals are from 2:45 to 3:45 every week beginning in September and continuing throughout the school year. The Chamber Singers perform with the SHS Chorus and at other performance opportunities relevant to the interests and availability of the member singers.

Cheerleading

Interested students may try out for the varsity or junior varsity cheering squads that perform at football and basketball games and at cheering competitions. Students may also try out for varsity and junior varsity hockey cheerleading.

Class Officers

Each class elects four officers to lead fundraising efforts, plan class events and dances, and manage general class duties. Non-elected members, the advisory, help the officers with these tasks. The number and magnitude of the responsibilities of the class officers and the advisory increase each year. Meetings for the class officers and class advisory vary throughout the year.

Color Guard

The SHS Color Guard is a group of students that prepare movement utilizing flags and dance. They perform with the SHS Band at football games, Homecoming, and parades. The season lasts from September through November, and then picks up again from March until May. No past experience is required to join!

Computer Club

The Computer Club fosters knowledge, curiosity, and an appreciation of computer software and hardware. Meetings and topics are geared towards the interest of current members, and have included a tour of the insides of a computer, building of a computer, workshops in HTML, software tutorials and perusal, the computer-dating project and digital photography. Activities are run by and for students, providing them with information and a chance to gain confidence by teaching others.

DECA

DECA (Distributive Education Clubs of America) provides students in Marketing Education with an opportunity to develop skills in marketing and retailing through participation in competitions with students from DECA Chapters in high schools throughout the state and nationwide.

Dance Club

The SHS Dance Club is a group of students who share a common passion for dance. Dance styles range throughout the year and can include jazz, hip-hop, lyrical, ballet, African, or many others! Performances vary throughout the year. Past performances have included “Evening of the Arts” winter and spring concerts, basketball games, and the school Multicultural Fair. The Dance Club meets once a week from September until May. No prior dance experience is needed to join the club.

Drum Line

The Somerville High School Drum Line is a competitive, traditional drum line that performs at football games and school events. Members learn how to play all types of drums and percussion. We play a variety of styles ranging from Hip-Hop to Samba. You do not need to have any experience playing drums. We will teach you. This club is a great way to have some fun while playing music. Come and be a part of an exciting ensemble.

Early Release Programs

Students in early release programs (Business Co-op, Vocational Co-op) who are dismissed from school to go to work are expected to leave the school grounds promptly. Loitering near the school could be grounds for removing a student from their program. Students are not permitted to work on a day they have been absent from school.

French Club

The French Club provides cultural enrichment for students interested in France and the French language. Activities include viewing French films, field trips, and seasonal parties.

Future Teachers Club

The Future Teachers Club is a place where those interested in a career in education can come to explore possibilities within the profession. Students will obtain a realistic look at this career choice and take part in activities such as shadowing a teacher, tutoring other students, and becoming familiar with state requirements for the profession. Sometimes called Future Educators of America, FTA/FEA encourages students from all backgrounds to consider the education field as a way to invest in tomorrow by leading the youth of today.

Gay/Straight Alliance

The SHS GSA is a group in the high school whose goals are to stop hatred, increase respect for diversity, and educate other students and the community about tolerance and acceptance. We try to open people's minds to the idea that everyone is equal. Our group supports everyone; so everyone is welcome to the Somerville High School Gay-Straight Alliance.

Haitian Club

The Haitian Club provides an opportunity for the Haitian students to meet regularly to share their ideas and celebrate their culture. This club is a driving force for the Haitian students to support one another and to facilitate their social adjustment in the school.

Low Tones

The Young Men's Vocal Ensemble ("*The Low Tones*") is open to any young men who like to sing or always wanted to sing but never got started. Reading music is a plus, but not necessary. We have some guys learning by ear and others learning to read for the very first time! The music the group sings ranges from street-corner doo-wop to jazz and traditional music. The group meets on most Wednesdays at 2:45pm for an hour.

Math Club

The Math Club provides an opportunity to solve challenging problems in a competitive atmosphere through its participation in the New England Math League and the Massachusetts Math League.

