HIGGINS MIDDLE SCHOOL

Student and Parent/Legal Guardian Handbook

2021.2022
General Information & School Policies

School Committee

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Joseph Amico
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Policies are subject to change at the discretion of the Peabody School Committee

Approved by the Peabody School Committee on August 24, 2021

Higgins Middle School

85 Perkins Street, Peabody, Massachusetts 01960
Telephone: 978-536-4800

Dr. Josh Vadala
Superintendent of Schools

Todd L. Bucey, Ed.M.
Principal

Associate Principals:
Peter R. Ginolfi
Dennis W. Heenan
Michelle Fine
Deborah Gigante

Dear Students and Families:
If this is your first year as a member of the Higgins Middle School community – welcome!

Welcome back to those of you that have been with us before. This handbook is designed to inform all students and families of our policies and procedures. It contains valuable information about academics, expectations, and organization at Higgins Middle School.

Please take the time to read your handbook carefully and keep it handy for future reference. If you have any questions or concerns, don't hesitate to contact your assistant principal, guidance counselor, or teachers.

An important part of our handbook is the *Behavior Expectations and Student Discipline* section, which highlights our school's core values and behavior expectations. You can read here about our community's clear focus on respectful, positive, safe relationships that support the learning at Higgins. A quick acronym for remembering our key values is – at Higgins Middle School, all…

Honesty	**S**afety
Acceptance	**O**wnership
Work Ethic	**+A**ttitude
Knowledge	**R**espect!
Support	

We look forward to another excellent year at Higgins and encourage you to communicate with us as the year progresses. Together we can ensure a successful middle school experience for everyone!

Sincerely yours,
Todd Bucey
Principal

Home-School Communication Guide

As parents and caregivers, you play such an important role in the success of Peabody's children. You were one of your child's first teachers and have a deep understanding of their unique strengths and talents, challenges and areas for growth. Your knowledge and experience are critical to the home-school relationship, and with your help and partnership, we know that we can provide your child an excellent experience in the Peabody Public Schools - an experience that addresses your child's individual academic, social, and emotional needs.

One of the key areas that can help create a positive experience for your child is in the area of communication. To that end, we respectfully ask for your partnership and shared responsibility for modeling collaboration and problem-solving through open and honest communication.

While we recognize that it is often instinctual to "go to the top," doing so may actually slow down the process of problem-solving, as the contact is not as familiar with the specific issue and will need to gather data from multiple sources before even beginning to address the issue. Approaching the individual closest to your issue is often the fastest way to resolution.

First Point of Contact - Your Child's Teacher has a wealth of knowledge and information. In many instances where you need to go beyond the information in the student handbook and communicate directly with your child's school, your child's teacher is generally the first point of contact. If your concern is not adequately addressed at the teacher level, the following information will help guide with next steps. Please note that this is a general guide that addresses some of the most common questions families have regarding non-emergency issues.

If the issue is related to academics (i.e. course selection, curriculum)...	**If the issue is related to school policy or is administrative in nature...**	**If your question / concern is related to your child's overall educational program or their social and emotional growth...**	**If your question or concern is related to extra-curricular activities or athletics...**
Please contact your child's Associate Principal.	Please contact your child's Associate Principal.	Please contact your child's guidance counselor or special education liaison.	Please contact the extra-curricular advisor or coach. Each extra-curricular activity has a staff advisor / coach who can help answer your questions.
If the issue is not resolved at the Associate Principal level, please contact the Principal.	If the issue is not resolved at the Associate Principal level, please contact the Principal.	If the issue is not resolved at the level above, please contact the Associate Principal.	If the issue is not resolved at the level above, please contact the main office.
		If the issue is not resolved at the Associate Principal level, please contact the Principal.	

If you are unsure about the correct contact for your particular question or concern, please call the Main Office for your child's school. The Main Office staff members will be able to quickly identify the person with whom you need to speak and be able to answer any questions on how to best connect with the appropriate staff member.

Finally, if going through the channels above does not bring resolution to your question or issue, the Central Office team is here to support you, and our contact information is below. We thank you for your partnership and support and look forward to working with you to build a positive experience for your child(ren).

Quick Guide School Contact Information

School	Principal	Main Office
Brown Elementary	Ms. Lauren King	978-536-4100
Burke Elementary	Ms. Lacey Becotte	978-536-5400
Carroll Elementary	Ms. Tracy Smith	978-536-4200
Center Elementary	Ms. Jacqueline Orphanos	978-536-5475
McCarthy Elementary	Ms. Michelle Zottoli	978-536-5625
South Elementary	Dr. Mark Higgins	978-536-5700
Welch Elementary	Ms. Michelle Massa	978-536-5775
West Elementary	Ms. Julie Broughton	978-536-5850
Higgins Middle School	Mr. Todd Bucey	978-536-4800
Peabody Veterans Memorial HIgh School	Mr. Steven Magno	978-536-4500
Peabody P.R.E.P.	Dr. Chris Lord	978-536-6500
Director of Early Childhood	Ms. Nancy Charest	978-536-5631
Central Office	Dr. Josh Vadala, Superintendent Dr. Kelly Chase, Assistant Superintendent	978-536-6500
Special Education Administrator Assistant Special Education Administrator	Carla Chioda Shannon Crompton	978-536-6060 978-536-4544

Email:
To email a staff member, please use the following format: last name, first initial, @peabody.k12.ma.us (i.e. smithk@peabody.k12.ma.us)

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8/ 18 & 8/19 NEW TEACHERS(NT)
8/23 FRESHMAN ORIENTATION
8/24 – TEACHER ADMIN DAY
8/25-8/26 -TEACHER PD
8/30 grades 1-12 report

#SCHOOL DAYS = 2

AUG '21

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	NT	NT	20	21
22	23	T	T	T	27	28
29	30	31				

SEPT '21

Su	M	T	W	Th	F	S
			1	2	NS	4
5	NS	NS	8	9	10	11
12	13	14	15	NS	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

8/31-9/2 Kindergarten Screening
9/3 – NS
9/6 - NS (LABOR DAY)
9/7 – NS (ROSH HASHANAH)
9/8 Kindergarten 1st Day
9/8 Title 1 & Integrated Pre-K 1st Day
9/16 – NS (YOM KIPPUR)

 # SCHOOL DAYS = 18

10/11- NS (COLUMBUS DAY)
10/20 – ER/PD

 # SCHOOL DAYS = 20

OCT '21

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	ER/PD	21	22	23
24	25	26	27	28	29	30
31						

NOV '21

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	NS	12	13
14	15	16	17	18	19	20
21	22	23	1/2D	25	26	27
28	29	30				

11/2- PD/NS (ELECTION DAY)
11/11- NS (VETERANS DAY)
11/24 - ½ DAY
11/ 25 & 11/26 NS (THANKSGIVING)

 # SCHOOL DAYS = 18

12/24- 12/31 - NS (WINTER VACATION)

 # SCHOOL DAYS = 17

DEC '21

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN '22

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/1 – NS (NEW YEARS)
1/17-NS (MARTIN LUTHER KING DAY)

 # SCHOOL DAYS =20

2/21- 2/27 NS (FEBRUARY VACATION)

 # SCHOOL DAYS = 15

FEB '22

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	NS	NS	NS	NS	NS	26
27	28					

MARCH '22

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	ER/PD	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/16 – ER/PD

 # SCHOOL DAYS = 23

4/15 –NS (GOOD FRIDAY)
4/18 – 4/22 NS (SPRING VACATION)

 # SCHOOL DAYS = 15

APR '22

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	NS	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY '22

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	NS	31				

5/31 - NS (MEMORIAL DAY)

 # SCHOOL DAYS = 21

 # SCHOOL DAYS = 11
TOTAL SCHOOL DAYS: 180
(5 snow days)

PVMHS GRADUATION:
JUNE 3, 2022 (SUBJECT TO CHANGE)

JUNE '22

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NS=NO SCHOOL
ER=EARLY RELEASE ALL
ERE=EARLY RELEASE ELEMENTARY
ERM=EARLY RELEASE MIDDLE SCHOOL
T =TEACHERS ONLY
NT = NEW TEACHER ORIENTATION
PD/NS = PROF. DEV NO SCHOOL
PD/ER = PRO. DEV. EARLY RELEASE
1/2D = ½ Day of School

PEABODY PUBLIC SCHOOLS
2021.2022 SY CALENDAR
APPROVED BY THE PEABODY SCHOOL COMMITTEE ON MAY 11, 2021

rev. 8.13.21

PEABODY VETERANS MEMORIAL HIGH SCHOOL: STUDENTS REPORT 7:15 A.M. / DISMISS 1:50 P.M.

FRESHMAN ORIENTATION: 8/23/21

OPEN HOUSE: (6:00-8:00 P.M.) 9/9/21

QUARTERS END: 11/5/21, 1/21/22, 4/1/22 & END OF SCHOOL YEAR

MID TERMS: 1/18/22-1/21/22 ANTICIPATED LAST DAY FOR SENIORS: 5/23/22 - FINAL EXAMS WEEK FOR SENIORS: 5/24/22 – 5/27/22

PROGRESS REPORTS: 10/1/21, 12/10/21, 3/4/22 & 5/6/22 (grades 9-11 only)

PARENT/TEACHER CONFERENCES: 11/10/21 & 3/10/22 (NO EARLY DISMISSAL; EVENINGS ONLY) 6:00-8:00 P.M.

HIGGINS MIDDLE SCHOOL: STUDENTS REPORT 8:10 A.M. / DISMISS 2:30 P.M.

PARENT ORIENTATION: Grade 6: & Grade 7: 9/22/21 Grade 8: 9/29/21 (6:00-8:00 P.M.)

QUARTERS END: 11/5/21, 1/21/22, 4/1/22 & END OF SCHOOL YEAR

PARENT/TEACHER CONFERENCES: 12/2/21 & 3/3/22 (12:30-2:30 & 6:00-8:00) (STUDENTS DISMISSED AT 12:00 P.M.)

ELEMENTARY SCHOOLS: STUDENTS REPORT 8:50 A.M. / DISMISS 2:55 P.M.

ORIENTATION: 9/13/21 (Brown, Burke & West) - 6:00-8:00 P.M.

9/14/21 (Center, South, Carroll, McCarthy & Welch) - 6:00-8:00 P.M.

TERMS END: 12/3/21, 3/11/22 & END OF SCHOOL YEAR

PROGRESS REPORTS: 10/15/21, 2/4/22 & 5/6/22

REPORT CARDS ISSUED: 12/10/21, 3/18/22 & END OF SCHOOL YEAR

PARENT/TEACHER CONFERENCES: 10/27/21 & 4/7/22 (12:55-2:55 & 6:00-8:00 P.M.) (STUDENTS DISMISSED 12:25 P.M.)

KINDERGARTEN: STUDENTS REPORT 8:50 A.M. / DISMISS 2:55 P.M.

K SCREENING: AUGUST 31, SEPTEMBER 1 & 2, 2021

1st Day for K STUDENTS: WEDNESDAY-SEPTEMBER 8, 2021

1st Day for Title One Pre-K Students: WEDNESDAY-SEPTEMBER 8, 2021

2021.2022 PD EARLY RELEASE DATES: 10/20/21 & 3/16/22 (brunch to be served):

EARLY RELEASE TIMES FOR PROFESSIONAL DEVELOPMENT DAYS:
High School: 10:30 A.M.
Middle School: 11:30 A.M
Elementary Schools: 12:00 P.M.

EARLY RELEASE TIMES FOR PARENT TEACHER/CONFERENCE DAYS (breakfast & lunch served):
ERM - MIDDLE SCHOOL 12:00 P.M. - 12/2/21 & 3/3/22
ERE - ELEMENTARY 12:25 P.M. - 10/27/21& 4/7/22

DISMISSAL TIMES FOR ½ DAYS – DAY BEFORE THANKSGIVING (11/24/21)
& LAST DAY OF SCHOOL ONLY: (breakfast to be served)
High School: 10:30 A.M.
Middle School: 11:30 A.M.
Elementary Schools: 12:00 P.M.

PEABODY PUBLIC SCHOOLS
2021.2022 SY CALENDAR
APPROVED BY THE PEABODY SCHOOL COMMITTEE ON MAY 11, 2021 rev. 8.13.21

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2021–2022 Initial MCAS Testing Schedule

November 2021 MCAS ELA and Mathematics Retests

Subject Area	Type of Test	Prescribed Test Administration Dates
Mathematics Note: For November 2021, Mathematics will be administered before ELA.	Next-Generation CBT (PBT available as an accommodation)	• **November 9:** Mathematics Sess. 1 • **November 10:** Mathematics Sess. 2
	Legacy (PBT only) *Last legacy retest administration in Mathematics*	• **November 9:** Mathematics Sess. 1 • **November 10:** Mathematics Sess. 2
ELA	Next-Generation CBT (PBT available as an accommodation)	• **November 16:** ELA Session 1 • **November 17:** ELA Session 2
	Legacy (PBT only) *Last legacy retest administration in ELA*	• **November 16:** ELA Composition Sess. A and B • **November 17:** ELA Reading Comprehension Sess. 1 and 2 • **November 18:** ELA Reading Comprehension Sess. 3

February 2022 MCAS Biology Test

Subject Area	Type of Test	Prescribed Test Administration Dates
Biology	Legacy (PBT only) *Last legacy administration in Biology*	• **February 2:** Biology Session 1 • **February 3:** Biology Session 2

March 2022 MCAS ELA and Mathematics Retests

Subject Area	Type of Test	Prescribed Test Administration Dates
ELA	Next-Generation CBT (PBT available as an accommodation)	• **March 9:** ELA Session 1 • **March 10:** ELA Session 2
Mathematics	Next-Generation CBT (PBT available as an accommodation)	• **March 15:** Mathematics Sess. 1 • **March 16:** Mathematics Sess. 2

Spring 2022 MCAS Tests for Elementary and Middle Schools

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE Next-Generation CBT (PBT available as an accommodation)	
ELA test sessions	March 28–Apr 29 (Note that ELA will be administered earlier than Mathematics and STE.)
Mathematics test sessions	April 25–May 27
STE test sessions	April 26–May 27

Spring 2022 MCAS Grade 10 ELA and Mathematics Tests

Grade 10 ELA Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates *Test the maximum number of students who can participate concurrently.*	ELA Session 1	March 22
	ELA Session 2	March 23
Administration Dates Only if Needed *Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).*	ELA Session 1	March 24
	ELA Session 2	March 25
Grade 10 Mathematics Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Mathematics Session 1	May 17
	Mathematics Session 2	May 18
Administration Dates Only if Needed	Mathematics Session 1	May 19
	Mathematics Session 2	May 20

Spring 2022 MCAS High School STE Tests

Biology and Introductory Physics Tests Next-Generation CBT (PBT available as an accommodation)		
Prescribed Administration Dates	Session 1	June 7
	Session 2	June 8
Administration Dates if Needed	Session 1	June 9
	Session 2	June 10
Chemistry and Technology/Engineering Tests Legacy (PBT only)		
Session 1	June 7	
Session 2	June 8	

2022 ACCESS for ELLs

Grades K–12 CBT for grades 1–12, with paper alternative for students with disabilities and newcomers (The kindergarten test and Alternate ACCESS remain paper-based.)	
ACCESS for ELLs test sessions	January 6–February 10

2022 MCAS Alternate Assessment (MCAS-Alt)

Grades 3–8 and High School	
Submission deadline	April 1

SCHOOL CONTACT INFORMATION

Higgins Middle School ADDRESS: 85 Perkins Street, Peabody, MA 01960
Higgins Middle School PHONE NUMBER: 978.536.4800
Higgins Middle School CALL-IN LINE (for absences): 978.536.5964
Higgins Middle School WEBSITE: **http://www.peabody.k12.ma.us/higgins/index.htm**

SCHOOLS PHILOSOPHY/VISION/MISSION STATEMENTS

PHILOSOPHY

The philosophy of the Peabody Public Schools is to creatively develop, via a sustained community partnership, a stimulating learning environment which encourages and nurtures an understanding and appreciation of the full continuum of knowledge, traditions and values of our multi-cultural society; and that actively assists each individual to acquire the skills and the positive self-image needed to function effectively in a constantly changing world.

VISION

Peabody Schools inspire, empower, and challenge our students to pursue excellence in reaching their potential. Professional educators and community partners collaborate to ensure success at the highest level in a safe, student-centered environment. We are a community of life-long learners who value the individual while promoting integrity, courage, and the acceptance of differences.

Goals and objectives

1. To improve academic performance in all subjects.
   - 1.1 To horizontally and vertically align the curriculum, Pre-K - 12.
   - 1.2 To utilize a variety of instructional strategies to support individual student success.
   - 1.3 To implement a variety of assessments that authentically evaluates student success.
2. To expand community involvement that will foster a sense of ownership and share responsibility for our schools
   - 2.1 To build a framework of communications that reflects a positive image of our schools.
   - 2.2 To cultivate relationships with community groups that will actively support educational efforts.
   - 2.3 To establish programs that foster active and on-going family involvement and support of our school system.
3. To develop internal and external resources.
   - 3.1 To maximize existing resources and continue to procure alternate sources of funding.
   - 3.2 To hire and retain the highest quality staff.
   - 3.3 To cultivate and support leadership within the school district.
4. To provide a safe and healthy environment with a shared sense of respect and responsibility among students, staff, and family.
   - 4.1 To improve communication among and between students, staff, and families.
   - 4.2 To increase civic awareness and promote acceptance of differences among students, staff and families
   - 4.3 To continue to make improvements to our facilities.

MISSION

Peabody's Mission Statement is to prepare each student to reach his or her full intellectual, creative and individual potential through a fully integrated and diverse curriculum to meet the responsibilities of citizenship.

Core Values

We believe...

- Students come first.
- Each student can learn and succeed given the proper support, environment, and attention to individual learning style.
- A challenging, supportive, and respectful environment is essential for teaching and learning.
- Student achievement is predicated upon high quality professional development.
- Education is the foundation of good citizenship.
- A well rounded education consists of core academics, fine and applied arts, physical education, and technology skills.
- Respect for self and others is essential and reflected in all learning.
- High expectations for student achievement are shared by students, family, school and community.
- Education is the shared responsibility of students, family, school, and community.

HIGGINS MIDDLE SCHOOL VISION

Through the implementation of rigorous, student-centered curriculum and instruction, all Higgins Middle School students will achieve academic excellence and develop a lifelong love for learning. We are a school community that fosters personal responsibility and mutual respect to maintain a safe and supportive environment.

SCHOOL ORGANIZATION

The Higgins Middle School is organized around teams of teachers at each grade level. In each grade there are five teams of teachers called clusters. Each cluster works together to teach all of the basic subjects. In addition to the basic subjects of English, mathematics, science, and social studies, the curriculum offers foreign language and reading. There are other classes set aside for special subjects called exploratory classes. These include art, music, culinary, math lab, physical education, health, technology and digital media.

The responsibility for the day-to-day operations of the Higgins Middle School rests with the principal and the administrative team.

PARENT/GUARDIAN INFORMATION

Non-Discrimination Notice

The Peabody School Committee reaffirms its policy of non-discrimination related to race, religion, color, age, sex, gender identity, national origin, sexual orientation, disability, genetic information, veteran status , & and homelessness in all matters involved in procuring, employing, promoting, transferring or terminating the employment of personnel.

In a similar manner, it reaffirms its policy against discrimination related to race, religion, color, age, sex, gender identity, sexual orientation, national origin, disability or homelessness in the admission, instruction, counseling or dismissal of students regarding any courses or programs offered by the Peabody Public Schools and indicates its desire that each student be provided educational opportunities consistent with his/her aspirations and abilities.

The Committee further indicates its acceptance of all federal and state non-discrimination laws applicable to parents, students, employees and the general public.

DIRECTORY INFORMATION/ PUBLICITY

Directory

The Peabody Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information:
(1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed in accordance with School Committee Policy for purposes including but not limited to Homeroom Lists, Class Lists, and Honor Rolls, in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child

Left Behind Act.

Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the Principal on or before the 15th day of each September.

In the event that a refusal is not filed it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

Publicity

Students from time to time may participate in school activities which are covered in the news media, including newspapers, TV, cable TV, and websites. If you do not wish to have your child's name and picture used in this manner, please notify the principal in writing prior to October 1st of each school year.

PARENTAL GUIDELINES AND EXPECTATIONS

Effective education is a home-school partnership. Adhering to the following suggestions can enhance a child's learning and success in school:

1. Ensure that your children are in school and on time, prepared and ready to learn.
2. Communicate respectfully with all members of the school community.
3. Follow through with what teachers advise.
4. Create a home environment where learning is important to both parents and children.
5. Encourage children to read more instead of watching television.
6. Work cooperatively with the teacher to establish good homework habits.
7. Encourage children to work up to their potential.
8. Expose children to as many new learning experiences as possible.
9. Take advantages of educational opportunities locally, such as local museums, libraries and other places of learning.
10. Teach children to be respectful of each other and adults.
11. Teach children by good example.

PARENT/TEACHER COMMUNICATIONS

1. Report cards are sent home four times a year. Progress reports may be sent home between these marking periods to alert you to your child's performance.
2. In the event that there are problems concerning a student's education, the following procedural steps should be taken:
    a. Teacher conference
    b. Assistant Principal or Principal conference
    c. Superintendent of Schools conference
3. Parent/ teacher conference days are scheduled in October and March of each school year.

4. Please be advised that all incoming and outgoing email on the Peabody Public Schools email system is public record per the Public Records law.

PARENT-TEACHER ORGANIZATION

The Higgins Middle School PTO serves as a liaison between the home and school. Worthwhile school programs and activities are sponsored and funded by this group. Parents are encouraged to become members and participate in this organization.

REGISTRATION

Registration

"Proof of Peabody residency must be provided at the time of registration". At least two forms of proof must be presented. These documents must include Parent/guardian name and current address.

Acceptable forms of identification are:

- Current Massachusetts driver's license
- Copy of a lease or mortgage
- Current: Electric, gas, water, or telephone bill

If a child resides with anyone other than the parents, an official document stating legal custody/guardianship must be provided.

At the time of registration, all medical documentation consisting of current immunizations and physicals as required by state law must be submitted and reviewed by the school nurse.
In accordance with the McKinney-Vento Homeless Assistance Act, exceptions to all of the above requirements may be made for students who qualify as homeless.

McKinney-Vento Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - living in emergency or transitional shelters; or
  - abandoned in hospitals;
- Children and youths 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 youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

The McKinney-Vento Homeless Education Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following guidelines:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;

2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. If the child or youth continues his or her education in the school of origin but begins living in an area served by another school district, the school district of origin and the school district in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the school districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;

If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;

A child who is homeless and attending any school served by the local educational agency is eligible for Title I services. A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

For further information, please contact Ellie Marino, Coordinator for the Homeless, at (978) 374-5773 or on the following website:

http://www.doe.mass.edu/hssss/program/homeless.html

The City of Peabody Board of Health offers free immunization clinics monthly in the health department office, lower level, City Hall, 24 Lowell Street, Peabody, MA for any student who needs an immunization shot. Please call the Public Health Nurse at (978) 538-5931 for times and dates.

Student Records

Below is a summary of parent and student rights under state law and the Family Educational Rights Privacy Act (FERPA). Note that copies of the state student records regulations are available in the Student Records Office at Higgins Middle School.

The student record consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law.
Under state student record regulations, an eligible student is any student who has reached 14 years of age or who has entered 9th grade.

Confidentiality of Student Record

With few exceptions, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student may access information in the student record without the specific, informed, written consent of the parent/eligible student.

Release of Student Directory Information

Higgins Middle School may release to third parties, without prior consent, "a student's name, address, telephone listing, date and place of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans." Parents of eligible students have the right to request, in writing to the Principal, that their information not be released without prior consent and should do so no later than September 15th each year.

Inspection of Student Record

A parent, and an eligible student may inspect their own student record. The record must be made available to the parent/eligible student within ten (10) days of the request, unless the parent/eligible student consents to an extension of this timeframe. If

the parent/eligible student requests copies of the student records, the district may charge the parent/eligible student for said copies.

Amendment of Student Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. The parent and the eligible student also have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. The principal must issue a written decision within one week of the conference. The regulations provide the parents/eligible student with a right of appeal if they are dissatisfied with the decision.

Transfer of Student Record

Higgins Middle School will forward the student record of any student who seeks or intends to transfer to another public school district, upon request of the receiving school.

Non-Custodial Parents

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, § 34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, § 34H; 603 CMR 23.07.

Destruction of Temporary Record

Temporary records (all portions of the student record other than the transcript) will be retained for a maximum of 7 years, and then they must be destroyed after notification to the student who will have the opportunity to claim them if s/he so desires.

Any student who graduates in the Class of 2020 or who transfers or withdraws from HIGGINS MIDDLE SCHOOL in the 2019-2020 school year, may pick up his/her temporary records in the Student Records Office any time before December 1, 2027. After December 1, 2027, the above records will be destroyed.

Complaints

A parent or eligible student has a right to file a complaint regarding educational records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-872-5327; or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300.

PARENTAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

1. *Receive notice* and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

2. *Inspect,* upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

The Peabody Public Schools will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify

parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in special classroom. Parents or teachers may refer students they are concerned about to the Pupil Services Office. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Upon receipt of the parent(s)' consent, an evaluation will be conducted and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be
excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ." Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that

applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.
The Section 504 regulations require a school district to provide a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Individuals who have complaints regarding the District's compliance with Section 504 can bring suit in federal district court against the District or persons in their individual capacity. Parents and employees can also file complaints with the U.S. Department of Education, Office for Civil Rights regional office at 5 Post Office Square, 8th Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents or guardians can
make a hearing request with the Massachusetts Bureau of Special Education Appeals at One Congress Street, 11th Floor, Boston, Massachusetts 02114. Employees can also file a complaint with the Equal Employment Opportunity Commission located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

STUDENT SERVICES

AFTER SCHOOL HELP & ACTIVITIES

After school help is available to students. Students who are having difficulty in a particular curriculum area or who desire additional support in a particular subject should seek help from the appropriate teacher. Students who have been absent should stay after school to make up missed work, especially quizzes or tests missed due to absence. Details regarding teacher availability may be obtained by consulting with each teacher.

If a student plans to stay after school for additional instruction with a teacher or for intramurals or special programs, he/she will be expected to report immediately after school.
Students are not permitted to remain after school without supervision.

Students should be certain to tell their parents that they will be arriving home later than usual. Late buses are available Tuesday through Thursday at 3:20 PM for students involved in a supervised after-school activity.

GUIDANCE SERVICES

The guidance counselors at the Higgins Middle School serve students in a variety of ways. Counselors provide orientation, conduct group sessions and individual counseling. Students are encouraged to contact their guidance counselor when any issue arises which distracts them from concentrating on their studies. Guidance counselors also serve as liaison between family and teachers. Communication concerning a student's daily performance, homework, or desire for cluster meetings, can be directed through the student's guidance counselor.

INSURANCE

Students are able to purchase, at a minimum cost, insurance for each school year. This insurance covers a child against many kinds of accidents, on the way to and from school, as well as at
school. The school is in no way responsible for the insurance; it merely facilitates the handling of such insurance.

LIBRARY AND MEDIA RESOURCE CENTER

The objective of the Higgins Middle School Library is to enrich and support the instructional program of the school, taking into consideration individual needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served. The library's collection of instructional and resource materials is physically accessible to all users.

LOCKERS

Lockers will be assigned to each student at the beginning of each school year. Combinations to lockers are changed each summer and new combinations are given to students when they arrive in September. Due to safety concerns, no other locks may be placed on lockers without permission from a Assistant Principal. Students who tamper with or deface lockers or abuse established locker procedures may lose the right to use a locker.

Each individual cluster establishes rules regarding the time when students can utilize their lockers. Students are responsible for articles left in their lockers.

Lockers are the property of the Higgins Middle School, and students shall not have any expectation of privacy in the contents of their school lockers. The school administration reserves the right to inspect student lockers without notice.

LOST AND FOUND

A lost and found department is maintained in the main office. Students who lose items should check there.

LUNCH PROGRAM

The Higgins Middle School offers both breakfast and lunch for its students. Breakfast is served from 7:45 to 8:05 a.m. The cost of breakfast is $1.35. Students attend lunch with their clusters. The cost of lunch is $3.60. Milk costs $.50. A la carte items are also available.

The lunch menu is on our web site, sent home in our monthly calendar, and released to the local media.

PROGRAMS FOR ELL STUDENTS

The Peabody Public Schools currently offers English Immersion programs taught in English with the support of English as a Second or Other Language teacher.

Support services in English as a Second or Other Language (ESOL) are provided for all limited English proficient (LEP) students. Students are placed in classrooms according to their grade level and are taught age and grade appropriate content while receiving intensive language instruction from the ESOL teacher.

RELIGIOUS HOLIDAYS

There have been many questions from parents and religious leaders about which religious holidays will be on the calendar as days that school is not in session. It was negotiated between the Teachers Union and the School Committee that beginning September 1, 2002, Yom Kippur and Good Friday would be official days off from school as designated by the school calendar. Other religious holidays, include but are not limited to Rosh Hashanah and Greek Orthodox Good Friday, would be a school day. Of course, students and employees who celebrate other religious holidays have the option of taking them.

All Principals will be working with teachers to ensure that no tests or quizzes should be given on these days. Homework should be given plenty of time to be made up. Pupils will be marked "excused absent" and these days will not be counted against them in terms of perfect attendance awards or credit loss at high school. Please note that these absences will show on the report card as per the Department of Education reporting regulations.

SCHOOL CANCELLATION/DELAYED OPENING

The following radio and television stations will carry "NO SCHOOL," "DELAYED OPENINGS "or" EMERGENCY DISMISSAL" announcements due to inclement weather:

WBZ - Radio & TV channel CHANNELS - 4, 5, 7, 25	**The TV/Radio Media is the primary source for this information.**

In addition a secondary message will be issued via the Connect Ed@ parent outreach system.

The decision to cancel school sessions or delay the opening of schools will be

made at approximately 5:40 am. It is suggested that parents check for updated announcements if weather conditions change.

Emergency dismissals, in anticipation of hazardous driving or walking, will be broadcast at least one (l) hour prior to dismissal. Please listen to these radio or television broadcasts and refrain from calling the Peabody Police Dept.

Delayed opening, in anticipation of rapidly changing conditions or "freak" mini squalls, may be called allowing the School Administration lead time to reassess the situation. If school opening is delayed, all bus transportation and other services will be delayed accordingly.

Students should plan to arrive at school in relation to the delayed opening time. School dismissal will be at the usual time. Stay tuned to your local radio/T.V. stations for any change or update regarding the delayed opening.

School Activities During No School Days

When school is cancelled for inclement weather, or closed for holidays, it is School Department policy that all activities, including athletic events or practices, Parents' Night, meetings, etc., are cancelled as well.

Extenuating circumstances may exist that require an activity to be held. Approval by the Superintendent is necessary so that custodial services may be arranged.

SCHOOL CLINIC

The school clinic is open daily with a nurse on duty. The nursing staff does not give out food, clothes, health and beauty items, or money. The clinic phone number is 978.536.4952.

MEDICATION - The following is a list of accepted over-the-counter medications:

Acetaminophen Elixir	Advil/Motrin/Ibuprofen
Aleve	Excedrin Migraine Gel-tabs
Midol	Tylenol/acetaminophen

A signed parental medication form is needed with the above listed medications and they must be submitted in the original container. The student's name must be marked clearly on the outside of the container and the dosage to be administered. Any medication other than those listed above requires a physician's order.

Inhalers: All inhalers must be in their original container with student's name clearly marked. A physician's order is required. If the student is to carry an inhaler on his or her person, it must be stated on the physician's order.

Epi-pens: Epi-pens need a physician's order. Epi-pens need to be clearly labeled and need to be in the original container with the student's name clearly marked.

Prescription medications: (i.e. Ritalin, Adderal) All medications must be accompanied by a physician's order. An authorization form (signed by the parent) must be completed authorizing the school nurse to dispense the medication to their son/daughter during school hours. All medications must be in a prescription bottle and labeled correctly with student's name and dosage to be administered.

IMMUNIZATIONS - It is required that all students be properly immunized and that a physician's certificate be on record in the Clinic. **Students who have not received a second MMR (measles, mumps, rubella) prior to entering the seventh grade will NOT be allowed to enter school in the fall until documentation of immunization is received.**

DISMISSAL PROCEDURES - A parent or legal guardian must be notified before a student can be dismissed for medical reasons. Students who are released for medical reasons may be picked up at the main office.

VISITORS TO THE SCHOOL

Parents and other school visitors must report to the Principal's Office. No one is permitted beyond the Principal's Office without approval.

The School Committee encourages parent(s)/guardian(s) and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parent(s)/guardian(s) to several classrooms in a given grade for the purpose of comparing teaching styles to provide a basis for a request for student assignment to a particular
teacher are not permitted because the school district's policy of assigning a student to a particular class is the sole responsibility of the building Principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

1. Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we request that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.

2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.

3. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building, and sign a guest log, showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.

4. Under ordinary circumstances classroom observations will be strongly

discouraged during the first three weeks of school in September and during the month of June.

5. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff at least 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

VOLUNTEERS

CORI

It is the policy of the Peabody School Committee that the results of a CORI (Criminal Offender Records Information) check be on file with the Superintendent of Schools for volunteers designated. A file shall be maintained of CORI volunteers. The result of the CORI check should be on file prior to initial involvement with the school or department. CORI checks shall be renewed every three years. If you plan to volunteer at any time during the school year, please complete a CORI form bring it with your photo Identification to the school office or:

Human Resources, Peabody Public Schools, 27 Lowell Street, Peabody, MA 01960 (**please call ahead 978-536-6510**)

ACADEMIC EXPECTATIONS

Academic excellence is a high priority of the Higgins Middle School. Our staff works very hard to provide many opportunities for students to learn; students are responsible to work hard, ask for help, and take ownership of their learning. We seek to challenge and to encourage all students to work to the highest level of achievement that they can attain.

As students move from the elementary school to the middle school, they find that academic demands increase and the teachers expect more work. The teachers expect a great deal more in terms of individual student responsibility for completion of homework and class assignments, for make-up work, and for maintaining a high level of motivation. The teachers will assist students but will insist that the children assume the responsibility for completion of all assignments.

The four basic curricular subjects in grades six through eight are: English, mathematics, social studies, and science.

The exploratory subjects offer a unique element to middle school curriculum. These courses include: art, music, band, chorus, culinary, math lab, physical education, health, technology, digital media, and foreign language.

ACADEMIC INTEGRITY AND SCHOLARSHIP STANDARDS

It is the policy and goal of the Peabody School Committee to provide every student in its schools the intellectual freedom, educational resources, and the guidance with which, and the physical environment within which, he/she may study and learn to the best of his/her ability.

All assignments and work are to be original in nature by the student unless otherwise attributed. Students are expected to learn and utilize techniques for attributing information from the Internet, computer and book-based research materials, individuals, and other sources.

If students copy assignments from each other, turn in another's work as their own, or use notes or prompts to complete an assessment (without permission) this is considered **cheating**. If students present information from a research source like the Internet or a reference book as their own, it is considered **plagiarism**. Both cheating and plagiarism are serious offenses that do not reflect the academic integrity and honesty expected of Higgins Middle School students. Consequences for failing to uphold our scholarship standards may include academic penalties, detention, and removal from Honor Roll recognition.

ACADEMIC REPORTS

Families will be informed on a regular basis as to the performance of their children in school. The following methods of communication are provided:

*	Progress Reports	available at the middle of each quarter
*	Report Cards	issued at the end of each quarter
*	Agenda Book	for written parent/teacher communication as needed

ACADEMIC RECOGNITION

PRINCIPAL'S LIST - Those students who receive only A's and A+'s in all subjects (including foreign language) and satisfactory or better in all exploratory areas.

HIGHEST HONORS - Those students who receive all A's and A-'s in all subjects (including foreign language) and satisfactory or better in all exploratory areas.

HONORS - Those students who receive all A's and B's with no more than two B's in any subject (including foreign language) and satisfactory or better in all exploratory areas.

HONORABLE MENTION - Those students who receive no lower than a B- in all subjects (including foreign language) and satisfactory or better in all exploratory areas.

A student with a conduct comment of "Needs Improvement" or "Unsatisfactory" will be excluded from the honor roll.

A student who commits a second offense of cheating in one academic year will be removed from the subsequent grading period's honor roll recognition.

EXTRA HELP

Our teachers are available to provide students with additional support in curriculum areas after school. Students who are having difficulty in a particular curriculum area should seek support from the individual teacher. Late buses are provided Tuesday through Thursday, for all those bus students who stay past the regular dismissal time.

HOMEWORK

Homework should be considered as an essential part of each subject as well as providing a necessary link between the home and the school. On average students will be assigned 20 minutes of homework per class each night. No homework assignments will be due on the day immediately following a weekend or vacation.

Tips for effective study:

PLAN - Assign a definite time, at least two hours each day, for study at home. Utilize the library facilities in school. Keep a list of assignments and take home all necessary books, papers, and other materials.

PLACE - Have a definite place at home to study away from distractions, with all necessary books, papers and materials available. Do not attempt to study while talking with friends or viewing television.

PROCEDURE - Be certain you understand the assignment when the teacher gives it. Read the entire assignment over rapidly to grasp the basic content present. Reread the assignment slowly and comprehensively for content relationships and details.

NATIONAL JUNIOR HONOR SOCIETY

Students will have an opportunity to be selected as **candidates** based on their academic performance from the last 2 quarters of seventh grade and the first quarter of eighth grade. Once a students' candidacy is determined, he or she will be asked to fulfill the remaining requirements in order to be selected as a member of the National Junior Honor Society.