Musical

The SHS Music Department mounts a full-scale Broadway musical every year providing opportunities for student performers, musicians, technicians, publicists, costume builders, make-up artists, production team staffers, and students with other skills to participate in a live musical theater experience. Auditions are in the early fall, and the performances are usually in early February. For about five months, students are involved in singing, acting, and dance rehearsals, as well as in perfecting other aspects of a high quality production. The result is a highly satisfying experience that develops friendships and a sense of community that can last for a lifetime.

National Honor Society

Juniors who have achieved a grade point average (GPA) of 3.7 or above will be invited in writing to apply for membership in the National Honor Society. The National Honor Faculty Council will determine if, beyond scholastic achievement, these students have met the ideals of the official National Honor Society Constitution (used nationwide); these ideals include demonstrated scholarship, leadership, service, and character. Selected students must maintain and extend the qualities that earned them selection. Membership is thus both an honor and a commitment.

Members who fall below the standards that were the basis for their selection shall be promptly warned by the chapter advisers and given a reasonable amount of time to correct the deficiency. In the case of flagrant violation of school rules or the law, a member does not have to be warned and will be dismissed.

Newspaper

With the approval of the newspaper advisor, students may elect journalism during their sophomore, junior or senior year. Journalism students are responsible for publication of *The Piper*. Staff members develop skill in all facets of newspaper work from reporting and layout to editing and photography. Students who do not elect journalism are also welcome to join the newspaper staff as an extracurricular activity.

Performing Arts

In addition to the regular course offerings in music and drama (described in the Program of Studies booklet), there are other opportunities for S.H.S. students to participate in the performing arts, including:

1. The spring or fall musical, if offered, is open to all students by audition.
2. The Massachusetts Music Educators' Northeastern District Chorus, Orchestra, Band and Jazz Ensemble are open to singers and instrumentalists through audition. Students, upon acceptance, often may audition for
3. All-State honors.
4. The Massachusetts High School Boston Globe Drama Festival is open to all students through audition.

The SHS Drama Workshop presents full-length and one-act plays.

PTSA

Membership in the Parent, Teacher, Student Association is open to all students, parents, and teachers of the SHS community. Membership dues are minimal. The PTSA meets three times a year, on the same nights as parent/teacher conferences. Meetings are held at 6:30 p.m. in the auditorium. Various issues relating to high school education are addressed. The PTSA also has a generous scholarship program for SHS seniors. To be eligible for these scholarships, either the student or their parents must be members of the PTSA. Parents and students are encouraged to attend and participate in all of the PTSA activities.

School Improvement Council

The SHS Council is made up of the Principal, five teachers, six parents, two students, each elected by their own constituencies, and community representatives nominated and elected by the members of the Council. The Council assists in the identification of the educational needs of the students, in the review of the annual school budget and in the formulation of a school improvement plan subject to committee review. School Improvement Council will publish a calendar of meeting times at the beginning of the school year.

Science League

The Science League is a club that competes against about thirty North Shore schools, ranging from Cambridge to Maine. The League competes in six competitions per year, with each competition consisting of three events. The events include building events, surprise building events, lab events as well as paper and pen events. For more information please visit <http://northshorescienceleague.org>.

Spanish Club

The Spanish Club cultivates an interest in Hispanic language and culture. Spanish pen pals, videos, observance of Spanish holidays, and statewide competitions are scheduled.

Student Council

The Student Council is a service-oriented organization responsible for organizing and administering all student elections, raising money for charities, and serving as a sounding board for student ideas, complaints, and petitions. Membership is voluntary and open to all students. Officers are elected by members.

Student-Staff Book Club

The Student/Staff Book Club meets four times a year in the library to discuss books that are not part of the curriculum. Students and staff members are involved in the selection process which is based on recommendations and reviews. The selected books usually have a teen-age protagonist, are well-written and of interest to young adults and adults. Multiple copies of the book are available at the SHS library. Book discussions are student run. Everyone is welcome.