For a student to be eligible for candidacy, he or she must have a cumulative GPA of 3.67 on a 4.0 scale in all graded areas from the last 2 quarters of grade seven and the first quarter of grade 8. Cluster teachers and exploratory teachers will be asked to evaluate the student as part of the selection process. The information is then reviewed and evaluated by the NJHS Faculty Council and a vote is taken by the council based on the students' demonstration of leadership, community service, citizenship, character and extra-curricular activities.

In order to be selected the student will be required to complete a minimum of ten hours of community service, which must be signed off by the supervising adult. This community service must be from the past calendar year. Once selected and approved by the NJHS Faculty council, the candidates will be invited to become **members** at an induction ceremony. If a student **has not** been selected to become a member, a letter will be sent to the candidate indicating the reason(s) for the decision of the Faculty Council.

Members need to continue to uphold the core values of the Higgins Middle School and are also required to maintain the necessary academic standards of the chapter for the duration of the school year. For more information regarding the Higgins Chapter of National Junior Society, the chapter by-laws can be accessed on line at http://www.peabody.k12.ma.us/higgins/index.htm.

HAWK OF THE DAY

Students who show evidence of good citizenship, who care about their school, their fellow students and adults in the building, are eligible to be named "Hawk of the Day".

A teacher, staff member, or student may nominate a student. Acts of courtesy, honesty, a service contribution to the school, volunteering time and energy to the school, improving academic performance, etc., are types of acts that earn a nomination.

TWENTY PLUS (20+) READING PROGRAM

Our school-wide reading program has been implemented to encourage students to read consistently and to read for pleasure. Students are encouraged to read two or more books per quarter, and those that read 20 or more during the year will be recognized by administration.

STUDENT RESPONSIBILITIES

ARRIVAL AND DISMISSAL OF STUDENTS

Parents who drive children to school in the morning or pick them up in the afternoon are asked to observe the School Safety Signs posted around the school perimeter. Under state law, for the safety of staff and students, operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, are prohibited from prolonged idling of such vehicles on school grounds, and violators may be subject to a fine.

Everyone's full cooperation in these matters is vital to ensure the safety of all students.

Students should not be arriving at school until after 7:45 A.M. There will not be adequate supervision of students before that time.

Upon arrival at school students are expected to remain in their designated areas:

	Designated Area
Grade 6	Cafeteria
Grade 7	Plaza & Gallery
Grade 8	Plaza & Commons

DAILY SCHEDULE

Official Start	8:05
Homeroom/Attendance	8:15
Classes Begin	8:20
Dismissal	2:30
Late Dismissal	3:20

Students should not be at school after 2:30 PM unless in a supervised activity.

ATTENDANCE/TARDINESS/DISMISSALS

ATTENDANCE

Attendance is a critical component of a student's success in school. Every effort should be made to attend school each day. Absences due to illness or other serious reasons are, of course, understood.

When students must be absent from school, parents are instructed to utilize the Call-In Program. The purpose of this program is to monitor the arrival or absence of students each day. Parents whose children will be absent from school can call the designated phone number 978.536.5964 from 6:00 p.m. on the day prior to the absence until 9:00 a.m. on the day of the absence. If a child is absent and no call has been

received, a school secretary will call the home.
In addition, even if the Call-In Program is used, on the day the student returns to school, the student is required to bring to the homeroom teacher a written excuse that specifies the following:

- student's name
- date(s) of the absence
- reason for absence
- signature of the parent or guardian

Parents/guardians are strongly encouraged to return notes on physicians' stationery for medical absences/tardies.
If the school has not received notification of a student's absence from the parent/guardian within three (3) days of an absence, the school will notify the parents/guardians. Parents/guardians will be notified when a student has at least five (5) days in which the student has missed two (2) or more periods unexcused in a school year or who has missed five (5) or more school days unexcused in a school year.
If a student must be out for not less than 14 days, parents should contact their child's guidance counselor. Upon a statement from a physician, the student may be eligible for home tutoring. Students returning from special circumstance absences will be afforded additional time, at the discretion of the teacher, and/or in accordance with an Individualized Education Program or Section 504 Plan, to make up missed classes, assignments, and assessments.

ATTENDANCE OFFICER

The school department Attendance Officer will be notified of excessive absences and/or excessive tardiness. A letter will be sent to notify parents/ guardians about excessive absences or tardies and students may be required to meet with the Attendance Officer if the Assistant Principal or principal identifies a pattern of poor attendance. If these interventions do not lead to an improvement in student attendance, the school and the attendance officer will file a Child Requiring Assistance Petition to request additional interventions for the student.

MAKE -UP WORK

Students will be allowed to make up any work missed due to absence and are encouraged to do so as soon as possible. Students are encouraged to have a "homework buddy" who shares the same classes and who can be contacted to provide missed homework assignments. Otherwise, it is the student's responsibility to get make-up work from teachers upon his/her return to school.

In the case of an extended absence parents may request work through a phone call to the child's guidance counselor.

VACATIONS

Three school vacations are provided for students during the school year. The school system does not condone and, indeed, strongly discourages the practice of parents or

others taking students on extended vacations during days when school is in session. These unauthorized absences from school violate State Law and place the academic standing of these students in jeopardy. The Attendance Officer will investigate all absences in accordance with Massachusetts General Law, Chapter 76, Section 1.

TARDINESS

Students, who arrive late for school, i.e. arriving after 8:15 a.m. but before 8:50 a.m., must report to their Assistant Principal. After 8:50 a.m. all tardy students must report to the main office before reporting to class.
Student tardiness interferes with continuity and maximum advantage of the educational experience. Repeated or habitual tardiness is considered a serious issue. Excessive tardiness may result in Assistant Principal detention or, in extreme cases, in-school suspension.

DISMISSAL

Students who are to be dismissed from school should bring a note signed by the parent or guardian to the main office prior to the start of school for approval and processing. Parents or other family members coming to school to pick up a student should be prepared to show a valid photo I.D.

BICYCLES

The school is not responsible for lost, damaged or stolen bicycles.

BULLYING/TEASING POLICY

Refer to Appendix M - Bullying Prevention and Intervention Plan.

BUSING

WALKERS AND RIDERS

Students in grades Kindergarten through Grade 6 who live more than 2 miles from their school will receive bus transportation free of charge. (D.O.E. mandatory distance criteria)

The School Committee has voted to charge a bus fee to help offset the growing costs of education. The fee for a child to take the bus is $325 per year, with a family maximum of $650. **ONE WAY PAYMENT** (AM home to school or PM school to home) is **$225.00** per student with a family cap of $650.00. The fee will be charged to the following groups of students:

- all Kindergarten students who live between 1/2 mile and 2 miles from their school;

- all students in Grades 1 - 5 who live between 1 and 2 miles from their school;
- all students in Grade 6 who live between 1.5 and 2 miles from their school;
- all students in Grades 7 and 8 who live more than 1.5 miles from their school;
- all students in Grades 9 thru 12 who live more than 2 miles from their school

Distances will be measured from a point on a sidewalk directly in front of a regularly used entrance to the school of attendance along regularly traveled routes to a similar point on the sidewalk or road directly in front of an entrance to the student's residence. In both cases the entrance used will be that which provides the shortest route between home and school.

Unless required by law, no transportation would be provided for students attending school outside the city limits.

Bus passes will be mailed home the week before school starts. There will be a fee of $5.00 for students in Kindergarten thru Grade 5 and $10.00 for students in Grades 6 thru 12 for a replacement pass.

BUS BEHAVIOR

The Peabody School Committee establishes bus eligibility requirements. Bus routes are published in local newspapers during the latter part of August. Only those students who are eligible may ride the school bus to which they have been assigned.

Buses are a special service provided by the City of Peabody for those middle school students living more than a mile and one-half from school

You are reminded that all school rules apply to the bus also. Bus riders must follow rules so that the trips to and from school are safe and enjoyable for everyone.

While on the bus, students should remain seated, and keep hands and head inside the bus at all times. Remember that loud talking and laughing divert the driver's attention and make safe driving difficult. Students may have the privilege of riding on the school bus revoked for infractions of bus regulations.

Suspensions of bus privileges will be immediate after proper notification of parents/guardians. In such a case, parents will be responsible for transporting their children to and from school.

School bus drivers have orders to stop only at designated pick up or drop off points.

School buses are not to be used for:

1. Bringing friends home.
2. Transportation to social events, religious schools, private lessons, or medical appointments.

Should an emergency situation occur and bus transportation is necessary, parents/guardians should write a note to that effect. Those notes must be brought by the student to the Principal's office for approval as early as possible. It must be noted

that certain requests may not be honored due to
safety concerns. In such cases parents/guardians will be duly notified so that other arrangements can be made.

STUDENT CONDUCT ON SCHOOL BUSES

Pupils are under the jurisdiction of the school authorities from the time they board the bus until they leave the bus, which returns them home. It is a privilege to ride on the school bus. Students are to be considered on school grounds when riding the school bus. If riders are not well behaved and courteous, they endanger the health and safety of other riders and may be deprived of
the privilege of riding. A bus driver's authority on the bus is comparable to that of a classroom teacher.

1. While waiting for the bus, pupils should stand back on the sidewalk, tree belt or driveway. They should not play on or near the street, or on private property.
2. Bus windows will be open only with the permission of the driver on a particular day's run. Head, arms, and all other parts of the body must be kept inside the bus.
3. Pupils must refrain from horseplay.
4. Pupils are not to throw objects of any kind nor litter in or out of the bus.
5. Pupils are expected to take good care of the bus seats and other equipment.
6. Pupils will cooperate with the driver at all times for the safety of all.
7. Smoking and the drinking of any alcoholic beverages is, by State law, illegal at all times on school buses.
8. The emergency door is for emergencies only. Pupils are not to touch said equipment on the bus except in an emergency, and then only on instruction from the driver.
9. Pupils must use extreme care in crossing streets after alighting from the bus. The following procedure must be used if a pupil must cross the street after leaving the bus.
   a. He/she shall immediately go to a position about eight feet ahead of the bus.
   b. Then he/she shall make sure that all traffic has stopped before stepping to the center of the street.
   c. He/she shall cross quickly to the other side once he/she is sure no traffic is moving in either direction.
10. Other persons having any complaint should put it in writing along with their signature and submit the grievance to the Principal or designee. He/she will then investigate the problem and take appropriate action.

11. Typical infractions of regulations which may cause loss of transportation privileges are smoking, possession and/or consumption of an alcoholic beverage, possession and/or consumption of drugs, profane or foul language, damage to the bus, boisterous conduct, throwing objects, fighting, excessive

fooling, tampering with the emergency door or other safety equipment, playing with matches, disrespect to the driver.

CAFETERIA CONDUCT

Breakfast foods are available before school. Students may eat breakfast while sitting anywhere in the designated eating area. Each student is responsible for disposing of his/her trash before leaving the cafeteria to report to homeroom.

Each cluster is assigned a designated area in the cafeteria at lunchtime and, with rare exceptions, students are expected to sit within their designated cluster area. Once seated, students must ask and receive permission from a staff member before getting up to purchase food, use the telephone, go to the bathroom, or leave their seats for any other reason.

Prior to the end of each lunch period, students are expected to pick up after themselves and to dispose of their own trash when dismissed. Custodians will be available to clean up any accidental spillage, but students are responsible for keeping their tables and the area around their tables clean. If a student or group of students is identified as littering or misbehaving in the cafeteria, the individual(s) will be subject to disciplinary action for violating the rules of conduct in the cafeteria. Disorderly students may have the privilege of eating in the cafeteria suspended.

DRESS REGULATIONS

The Higgins Middle School believes that the necessity of a dress code arises only from the effect of the general appearance of the student body on the educational process. The Higgins Middle School accepts the opinion that how a student is dressed is the responsibility of the parent except in the instance when the appearance and dress of the student can disrupt the educational environment. Students are encouraged to wear clothes suitable to the learning environment. This includes clothing that is clean, neat and in good taste.

DRESS CODE

Students are expected to keep themselves well-groomed and neatly dressed at all times. Any form of dress or hairstyle which is considered contrary to good hygiene, or which is distractive or disruptive to the school, will not be permitted. The following shall determine dress and grooming decency, cleanliness, neatness, and suitability for school:

Clothing and accessories that may be disruptive include:

- T-shirts that promote sex, violence and drugs;
- T-shirts or other clothes that are sexually suggestive (too tight, too short, too low, see through materials);
- Clothes, accessories or inappropriate makeup that cause disruption in the classroom;
- Clothes or scarves that may incite confrontations between students;

- Hats, head coverings and bare feet;
- Accessories such as spiked collars, chains and pierced jewelry that may be dangerous.

ELECTRONIC DEVICES

Students may possess and carry cell phones and personal electronic devices. Teachers have sole discretion as to the use of these devices for educational purposes in their classrooms. Students are permitted to use devices in "common areas" provided that their use does not disrupt classroom activities.

Students that violate this policy or otherwise abuse the policy will have their devices confiscated until the end of the day. Repeated or egregious violations may result in total loss of privilege.

EMERGENCY DISMISSAL AND EVACUATION

PLAN A: EMERGENCY DISMISSAL

Emergency Dismissal of students because of hazardous driving or walking conditions will be broadcast at least (l) one hour prior to the dismissal, and will take place at the discretion of the Peabody Public Schools:

a. All parents shall be guided by weather conditions.

b. Cancellation of classes shall be made to the media by the Peabody Public Schools (WBZ, Channels 4, 5, 7, and 25). In addition a secondary message will be issued via the Connect Ed@ parent outreach system.

c. No telephone calls shall be made to parents by school personnel.

d. Children shall return home immediately following their dismissal.

e. Parents shall rehearse with their children an alternative plan in the event that parents are not home; children shall not return to school.

PLAN B: EVACUATION

Evacuation of students because of disastrous conditions shall be at the discretion of the Peabody Public Schools.

a. All students shall remain with their classroom teachers.
b. All children, teachers, and nurses shall be transported to nearby schools designated as "safety schools," or other locations designated as shelters. Safety schools and/or shelters
will be within walking distance unless the incident requires transportation to a different location away from the incident.
c. The Principal or his/her designee shall contact the Superintendent for transportation if needed.
d. The nurse will make every effort to bring all scheduled and prescribed emergency drugs such as Epipens, inhalers, and Benadryl that have been appropriately prescribed according to state regulations. The nurse will also

bring the Medication Manual to assure appropriate administration.

e. Parents shall be notified by telephone by the Peabody Public Schools. The telephone numbers will be taken from the student's emergency contact phone numbers on the emergency form.
f. Teachers shall dismiss each student to his/her parent or parent designee after securing the signature of said parent or parent designee.

ENERGY DRINKS

Energy drinks are prohibited at the Higgins Middle School. Many of these drinks contain high amounts of caffeine or sugar and are not appropriate for an academic setting.

EXTRA CURRICULARS

Peabody Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. Peabody Public Schools is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. Peabody Public Schools' administrators, in their discretion, may deny or limit a student's access to co-curricular activities as a disciplinary sanction.

FIELD TRIPS

A field trip is like any other school day except that students are learning in a different setting. Field trips are planned to teach students in an academically enriching way.

It must be noted that these trips often necessitate that the students leave the school grounds, and these trips may extend beyond the normal school day. Since teachers volunteer to provide these opportunities for students, student participation must be considered a privilege. If students have not demonstrated acceptable behavior or conscientiousness concerning the completion of schoolwork, they may not be invited to participate in field trips. Staff members are encouraged to notify such students or their parent/guardian that participation in field trips is in jeopardy.

FIRE DRILL CONDUCT

Fire drill instructions that indicate the exit from that room are posted in every classroom. Both primary and secondary exits are designated in these instructions. Secondary exits are used only if the primary exits are blocked. It is important the pupils adhere to these instructions and leave by the designated exit as quickly as possible without running, and report to the assigned area outside.

Once outside, students should report to their teacher for attendance purposes. If any student was not with his/her cluster when the alarm went off, once outside, the student should report to any nearby staff member for attendance purposes.

There is a strict law against pulling a false alarm. A false alarm is not a prank. It puts the lives of responding firemen in danger as they rush to get to the school, and

students can get hurt needlessly as well.

GUM CHEWING

Gum chewing is prohibited in the building.

LOST, DESTROYED OR DAMAGED PUBLIC PROPERTY

It is the policy of the Peabody School Committee that students be held responsible for public property, including books, which is provided free of charge for their use.

A person destroying, damaging, mutilating, or losing public property because of negligence shall be held responsible to pay for the loss incurred. The actual cost of repairs, or an estimate of that cost, will be presented to the individual or people responsible, together with a bill for same. The replacement value of an item will be used in the event an item must be replaced. If the responsible parties are students, a copy of the bill will also be presented to the parent(s)/guardian(s) of the student. A copy of the bill will be forwarded to the School Business Administrator who will arrange for collections, receive all funds and deposit same with the city Collector.

HALL PASS

Any student who is in the corridor during class time must have a pass. It is the student's responsibility to obtain the required pass.

PROMOTION/ RETENTION POLICY

PROMOTION STANDARDS

Failure of any core subjects (Math, English Language Arts, Social Studies, or Science) for more than one quarter will require a student to attend, and successfully complete, a remediation program in order to be promoted. Remediation programs include summer school, after-school programs and in-school intervention classes. Failure of more than two core subjects is grounds for automatic retention.

Students who may be required to attend summer school will be identified and notified as follows:

TERM 1 (End of November or Whenever Necessary)

Teachers and guidance counselor will identify those Grade 6-8 students who have two or more F's on their report card. Parents receive a letter from the guidance counselor explaining the school's concern.

TERM 2 (Early February)

If the student's failure continues, teachers and the guidance counselor will meet to determine if the student can't meet standards or won't meet standards. A letter is sent to the parents advising them to contact the guidance counselor and

make an appointment with the teachers.

TERM 3 (End of April)

Teachers identify those students who still have not shown improvement. Parents are notified of their child's possible failure and options are explained, such as summer school, if applicable.

TERM 4 (Early June)

Assistant Principal, teachers, guidance counselors and principal meet to finalize a list of non-promotion students.

PARENTAL NOTIFICATION REGARDING SEXUAL EDUCATION AND HUMAN SEXUALITY ISSUES

Massachusetts General Law c. 71, § 32A notes that parents be provided an "opt-out" provision for courses (typically sex education or sciences) school assemblies, or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues. Parents wishing to review curricula and/or exempt their child/children from instruction of the aforementioned topics must contact the building Principal in writing.

SCHOOL DANCES

Higgins Middle School hosts dances for students throughout the school year. These are beneficial social events that enable students to make friends, enjoy food and music, and develop their social skills. Attending dances is a privilege that can be revoked if students do not uphold the school's behavior expectations.

These important rules are established to make dances a safe, respectful, enjoyable evening for all:

- Students must be in school on the day of the dance
- Individuals who are not Higgins Middle School students are not allowed to attend a dance
- All school wide dress code and behavior expectations apply during a school dance
- Students should arrange transportation immediately following the dance's ending time
- Students who are not in good standing may be prohibited from attending.

Students "in good standing" are attending school consistently, upholding our core values, and passing all classes.

Failure to comply with these rules may result in a student being asked to leave the dance, and may prevent a student from attending future dances.

Tobacco

Students are not permitted to possess or use tobacco products, including electronic cigarettes and vaporizers, alcohol or drugs (unless prescribed by a physician) on school property or at school events. This would include, but not be limited to possession on one's person and/or in one's locker.

BEHAVIOR EXPECTATIONS AND STUDENT DISCIPLINE

BEHAVIOR EXPECTATIONS

At Higgins Middle School, all

Honesty	**S**afety
Acceptance	**O**wnership
Work Ethic	**+A**ttitude
Knowledge	**R**espect!
Support	

To ensure that all students meet our schoolwide behavior expectations, we will teach and remind students of our core values frequently. Students will be asked to think of our values before acting, to remind classmates and friends of our values, and to be prepared for the consequences if they do not demonstrate our school's core values.

Students, parents, faculty, staff members, and administrators are equally responsible for upholding our community's core values. At the beginning of each year, we will teach our students the values we believe in and explain the consequences that will result from certain actions. Each month we will highlight positive examples of our values in action as displayed by members of the Higgins community.

The following list includes many (but not all) of the behaviors that are not allowed at Higgins Middle School. These types of behavior do not represent our community's core commitments to honesty, acceptance, work ethic, knowledge, safety, ownership, and respect. Students, staff and parents should familiarize themselves with the listed consequences but be prepared to recognize the individuality of each situation and the necessity of additional responses to situations that may not be included below.

For this list's purposes:
ISS = In School Suspension
OSS = Out of School Suspension

Honesty

Behavior	Consequence for 1st offense	Consequence for 2nd offense	Consequence for 3rd offense
Cheating • copying work • plagiarism • cheat notes	• Academic penalty • Parent notification	• Academic penalty • Teacher detention • Parent notification • Written referral to associate principal • Removal from Honor Roll	
Failure to identify oneself in hallway	• Written referral to associate principal • 2 hour detention	• Written referral to associate principal • ISS 1 day	• Written referral to associate principal • OSS 1 day
Forgery • forged parent signature • misrepresentation of a note to/ from a parent	• Parent notification • Teacher detention • Associate principal notification	• Parent notification • Written referral to associate principal • 2 hour detention	• Written referral to associate principal • ISS 1 day

Acceptance

Behavior	Consequence 1st offense	Consequence 2nd offense	Consequence 3rd offense
Bullying/ Cyberbulling (that effects school environment)	• Written referral to associate principal • Intervention – counselor or peer mediation • Detention • Possible ISS • Notify school resource officer	• Written referral to associate principal • OSS 1 day • Notify school resource officer	• Written referral to associate principal • OSS 1-3 days • Notify school resource officer
Discriminatory language (based on race, gender, religion, or sexual orientation)	• Written assignment or ISS depending on severity • Written referral to associate principal	• Written referral to associate principal • ISS 1-3 days	• Written referral to associate principal
Harassment (a pattern of repeated behavior towards an individual)	• OSS 1 day • Notify school resource officer	• OSS 1-3 days • Notify school resource officer	• OSS 3-5 days • Notify school resource officer

Work Ethic

Behavior	Consequence 1st offense	Consequence 2nd offense	Consequence 3rd offense
In hallway without a pass	• Teacher notification	• Teacher detention • Parent notification	• Written referral to associate principal
Tardy to class	• Warning	• Teacher detention • Parent notification	• Teacher detention • Parent notification • Written referral to associate principal
Chronic tardiness to school	• Warning	• Parent notification	• Associate principal intervention
Out of bounds: out of assigned area or failing to travel directly to assigned area	• Teacher Detention	• Written referral to associate principal • 2 hour detention	• Written referral to associate principal • ISS

Knowledge

Behavior	Consequence 1st offense	Consequence 2nd offense	Consequence 3rd offense
Cutting class	• Written referral to associate principal • ISS 1 day	• Written referral to associate principal • ISS 1-3 days	• Written referral to associate principal • OSS 1-3 days
Truancy	• ISS 1 day • Notify attendance officer	• ISS 1-3 days • Notify attendance officer	• ISS 3-5 days • Notify attendance officer

Safety

Behavior	Consequence 1st offense	Consequence 2nd offense	Consequence 3rd offense
Bus infraction	• Warning • Possible assigned seat	• Short term bus suspension 1-3 days • Parent notification	• Long term bus suspension 4-7 days • Parent notification • Bus expulsion possible for subsequent offenses
Creating a disturbance in a public space (hallway, auditorium, café., etc)	Written referral to associate principal • OSS 1-3 days • Notify school resource officer	• Written referral to associate principal • OSS 3-5 days • Notify school resource officer	• Written referral to associate principal • OSS 7-10 days • Notify school resource officer
Behavior	**Consequence 1st offense**	**Consequence 2nd offense**	**Consequence 3rd offense**
Fighting (involving 2 or more people)	• Written referral to associate principal • OSS 1-3 days • Immediate police notification	• Written referral to associate principal • OSS 3-5 days • Immediate police notification	• Written referral to Associate principal • OSS 7-10 days • Immediate police notification

Horseplay **(rough play which could lead to potential injury)**	• Detention	• Written referral to associate principal • 2 hour detention or ISS (depending on severity)	• Written referral to associate principal • 2 hour detention or ISS
Inappropriate physical contact	• Parent notification • Written referral to associate principal: possible ISS or 2 hour detention • Notify school resource officer	• Written referral to associate principal • ISS 1-3 days • Notify school resource officer	• Written referral to associate principal • OSS 1-3 days • Notify school resource officer
Leaving school property while school is in session	• Written referral to associate principal • ISS 1-2 days • Immediate police notification	• Written referral to associate principal • OSS 1-3 days • Immediate police notification	• Written referral to associate principal • OSS 3-5 days • Immediate police notification
Physical assault **(1 person, non- reactive response from other person)**	• Written referral to associate principal • OSS 1-3 days • Notify school resource officer	• Written referral to associate principal • OSS 3-5 days • Notify school resource officer	• Written referral to associate principal • OSS 7-10 days • Notify school resource officer
Possession of tobacco, matches or lighter (including vaping products)	• Written referral to associate principal • ISS 1 day • Notify school resource officer	• Written referral to associate principal • OSS 1 day • Notify school resource officer	• Written referral to associate principal • OSS 3-5 days • Notify school resource officer
Possession, use or distribution of a weapon	• Written referral to associate principal • OSS 7-10 days • Expulsion hearing • Immediate police notification		