TADA: Teens Against Dating Abuse

TADA is an after school group that meets weekly and is open to the entire High School Community. It is an educational and support group that works on issues around dating violence, emotional and psychological abuse, and sexual harassment. Promoting healthy relationships is seen as the standard. The group works to achieve these goals by providing peer counseling to the school community and organizing educational seminars and workshops. For more information please contact the nurse's office.

Teen Health Advisory

The Teen Health Advisory is an after school program for students of all grades, who are interested in health issues, activism, and fun! Weekly meetings include topics such as dating violence, pregnancy prevention, HIV, relationships, communication, etc. and how to increase awareness around those issues. Activities include presentations, field trips, and information tables. The THA is also an advisory board to the Teen Connection, and provides great experience for someone interested in going into a career in health.

Ultimate Frisbee Club

The Somerville High School Ultimate Frisbee club plays the great sport of Ultimate Frisbee in the fall and in the spring. In the spring, the team also plays games against teams from other schools and attends weekend tournaments. The team is co-ed, and all students are welcome!

YEARBOOK

The Yearbook Staff is responsible for creating the Somerville High School Yearbook every year. This includes graphic design of pages, fund raising, organization of photography, selling of Senior Clothing, as well as creation of a multimedia DVD that is shipped as a summer supplement. The Staff usually meets once a week and dates are set

based on the availability of members. Please see Ms. Konstantopoulos for more information.

VISITORS

All visitors to SHS must first report to the Main Office and sign in upon arrival. Students are discouraged from bringing visitors to school. No visitor will be admitted whose own school is in session that day, and no young children will be admitted. If a S.H.S. student wishes to bring a visitor to school, they must get written approval from all their teachers and from the Principal or Asst. Principal at least three days in advance of the visit. Students from other schools who are interested in enrolling in S.H.S. should contact the Enrollment Center (ex. 6961). S.H.S. has a regular program for 8th grade students who are considering attending S.H.S.

Children

Somerville High School students are not allowed to bring children to school.

BUS PASSES

To obtain a card: Students need to see Mrs. Allen, (after school) room 134C and show school id.

Stored Value Charlie Card (S-card): Students have the option to “Pay as you Go” discounted fares or add a monthly pass to the cards at Fare Vending Machines \$30 a month. (The S Card monthly student pass is not valid on any Commuter Rail routes including Zone 1A.) This card is good for 12 months.

Lost Card Policy: See Mrs. Allen, (after school) room 134C and she will report it to the MBTA and issue a replacement.

There will be no replacements after the 15th of the month. Student may only get one replacement pass per month. Fare Vending Machines are located at any subway station. Davis Station, Porter Square, Lechmere, etc.

PARKING

Students are discouraged from driving to school as there is limited parking on the adjacent streets. Students who do drive are asked to follow city-parking regulations and to show courtesy to our neighbors. Students are not to park in the three parking lots or the front concourse, which require a special permit.

ELEVATORS

The elevators are available only to students who have a medical condition which makes climbing stairs a problem. Students with such a condition may request a key from the Main Office. A deposit is required. This deposit will be returned when the elevator key is returned to the main office.

LOCKERS

Students are not to use their own personal locks on school lockers. Students are advised not to share their locker combination with others. Students should be aware that lockers are school property and may be searched by school officials if there is a “reasonable suspicion” of illegal activity, such as the possession of drugs, according to the guidelines established by the U.S. Supreme Court in T.L.O. v. New Jersey.

FIRE DRILLS

Fire drills are held regularly. At the sound of the alarm students should move quickly and quietly under the supervision of the staff. Students are to remain outside the building until directed by the staff to return to class. It is a serious offense to cause a false alarm; the minimum penalty, as noted in the Disciplinary Regulations, is a three-day suspension and referral to the police. If a student refuses to leave the building, they will be given a three-day suspension.