Possession, use or distribution of drugs or alcohol	• Written referral to associate principal • OSS 7-10 days • Expulsion hearing • Immediate police notification		
Behavior	**Consequence 1st offense**	**Consequence 2nd offense**	**Consequence 3rd offense**
Repeated class disruption	• Teacher detention • Parent notification	• Written referral to associate principal • 2 hour detention • Parent notification	• Written referral to associate principal • ISS 1-3 days
Threatening acts, gestures or words towards students (posturing, intimidation)	• Teacher/ administrator intervention • Notify school resource officer • Possible 2 hour detention or ISS	• Written referral to associate principal • ISS 1-3 days • Notify school resource officer	• Written referral to associate principal • OSS 1-3 days • Notify school resource officer
Cafeteria disruption	• Verbal warning • Assigned seat	• 2 hour detention or ISS	• ISS 1-3 days

Ownership

Behavior	Consequence 1st offense	Consequence 2nd offense	Consequence 3rd offense
Gum chewing	• Immediate removal of gum • Warning	• Written assignment	• Increased written assignment • Teacher detention • Parent notification
Failure to get teacher note signed	• One day's grace	• Teacher detention • Contact parent	• Written referral to associate principal
Skipped or asked to leave teacher detention	• Written referral to associate principal • 2 hour detention		
Violation of HMS personal device policy	• Teacher confiscates device • Student responsible to retrieve at **end** of class	• Teacher confiscates device • Student must retrieve device from associate principal	• Parent must retrieve device from associate principal • Possible loss of privilege to bring device to school
Violation of HMS Chromebook policy	• Parent notification • Warning of possible loss of privilege	• Parent notification • Detention • Possible loss of computer privileges	• Parent notification • 2 hour detention • Possible loss of computer privileges

Respect

Behavior	Consequence 1st offense	Consequence 2nd offense	Consequence 3rd offense
Asked to leave ISS	• OSS 1 Day	• OSS 1-3 Days	
Back–talk	• Teacher detention • Parent notification	• Written referral to associate principal • 2 hour detention	• Written referral to associate principal • ISS 1 day
Insubordination	• ISS 1 Day	• ISS 1-3 Days	• OSS 1-3 Days
Poor behavior towards a substitute	• Teacher detention	• Written referral to associate principal • 2 hour detention or ISS	• Written referral to associate principal • ISS
Dress code violation	• Change clothes (change of clothes provided if unable to reach parent)	• Change clothes • Parent notification via phone call (from guidance/ associate principal) • Possible ISS	• Repeat consequences of the 2nd offense
Threats, profanity or vulgarity directed to faculty or staff	• Written referral to associate principal • ISS 1-3 days	• Written referral to associate principal • OSS 1-3 days	• Written referral to associate principal • OSS 3-5 days
Skipping or being asked to leave a 2- hour detention	• ISS 1 day	• OSS I day	
Stealing	• Restitution • Written referral to associate principal • ISS 1-3 days • Notify school resource officer	• Restitution • Written referral to associate principal • OSS 1-3 days • Notify school resource officer	• Restitution • Written referral to Associate principal • OSS 3-5days • Notify school resource officer
Swearing • overheard by teacher • student to student	• Warning	• Teacher detention • Parent notification	• Written referral to associate principal. • Possible 2 hour detention
Vandalism (property damage of monetary value or disfigurement that detracts from the school environment0	• Possible restitution or service • Written referral to associate principal • Notify school resource officer 0 • ISS	• Written referral to associate principal • ISS 1-3 days • Notify school resource officer	• Written referral to associate principal • OSS 1-3 days • Notify school resource officer

Consistent, repeated offenses against our core values may result in the intervention of a Child Requiring Assistance (CRA) Petition.

Egregious or Multiple repeat offenses may require individualized consequences.

The failure to uphold the core values may jeopardize the student's right to attend certain school functions including school dances, extra-curricular activities and the Moving On Ceremony.

BEHAVIOR INTERVENTIONS

The following represent some of the options that will be taken by teachers and administrators to respond to students' behavior:

A. Student - Teacher Conferences

A student - teacher discussion of the problems may provide the student with an awareness of why his/her conduct is inappropriate, alert the teacher of the student's individual needs and provide an opportunity for the student and teacher to work out a satisfactory solution.

B. Parent - Teacher Conferences

Families are encouraged to get to know their children's teachers early in the school year in order to promote a positive rapport that can be useful if student concerns arise during the year. Only through a cooperative effort from the parents and staff can solutions be decided upon which will improve academic and behavioral performance.

C. Parent - Counselor Conferences

All communications concerning a child's daily performance, homework, or arrangements for a cluster meeting should be directed through the student's guidance counselor. Counselors may also serve as a liaison between family and school. Parents and guardians are encouraged to make the guidance counselor aware of any issues or concerns that may affect their child's focus or performance in school. If the families desire, the guidance counselor will share this information with the teachers.

D. Parent - Teacher - Assistant Principal Conferences

These meetings are usually scheduled when a student is encountering continual discipline problems or is not providing the effort required in his/her schoolwork.

E. Detention

Students may be detained after school under the supervision of a teacher or Assistant Principal for several reasons including but not limited to: cheating, class disruption, disrespect, excessive tardiness, failure to get agenda book, progress report, or report card signed, failure to report to teacher detentions, forgery, graffiti, gum chewing, horseplay, inappropriate language, including profanity, insubordination, late for class, no homework, possession of inappropriate items such as laser pointers, rude and/or discourteous behavior, unprepared for class

Students are allowed to make a phone call to parent/guardian to inform them of the need to remain for detention.

F. 2 Hour Detention

Students may be assigned a 2 hour detention from an administrator. These detentions last from 2:30 until 4:30 and can be assigned for missing teacher detention, inappropriate behavior, excessive tardies or absences, or other infractions determined to require an intervention from the Assistant Principal or principal.

Failure to complete 2 hour detention successfully will lead to a student's out-of-

school suspension for 1 day.

G. In-school Suspension

Students assigned to in-school suspension will be removed from regular classroom activities, but not the premises throughout the day including lunch. In an effort to continue uninterrupted learning and studies students will be provided the day's assignments from their teachers and assistance when needed. In "earning their way out" students are expected to complete all the work assigned and indicate by their behavior that they are ready to return to their regular classes the next day.

Students will not enjoy the privileges of participating in or being a spectator at any activities that occur on those days that they are placed on an in-school suspension.

H. Out - of - School Suspension

Students may be assigned this consequence for repeated in-school suspensions or behavior that is deemed inappropriate consistent with the definition and due process guidelines set forth below. .

APPENDICES

Appendix A

Disciplinary Due Process

A student has the right to be heard prior to any imposition of suspension. Prior to the imposition of discipline, a student will be given an opportunity to receive notice of, and respond to, the allegations or charges against them (except in cases of extreme emergency). Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

SUSPENSION/EXPULSION

Definitions

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process for Infractions other than Dangerous Weapons, Narcotics, Assaults on Staff or Felony Complaints (M.G.L. c. 71, Section 37H ¾)

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Emergency Removals; M.G.L c. 71, § 37H ¾: –

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall: (1) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate

Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below,, as applicable, and the parent an opportunity to attend the hearing.

Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension at set forth below, whichever is applicable.

A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension; M.G.L c. 71, § 37H 3/4: means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term

suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H 3/4: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H 3/4

Short-term suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice he case of disciplinary; M.G.L c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a

suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the

potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate; if the student may be placed on long-term suspension following the hearing with the principal; the rights set forth in 603 CMR 53.08 (3)(b); and the right to appeal the principal's decision to the Superintendent. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4:At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student

.Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in

writing and may be in the form of an update to the original written notice.

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

Long-Term Suspension; M.G.L c. 71, § 37H 3/4

Long-term suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or
in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning
with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis
for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the

hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school district; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H 3/44

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file

a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4:

A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. The student or parent shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4: The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension. The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

Superintendent's Decision; M.G.L c. 71, § 37H 3/4: The superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place,

and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate.

If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

Opportunity to Make Academic Progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

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

Due Process for Offenses of Dangerous Weapons, Drugs, Assaults on Staff and Criminal Felony Matters (M.G.L. c. 71, §§ 37H and 37H 1/2 Offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c.

71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student for means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c, 71, §37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Principal's Hearing, Long-Term Exclusion – 37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided,
however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – 37H - Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days

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

Opportunity to Make Academic Progress - Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period

of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.

Felony Complaints - M.G.L. c. 71, § 37H

Issuance of a Felony Criminal Complaint
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 or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing – Long-Term Exclusion – 37H 1/2 - The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.
Appeal to the Superintendent- Long-Term Exclusion - 37H 1/2 - The student shall have the right to appeal the suspension to 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 be represented by counsel at student's own expense. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the City of Peabody with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing – Long-Term Exclusion - 37H 1/2 - 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 ant the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

Superintendent's Appeal – Long-Term Exclusion - 37H 1/2 - The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. The hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final

decision of the City of Peabody with regard to the expulsion.

Opportunity to Make Academic Progress

Peabody Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The following procedures apply to suspension of students with disabilities when suspensions exceed ten (10) consecutive schools days or when a pattern has developed for suspensions exceeding ten (10) cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a potential disciplinary change in placement.
b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a

disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year.
d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
    1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;

2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP.
The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.
At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.
If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury, the school may remove the student to an interim alternative setting for 45 days only: 1) with parental consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

f. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Appendix B

CHILD ABUSE

MASSACHUSETTS GENERAL LAWS, CHAPTER 119, Section 51A

SECTION 51A

Injured children reports; immunity; privileged communication; penalties; notice of determination.
Mandated Reporters

Any physician, medical intern, hospital personnel engaged in the examination, care or treatment of persons, medical examiner, psychologist, emergency medical technician, dentist, nurse, chiropractor, podiatrist, osteopath, public or private school teacher, educational administrator, guidance or family counselor, day care worker, or any other person paid to care for or work with a child in any public or private facility, or home or program funded by the Commonwealth or licensed pursuant to Chapter 28A, which provides day care or residential services to children, probation officer, clerk/magistrate of a district court, social worker, foster parent, firefighter or police officer, who, in his or her professional capacity shall have reasonable cause to believe that a child under the age of 18 is suffering serious physical or emotional injury resulting from abuse inflicted upon him or her including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such condition to the Department by oral communication and by making a written report within 5-48 hours after such oral communication; provided, however, that whenever such person so required to report is a member of the staff of a medical or other public or private institution, school or facility, he shall immediately either notify the Department or notify the person in charge of such institution, school facility, or that person's designated agent, whereupon such person in charge or his or her said agent shall then become responsible to make the report in the manner required by this section. Any such hospital personnel preparing such report may take, or cause to be taken, photographs of the areas of trauma visible on a child who is the subject of such report without the consent of the child's parents or guardians. All such photographs or copies thereof shall be sent to the Department together with such report. Any such person so required to make such oral or written report who fails to do so shall be punished by a fine of not more than one thousand dollars.

Appendix C

HARASSMENT/DISCRIMINATION PROCEDURE

The Peabody Public Schools is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Peabody Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions

For the purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
B. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.
C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.
D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

E. When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Peabody Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements.

How to make a complaint

A. Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

B. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

C. Students and employees will not be retaliated against for making a Complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

D. Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to

report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491
Telephone: (617) 289-0111
Fax: 617-289-0150
TDD: 877-521-2172
Or

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

Complaint Handling and Investigation

A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.

B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

C. Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
   1. The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
   2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
   3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.

4. The investigator will keep a written record of the investigation process.
5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the
   Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

D. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:
   1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
   2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
   3. Informing the Complainant and the person(s) who was the subject of the Complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within twenty (20) calendar days of receipt of the Complaint, unless the investigation is extended under the provision described above.

E. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the

investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designees determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further appeal to the Superintendent.

F. If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted to the Superintendent within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The Superintendent will consider the appeal. The Superintendent's decision shall be final.

The District's Civil Rights Coordinator may be contacted at: **Kelly Chase, Assistant Superintendent, 27 Lowell Street, Peabody MA 01960. 978-536-6505.**

Appendix D

HAZING

The following statute regarding hazing was recently passed by the Massachusetts Legislature:

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by 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 and mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of 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.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said section seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, 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 that fails to make such report.

Appendix E

EXCERPTS FROM THE MASS DEPT. OF PUBLIC HEALTH AIDS – SCHOOL ATTENDANCE POLICY

Epidemiological studies show that AIDS is transmitted via sexual contact or blood to blood contact. To date, there is no recorded transmission of AIDS to family members who are non-sexual contacts. This fact is also observed with medical personnel who directly care for and are exposed to AIDS cases. Since there is no evidence of casual transmission by sitting near, living in the same household, or playing together with an individual with AIDS, the following guidelines are recommended by the Governor's Task Force on AIDS for implementation in school systems throughout the Commonwealth.