HEALTH EDUCATION

Parent Notification

Students are offered health information through Health Education 1 course and Health Education 2 course. Both courses are required for graduation. Topics discussed in these courses include the following: decision making, responsibility, substance abuse prevention, (alcohol, drugs, marijuana, tobacco), personal health issues, abstinence, reproduction, pregnancy, pregnancy prevention, sexually transmitted diseases, HIV/AIDS, sexual harassment, homophobia, suicide, personal safety, nutrition, and violence prevention. These units are designed to provide the students with information and decision making techniques. The units will also help the students develop responsible behavior as well as reinforce the values of home and family.

Abstinence education is stressed as the primary method of preventing pregnancy, AIDS, and other sexually transmitted diseases.

If you have questions regarding either course, please contact:

Sheila Freitas-Haley, The Family & Consumer Sciences/Health Department Head at 617-625-6600 ext 6176.

Under Massachusetts’s law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption from this portion of the curriculum, please contact the Principal in writing about the topic/s from which you want your child excluded.

TITLE IX CHAPTER 622

Encouraging and maintaining positive attitudes is an important part of the development of the whole learner. Certain basic, constitutional rights underlie all behavior in the schools throughout the City of Somerville. A student shall not be subject to ridicule, harassment, or demeaning treatment which would diminish their personal dignity or exclude the student from their peer group. Behavior which would put a stigma of inferiority on a student because of their native language or culture, or which would in any way demean a student’s racial, ethnic origins, or sexual orientation, represents a clear and unacceptable violation of the right to be treated with dignity and respect. Students who feel they are being discriminated against or harassed because of their race, color, sex, sexual orientation, religion, disability or national origin should report such incidents to their counselor, teacher, or the

Principal who will listen and respond in an appropriate manner. Federal law (Title IX of the 1972 Education Amendment) and state law (Chapter 622 of the General Laws, Acts of 1971) make it clear that all aspects of public school education must be fully open and available to females as well as males and to 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, sexual orientation, religion, disability or national origin of such child. Complaints or grievances regarding compliance with Title IX or Chapter 622 may be addressed to Human Resource and Diversity Administrator, Somerville Public Schools, 625-6600, ex.6017.



PHOTO / PUBLICITY / NAME USE RELEASE FORM

The Somerville Public Schools publishes a variety of information about our schools and their activities through various print and electronic mediums. Your child's name, work, or photograph may be published throughout the year in order to recognize achievement or to promote programs, activities, and projects taking place in our schools. ***If you DO NOT want your child's name or photograph to be published*** by the Somerville Public

Schools in association with their achievements and positive work, please check the “No” box and complete the form below, and return to your child’s Asst. Principal/Community within 30 days of your child starting classes.

☐ No, I do not give permission for the school department to photograph, videotape or audio tape and/or use my child’s name or image in any print or electronic media, or in any other school-related efforts.

Name of Student:

(Last Name)

(First Name)

School:

Grade:

Name of parent/guardian:

(Last name)

(First name)

Address:

Relationship to Student:

Signature of Parent/Legal Guardian:
(or student signature if 18 years of age or older)

Date:

ACKNOWLEDGEMENT OF STUDENT HANDBOOK

Dear STUDENT:

Please take the time to read the student Handbook, particularly the sections relating to the Disciplinary Regulations, the Drug/Alcohol Policy, Hazing, and Title IX/Chapter 622. Please be advised that, according to Massachusetts State Law, all students entering grade 9 must have a physical exam by their primary care provider before October 1st. Failure to comply will result in exclusion.

Sign below to confirm that you have read and understand the policies set forth in the Somerville High School Student Handbook, particularly the Disciplinary Regulations of Somerville High School, the Drug/Alcohol Policy of the Somerville Public Schools, the Empowered Digital Use section, the state law on hazing, and the rights guaranteed by Title IX/Chapter 622.

Every student will be presented a separate sheet acknowledging receipt of the Student Handbook. Every student will sign and date this sheet and a copy of the receipt will be kept on file with the respective Asst. Principal. Thank you for your cooperation.

Print student's name:

Student Signature:

Address:

Date: _____

Class of: _____

Community: _____

Please read this Handbook and become familiar with the policies