1. All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) and receiving medical attention are able to attend regular classes.

   A. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she should not be in school.

   B. If the child exhibits inappropriate behavior which increases the likelihood of transmission (i.e. biting or frequent incontinence), he/she should not be in school.

   C. Children diagnosed with AIDS or with clinical evidence of infection with the AIDS associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan

   D. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) are able to attend school without any further restrictions.

2. The child's personal physician is the primary manager of the child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) Management includes acting as the "gate keeper" for the child's attendance at school in accordance with the policy outlined above.

   A. The child's personal physician, after consultation with the family, is responsible for reporting cases of AIDS to the Massachusetts Department of Public Health's Division of Communicable Disease. The school superintendent will be notified by the child's personal physician and will provide assistance in identifying those educational or health care agents.

   B. Only persons with an absolute need to know should have medical knowledge of a particular student. In individual situations, the superintendent might notify one or more of the following:

      • Principal • School Nurse • Teacher

   C. Notification should be by a process that would maximally assist patient

confidentiality. Ideally, this process should be by direct person to person contact.

D. If school authorities believe that a child diagnosed as having AIDS or with clinical evidence of infection with the AIDS associated virus (HIV) has evidence of conditions described in #1 then the school authorities can dismiss the child from the class and request authorization from the child's personal physician so that class attendance is within compliance with the school policy.

If school authorities and the child's personal physician are in conflict, then the case should be referred to the Department of Public Health for review by an appointed physician who would determine the permissibility of attendance.

Appendix F

INFORMATION SYSTEMS AND EDUCATIONAL TECHNOLOGY RESOURCES ACCEPTABLE USE POLICY

Information systems and educational technology resources are tools provided by the school system in support of the global philosophy and mission of the Peabody Public Schools. The Peabody Public Schools expect all to use technology resources in an appropriate and responsible manner for educational purposes only

I. AVAILABLITY - All users shall acknowledge in writing the receipt, understanding, and compliance with all administrative procedures and regulations governing the use of the computer network. Copies of the Acceptable Use Policy and the student agreement for technology use are included in the student handbook given to all students at the beginning of the school year. This agreement must be completed and signed by all students and their parent/guardian after going over the AUP together the signed agreement must be returned to the school before the student may begin using the technology resources. A similar Acceptable Use Policy has been developed for all Peabody Public Schools employees. All staff requesting a network account are required to complete the staff Network/Internet User Agreement before having a network account assigned to them. Noncompliance with these regulations and procedures shall result in suspension or termination of user privileges and other disciplinary action consistent with School Committee policy and applicable federal, state, and local laws and regulations.

II. MONITORING - Electronic transmissions and use of other electronic resources by students and staff may not be considered confidential. Parents or guardians should instruct the student user if there is material that they think would be inappropriate for their child to access. The District fully expects that student users will follow the instructions of their parents or guardians in this matter. The district shall provide monitoring to help ensure the site blocking of educationally inappropriate content.

Student projects displaying the products of class research or the labors of individual students may be displayed on the website. This work is the property of its creator, and may not be copied without permission. Parents who do not wish their student's work to

be published online say so by not signing the Internet permissions area of the annual registration form. Teachers should verify all of their students have been given appropriate permissions.

It is important that all Peabody Public School employees, students, and families understand that any violation of the AUP may result in the loss of Internet and e-mail privileges or other disciplinary action.

The district shall provide monitoring to help ensure the site blocking of educationally inappropriate content.

III. LIABILITY - The Peabody Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The school system does not guarantee the reliability of data connections. The school system is not liable for any loss or corruption of data resulting while using any computer-related technology.

IV. REGULATIONS FOR THE USE OF TECHNOLOGY

1. Commercial use of school system computers and/or networks is prohibited.

2. Copyrighted software or data shall not be placed on any computer without permission from the holder of the copyright. Teacher research or classroom project/curriculum materials will often be displayed on the websites. This work is the property of its creator, and may not be copied without permission. The name of the creator will be appropriately displayed.

3. Access to information systems and educational technology resources shall be granted to users only with a signed access agreement and valid only while enrolled or employed. Account names will be recorded and kept on file at the school level.

4. All passwords shall be protected by the user and not shared.

5. Principals or their designees shall be responsible for disseminating and enforcing the Acceptable Use Policy.

6. System Administrator, Principals, or their designee(s) shall be authorized to examine all system activities, including electronic mail transmissions, and electronic search strategies. All data residing on any computer or network within the system shall be the property of the Peabody Public Schools.

7. Individual users shall be responsible for the proper use of their accounts. . Users shall not use, view, download, copy, send, post or access obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful information, communications, language, images or video, or material that advocates illegal acts, violence, or discrimination toward others. Restrictions against inappropriate language, images or video apply to public messages, private messages, material posted on Web pages, and files stored or created on the district's technology resources.

   If a user mistakenly accesses inappropriate information, the user must immediately inform his/her teacher or the network supervisor of the location of that information.

8. The computer system/ network may not be used for any illegal purposes, in support of illegal activities, or for any activity prohibited by district policy

9. Harming or destroying equipment, materials, data, or programs is prohibited. Deliberate attempts to

degrade or disrupt system performance shall be viewed as violations of district policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to: the uploading, downloading, spamming, chain letters, or creation of computer viruses. Vandalism will result in (a) cancellation of system privileges, (b) disciplinary action in accordance with district policy, and (c) restitution for cost associated with hardware, software, and system restoration.

10. E-mail accounts will be provided to facility and staff. E-mail will be provided to students if needed for teacher directed research projects during a limited time period with specific parental permission.

11. The Peabody Public Schools will co-operated fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's system/network.

12. Under the Family Educational Rights and Privacy Act (FERPA), schools should not allow any student to place any personal information on any electronic database, web page or service listing attached to a network..

13. Permission is required from the school principal or his/her designee for the use of personal technology devices on school property.

14. All users are responsible for creating a backup of any files saved on the school network.

15. The district's portable information systems and educational technology resources such as notebook computers and peripheral or companion devices will be at their allocated sites during school hours.

Appendix G

PHYSICAL RESTRAINT POLICY AND PROCEDURES

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I. OVERVIEW

The Peabody Public Schools ("the District") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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

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

location.

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

***Principal*:** instructional leader of a public school education program or his or her designee.
Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.
Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.
Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

> ***Inclusionary time-out*:** when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.
> ***Exclusionary time-out*:** the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 § 51A.

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:
"Inclusionary time-out": when the student is removed from positive reinforcement or full

participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the

classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- *Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;*
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- *Students must never be locked in a room*;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An "exclusionary time-out" must be terminated as soon as the student has calmed; and
- An "exclusionary time-out" may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use
Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student's property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats, unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE's *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used,* issued on July 31, 2015, states that "brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students."

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety
To ensure student safety, staff will review and consider a student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.
During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Duration
A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up
Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating

behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as

follows: The District will report to DESE all restraints that result in injury to either a student or a staff member within three (3) working days of the restraint. When the restraint resulted in injury, the District shall also send the DESE a copy of the records of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints.

The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receive training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

X. SPECIFIC PROCEDURES

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention.

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."
This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC
ADOPTED: August 2015
LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00
Revision approved by the Peabody School Committee: June 14, 2016

Restraint Complaint Procedure
Any individual who wishes to file a complaint regarding physical restraint practices; should immediately report their concern to the school principal or designee. If the school principal receives the report, he or she will notify the Assistant Superintendent of the complaint. The Assistant Superintendent will promptly investigate the complaint and provide the complainant of the outcome of the complaint within a reasonable time period of receipt of the complaint.

Appendix H

Bullying Prevention and Intervention Plan
M.G.L. c. 71, § 37O

A safe learning environment is one in which every student is provided with the opportunity to develop emotionally, academically, and physically in a supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in our schools. The Peabody School Committee and the Peabody Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Peabody Public Schools is committed to providing all students with a safe learning environment that is free from bullying, cyber-bullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate harmful and disruptive behaviors that can impede the educational process in our schools. While any student could be subject to bullying and harassment, the District recognizes that certain students may be more vulnerable to becoming the target of bullying including students with disabilities. The Peabody Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to avoid and respond to bullying.

The Peabody Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation in our school buildings, on school grounds, in school-related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

The Peabody Public Schools' Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyber-bullying and retaliation that may compromise the safe learning environment for any student. The District is committed to working with students, staff, families, law enforcement agencies, and the community to address and prevent bullying and harassment within our schools. In consultation with these constituencies, the District has established this Bullying Prevention and Intervention Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation.

The Peabody School Committee's Anti-Bullying Policy

It is the policy of the Peabody Public Schools to maintain educational environments that are free from bullying, cyber-bullying, and retaliation. It shall be a violation of this policy for any student or staff in the Peabody Public Schools to bully another student through conduct or communication of a bullying nature and/or to retaliate against any individual for reporting bullying or cooperating with an investigation thereof. Students who engage in bullying, cyber-bullying, or retaliation shall be subject to a range of disciplinary sanctions including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the school administration. Except where bullying has resulted in the student's permanent expulsion, students who engage in bullying shall also be required to participate in remedial activities designed to develop the skills and proficiencies necessary to avoid engaging in further bullying behavior(s).

For purposes of this policy, bullying is prohibited:

1. 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

2. 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. This prohibition shall not be construed, however, as requiring district schools to staff or supervise 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 is also strictly prohibited and may result in suspension or expulsion from school.

Definitions

Bullying: 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:

1. Causes physical or emotional harm to the victim or damage to the victim's property;

2. Places the victim in reasonable fear of harm to himself or of damage to his/her property;

3. Creates a hostile environment at school for the victim;

4. Infringes on the rights of the victim at school; or

5. Materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy, bullying shall include cyber-bullying.

Cyber-bullying: 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:

- The creation of a web page or blog in which the creator assumes the identity of another person; or
- 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 1 to 5 above; 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 1 to 5, inclusive, of the definition of bullying.

Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the target's education.

Target / Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/ Perpetrator: A student 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, who engages, either individually, or as part of a group, in bullying, cyber-bullying or retaliation.

Local Law Enforcement Agency: local police department.

Principal: The administrative leader of a Peabody Public School or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Complaint and Investigation Procedures

1. Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Reports made by students, parents, guardians, or other individuals who are not school or school district staff members, may also be made anonymously, although no student shall be subject to discipline solely on the basis of an anonymous complaint. The Peabody Public Schools will make a variety of reporting resources available to the school community including, but not limited to face to face reporting, an Incident Reporting Form, telephone and email. Use of an Incident Reporting Form is not required as a condition of making a report.

Each school within the District will include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents and will post a copy of the Incident Reporting Form on the school's website. Incident Reporting Forms will also be available in the school's main office, the counseling office, the school nurse's office, and other locations determined to be appropriate by the principal/designee. The Incident Reporting Form will be made available in the primary language of the student's household.

2. Reporting by Staff

A staff member will promptly report to the principal/designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual. The requirement to notify the

principal/designee shall not, however, limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

The Peabody Public Schools expects students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal/designee. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal/designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyber-bullying, or retaliation is strictly prohibited and shall result in disciplinary action.

Procedures for Responding to a Report of Bullying or Retaliation

1. Preliminary Determinations

Upon receiving a complaint, the principal/designee will confer with the complainant to obtain an understanding and statement of the alleged facts. If, based on the facts alleged, the principal/designee determines that the conduct complained of would not constitute bullying as defined by M.G.L. c. 71, § 37O and District policies, the principal/designee shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the Principal/designee determines that such facts, if true, would constitute bullying, as defined above, the principal/designee will promptly commence an investigation of the complaint.

Upon commencing an investigation, the principal/designee will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target. Such interventions may include, but are not limited to, creating a personal safety plan for the target; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal/designee may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses while the investigation is ongoing.

2. Notice to Law Enforcement

At any point after receiving a report of bullying, cyber-bullying or retaliation, the principal/designee will notify the local law enforcement agency if the principal/designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice to law enforcement agencies will be consistent with the requirements of 603 CMR 49.00 and other applicable state and federal laws and regulations pertaining to student records and privacy. In making this determination, the principal/designee may consult with the school resource officer, if any, and other individuals the principal/designee or designee deems appropriate.

3. Notice to Another School or District

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

Investigation Procedures

1. Investigation

Upon receipt of a report or complaint that would, if true, constitute bullying, cyber-bullying or retaliation, the principal/designee will promptly commence an investigation. In investigating any such complaint, the principal/designee will interview students, staff, and any witnesses to the alleged conduct. To the extent practicable and consistent with the principal/designee's obligation to promptly and thoroughly investigate and address the matter, the principal/designee will maintain confidentiality during the investigative process and shall not disclose unnecessary or confidential information to interview subjects. During any such interviews, the principal/designee will inform the target, aggressor, and all witnesses that retaliatory treatment of any individual for reporting or cooperating with an investigation of bullying will result in disciplinary action that may include suspension or expulsion from school.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. In determining the steps necessary to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable to becoming a

target of bullying or harassment based on actual or perceived differentiating characteristics, 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 has or is perceived to have one or more of these characteristics.

2. Determinations

Within fifteen (15) school days of the principal/designee's receipt of the complaint of bullying, cyber-bullying or retaliation, the principal/designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/designee will determine what remedial action may be required, if any, and determine what responsive actions and/or disciplinary action is necessary. The principal/designee's findings and determinations shall be documented in writing on the Incident Reporting Form.

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

3. Notice of Investigative Findings

Upon determining that bullying or retaliation has occurred, the principal/designee or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. While prior notice of an investigation shall not be required, the principal/designee shall not be precluded from notifying the parents of a target or aggressor prior to completion of the principal/designee's investigation.

In notifying the parents of a target or aggressor of an investigation or the principal/designee's findings thereon, the principal/designee shall maintain the privacy and confidentiality of any

individual or child who is not the child of the parents to whom the notice is provided. The principal/designee shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00, and shall not report specific information to the target's parent(s) about the disciplinary action taken against an aggressor unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim

through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

4. Requests for Reconsideration

If either the complaining party or the individual against whom the complaint was made is
dissatisfied with the outcome of the investigation, that person may request, in writing, a reopening of the investigation or reconsideration of the investigative findings. The written request shall state the reasons for request and shall be delivered to the Superintendent of the Peabody Public Schools within ten (10) school days of the parents/guardians receipt of notice of the investigative findings. Within five (5) school days of receipt of any such request, the superintendent shall decide whether or not to reopen the investigation and shall provide written notification of that determination to the appealing party and to the other party involved.

The filing of a request for reconsideration or a reopening of the investigation shall not stay the imposition of disciplinary sanctions or the implementation of any safety interventions determined to be appropriate by the principal/designee.

Responses to Bullying

1. Education and Skill Building

In determining the appropriate response to an incident of bullying, cyber-bullying or retaliation, the principal/designee shall consider a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d)(v). Skill-building approaches that the principal/designee or designee may consider include, but are not limited to:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- Providing relevant educational activities for individual students, or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and non-academic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home.

2. Disciplinary Action

If the principal/designee determines that disciplinary action is warranted, the disciplinary sanction will be determined on the basis of facts found by the principal/designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Individuals found to have engaged in bullying, cyber-bullying, or retaliation may be subject to a range of disciplinary consequences including, but not limited to, reprimand, detention, suspension, expulsion or other sanctions as determined by the principal/designee. Any such disciplinary sanctions shall be imposed in accordance with the due process requirements of applicable laws, regulations, and District policies.

3. Promoting Safety for the Target and Others

Upon determining that bullying or retaliation has occurred, the principal/designee shall, in conjunction with relevant school personnel, consider what services, adjustments and/ or interventions, if any, are needed in the school environment to enhance the target's sense of safety and that of any witnesses. Any such adjustments or interventions to be provided for the target shall be documented in writing in an Individual Safety Plan.

4. **Monitoring of Interventions**

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal/designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed.

If so, the principal/designee or designee will work with appropriate school staff to implement them immediately.

5. Counseling and Other Services

Students who have been found to have engaged in or to have been subject to bullying and their families may be referred for and provided with linguistically and culturally appropriate counseling and other services by the principal/designee. Where appropriate and consistent with applicable laws, regulations, and policies, students found to have engaged in, or to have been the victim of, bullying and their families shall also be referred to outside agencies and/or services providers for appropriate services. It shall be the responsibility of the building principal, through consultation with staff, community service organizations, and District administration to identify resources and services available to such students and their families within the District and in their local communities.

Professional Development

1. Annual staff training on the Plan.

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

2. Ongoing professional development

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

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

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

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;

- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- recognizing that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, 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 has or is perceived to have one or more of these characteristics; and
- maintaining a safe and caring classroom for all students.

District-Wide Bullying Prevention Curriculum

The Peabody Public Schools shall implement age and grade appropriate anti-bullying curricula in each grade, inclusive of grades K-12. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students encouraged in acts of bullying or retaliation; including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and

- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

Collaboration with Families

1. Parent Education and Resources.

The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory

Council, or similar organizations.

Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

Publication of Policies, Procedures and Information on Bullying

All student handbooks will now refer to, and include age appropriate summaries of, the Peabody Public Schools' Bullying Prevention and Intervention Plan and policy on bullying. In addition to the information provided in each student handbook, copies of the District Plan will be available on the District's website, each school's website, in each school's main administrative office, Guidance Office, Nurse's Office, and in other locations determined to be appropriate by the school administration.

The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Implementation of Plan

It shall be the responsibility of the building principal/designee to implement and adhere to the District's Bullying Prevention and Intervention Plan within his/her school. In addition to ensuring compliance with the procedures set forth in the Peabody Public Schools' Bullying Prevention and Intervention Plan with the school building, the principal/designee shall be responsible for developing a building-based process for recording and tracking incident reports, and for accessing
information related to targets and aggressors. The appropriate documentation will be placed in the student's cumulative folder.

Relationship to Other Laws

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

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

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H,37H½, 37H3/4other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior. Incident Reporting Form on next page.

_____ **Incident Reporting Form**

Name of School

Name of Target (of behavior)	

Name(s) of Aggressor (person who engaged in behavior)	

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said—use actual words if possible).

Date of incident		**Time of incident**	

Location of incident	

Witnesses (people who saw the incident or have information about it):

Has this happened before? Yes ☐ No ☐
If yes, describe:

Do you have immediate safety concerns? Yes ☐ No ☐

Signature:	Date:

Appendix I

VANDALISM

The Peabody School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the city, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under the control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

POLICY REGARDING CONFISCATION OF CONTRABAND

It is the policy of the Peabody Public Schools that all contraband collected or seized by school administration, including but not limited to weapons, drug and/or tobacco instruments of delivery, illegal drugs and/or tobacco products, shall not be returned to students, parents, or guardians, and may be turned over to local law enforcement authorities for appropriate disposal and/or further action. This policy shall also be included in the Parent-Student Handbooks for all grade levels.

POLICY REGARDING BICYCLE RIDER SAFETY AND RESPONSIBILITY

It is the policy of the Peabody Public Schools that all students riding bicycles to and from school shall follow all State and local laws and rules, including but not limited to obeying the required rules of the road, wearing bicycle helmets, parking/storing bicycles as directed and locking bicycles while using the appropriate bicycle racks/storage equipment. Students failing to follow this policy shall be referred, when necessary, to the Peabody Police. This policy shall also be included in the Parent-Student Handbooks for all grade levels.

Peabody Public Schools

27 Lowell Street Peabody, Massachusetts 01960
Telephone: 978-531-1600

RELEASE OF STUDENT RECORDS

In accordance with the Massachusetts Department of Education, Student Record Regulations (603 CMR 23 00-23 12 dated 6/8/90), please include as soon as possible all academic records, achievement test scores, MCAS scores, Special Education records, attendance, health records, behavior and related information that may be helpful for the proper educational placement of this student. Massachusetts' law requires that a transfer form must accompany these records.

Name of Student:_____ Grade _____
(Last) *(First)* *(Full Middle Name)*

SASID #: _____

Current School:_____
Name of School

_____
Street Address

_____
City State Zip Code
Country

_____ _____
Telephone # Fax#

New School: _____
Name of School

_____
Street Address

_____
City State Zip Code
Country

_____ _____
Telephone # Fax #

_____ _____
Parent /Legal Guardian Signature Date

Access to Records by *Authorized* School Personnel. Parents and Eligible Students. Student records can be accessed by authorized school personnel, parents, eligible students, and clerical personnel for clerical purposes. (23.02) Effective November 1998, Massachusetts law has changed and now requires that non-custodial parents provide written verification in the form of a probate court order or judgment relative to custody of the child, specifying, in detail, that they have not been denied custody based on a threat to the safety of the child or the custodial parent.

FOR INDIVIDUAL SCHOOL USE ONLY

_____

Records Included:
——— Academic Records
——— Achievement Test Scores

Date of Authorization

_____

Date Records Mailed

_____

By

_____ *MCAS* Scores
_____ Special Education Records
_____ Attendance Records
_____ Health Records
_____ Behavior Records

RELEASE OF STUDENT DIRECTORY INFORMATION

I request that my child's Student Directory Information **NOT** be released to:

_____ Government Military Recruiters

_____ College Recruiters

_____ Other 3rd parties

_____

Student's Name (please print)

_____

Parent/Guardian Signature Date

Peabody Public Schools

STUDENT & PARENT/LEGAL GUARDIAN HANDBOOK ACKNOWLEDGEMENT

In our ongoing effort to "Go Green" the Peabody Public Schools Student & Parent/Legal Guardian Handbook is now accessible online at www.peabody.k12.ma.us.

If you are unable to access the online version please go to the Main Office at your child's school to review or obtain a copy of the Student & Parent/Legal Guardian Handbook.

I understand it is my responsibility to read the Student Handbook and review its content with my child.

(Please complete, sign and return this form to your child's teacher on or before September 14, 2021).

PRINT NAME OF STUDENT: _____

HOMEROOM TEACHER: _____

PRINT NAME OF PARENT/LEGAL GUARDIAN:_____

SIGNATURE OF PARENT/LEGAL GUARDIAN:_____

DATE: _____

Responsible Use Agreement
Peabody Public Schools
Grades 6 - 8

Peabody School Committee supports the ethical use of technology and is committed to providing a technology rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I, _____, understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.
I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	❑ I will protect my identity and keep my data secure by creating a strong password and keeping personal information off the Internet . ❑ I will represent myself online by posting respectful and appropriate content.
Protecting others	❑ I will treat others with respect and kindness in all online interactions. ❑ I will report cyberbullying to an adult. ❑ I will only use sources with permission from the owner.
Protecting School Property	❑ I will protect the schools digital tools by avoiding malicious websites and handling devices with care. ❑ I will take ownership for my mistakes by accepting consequences.

Student Name (printed) Student Signature Date

A parent or guardian MUST sign below.

I, _____, parent/guardian of _____ have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Parent Name (printed) Parent Signature Date

Peabody Public Schools

PARENT AGREEMENT TO PERMIT STUDENT FIELD TRIPS

I give permission for my child to participate in school sponsored and curriculum related trips during the school year.

PRINT NAME OF STUDENT: _____

HOMEROOM TEACHER: _____

PRINT NAME OF PARENT/LEGAL GUARDIAN:_____

SIGNATURE OF PARENT/LEGAL GUARDIAN:_____

Date: _____

If you are interested in volunteering or chaperoning at your child's school you must, according to Massachusetts General Law, submit to a Criminal Offender Registration Information check (attached). This form must be completed and returned (in person) to your child's school along with your photo identification.

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services 200
Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS

This form is not to be faxed. Please return form to organization.

Criminal Offender Record Information (CORI) Acknowledgement Form

To be used by organizations conducting CORI checks for employment or licensing purposes.

PEABODY PUBLIC SCHOOLS is registered under the
(Organization)
provisions of M.G.L. c.6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, or current licensees.

As a prospective or current employee, subcontractor, volunteer, license applicant or current licensee, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to PEABODY PUBLIC SCHOOLS
(Organization)
to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing PEABODY PUBLIC SCHOOLS
(Organization)

with written notice of my intent to withdraw consent to a CORI check.

I also understand, that PEABODY PUBLIC SCHOOLS may conduct
(Organization)
subsequent CORI checks within one year of the date this Form was signed by me.

By signing below, I provide my consent to a CORI check and affirm that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

_____ _____
Signature of CORI Subject *Date*

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services
200 Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS

SUBJECT INFORMATION

Please complete this section using the information of the person whose CORI you are requesting.
The fields marked with an asterisk (*) are required fields.

* First Name: _____ Middle Initial: _____

* Last Name: _____ Suffix (Jr., Sr., etc.): _____

Former Last Name 1: _____

Former Last Name 2: _____

Former Last Name 3: _____

Former Last Name 4: _____

* Date of Birth (MM/DD/YYYY): _____ Place of Birth: _____

* Last **SIX** digits of Social Security Number: ___ ___ -- ___ ___ ___ ___ ☐ No Social Security Number

Sex: _____ Height: _____ ft. _____ in. Eye Color: _____ Race: _____

Driver's License or ID Number: _____ State of Issue: _____

Father's Full Name: _____

Mother's Full Name: _____

Current Address

* Street Address: _____

Apt. # or Suite: _____ *City: _____ *State: _____ *Zip: _____

SUBJECT VERIFICATION

The above information was verified by reviewing the following form(s) of government-issued identification:

_____

_____

_____

Verified by:

_____
Print Name of Verifying Employee

_____ _____
Signature of Verifying Employee *Date*