

**NORWOOD PUBLIC SCHOOLS**

*Superintendent: Dr. Dave Thomson*

*Assistant Superintendent: Dr. JJ Muñoz*



**DR. PHILIP O. COAKLEY MIDDLE SCHOOL**

**Student, Parent and Guardian Handbook**

Principal: Dr. Margo Fraczek

Assistant Principal: John Sarianides

Assistant Principal: John Greeley

**2023-2024**

August 1, 2023

Dear Coakley Middle School Community:

Welcome Back! We faced many challenges during our last school year, some expected and some unexpected, but I am proud of the hard work and determination by both staff and students that helped us persevere through necessary growth and development. We could not have done it without us all working together. As we continue to navigate this new world, I know that our strong community will work together to create an excellent educational experience for all.

For the 2023-2024 school year, we are ready to build a strong foundation for learning and will bring back many of the middle school activities that built a sense of community, emphasized teamwork, and allowed students to have fun while learning. Some areas of focus will be:

- Starting the year with a focus on team and community building to help promote a positive school culture.
- Continue to enrich our daily educational experience to ensure that all students see, hear, and experience themselves during their middle school years.
- Improve students' mathematical development by engaging in a variety of curriculum and pedagogical methods that help make math relevant for all students.
- And continuing to find the most effective ways to use all of our staff, both general and special education to support the educational and emotional needs of our students.

We know we have work to do as we rebuild our community, but I know that as we work together as a community with strong school/home partnerships, our students will see great success as they move from middle school to high school.

Welcome to the 2023-2024 school year.

Sincerely,

Dr. Margo Fraczek



## NORWOOD PUBLIC SCHOOLS



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August 2023

Dear Families,

It is my pleasure to welcome you to Norwood Public Schools for the 2023-2024 school year. The Schools are focused on meeting our students needs and partnering with families to facilitate personal and academic growth. We will again build on the lessons from last year in culturally responsive teaching practices to enhance and personalize learning for your child. This year we will also begin professional development on trauma informed teaching to better serve our diverse population. The Mission of the Norwood Public is to provide each student with a comprehensive and innovative education in an inclusive, safe, and supportive environment. This mission statement is central to our work to accelerate learning as we work to recover from the pandemic. This handbook is provided to make certain that each student and their family has full knowledge and access to the rules, expectations, and day-to-day procedures to ensure success in the Norwood Public Schools. Thus, it is imperative that you review this document together, and should you find any questions or concerns, please be sure to contact the administration at your student's school.

We are fortunate to have the support of this great community as we work to foster the growth of your student both individually as a person and academically. Central to this effort is good communication between the home and school that creates a partnership focused on ensuring a successful year.

Sincerely,

David L. Thomson, Ed.D.  
Superintendent of Schools

# Table of Contents

Handbook at A Glance .....	8
SCHOOL ATTENDANCE .....	9
Relevant State Laws .....	9
Excused Absences.....	9
Unexcused Absences.....	10
Medically Excused Absences .....	10
Family Trips.....	10
Absenteeism and Truancy.....	11
TARDINESS .....	11
DISMISSALS .....	12
MCAS TESTING AND ABSENCES.....	12
ACADEMIC EXPECTATIONS .....	12
Courses.....	12
Teams.....	12
Homework Guidelines and Expectations:.....	13
ACADEMIC RESPONSIBILITIES.....	14
MIDTERM PROGRESS REPORTS.....	14
REPORT CARDS .....	14
Grading System.....	14
ASPEN .....	15
INCOMPLETE GRADES.....	15
FAILING GRADES AND SUMMER SCHOOL .....	16
EXTRA HELP/MAKE-UP WORK .....	16
HONORS CRITERIA.....	16
ACADEMIC IMPROVEMENT PLAN.....	16
STUDENT SUPPORT TEAM.....	16
TEXTBOOKS.....	17
Chromebooks.....	17
TEACHER RECOMMENDATIONS FOR PRIVATE SCHOOL .....	17
ESSENTIAL ARTS CLASSES.....	17
PHYSICAL EDUCATION.....	17
BEHAVIORAL EXPECTATIONS.....	19
CMS PRIDE .....	19

USE OF PHONES .....	20
CELL PHONES .....	20
COMPUTER USE .....	21
WATER BOTTLES .....	21
DRESS CODE.....	21
CAFETERIA EXPECTATIONS.....	21
ASSEMBLIES.....	22
RESPECT FOR SCHOOL PROPERTY.....	23
Daily Operations.....	24
PASSING FROM CLASS-TO-CLASS.....	24
BUS RULES .....	24
STUDENT ACTIVITIES.....	24
NATIONAL JUNIOR HONOR SOCIETY .....	25
NJHS New Member Selection.....	25
NJHS Discipline and Dismissal.....	26
INTRAMURAL SPORTS .....	26
STUDENT ATHLETICS.....	26
OTHER ACTIVITIES .....	26
SCHOOL ARRIVAL .....	26
BICYCLES, SKATEBOARDS AND OTHER WHEELED MODES OF TRANSPORTATION .....	27
LOCKERS .....	27
LOST AND FOUND.....	27
LIBRARY.....	27
PASSES .....	27
COMMUNICATION.....	28
Home/School Partnership and Communication .....	28
School Closure Announcements .....	28
Homeroom/ Morning Announcements.....	28
Weekly Email Updates .....	28
Notices.....	28
Signed Notes and Permission Forms.....	29
EVENING EVENTS .....	29
FIELD TRIPS .....	29
HEALTH SERVICES (School Committee Policy JLC).....	29

School Nurse .....	29
Dismissal Due to Illness.....	29
Health Services (School Committee Policy JLC,JCA,JLCB).....	29
REQUIRED HEALTH SCREENINGS .....	30
Additional Health Screenings.....	31
Concussions (School Committee Policy JJIF-R).....	31
Health Information from the Nursing Department.....	32
Injuries During the School Year .....	32
Prescription and Non-Prescription Medications (School Committee Policy JLCD) .....	33
WHEN TO KEEP YOUR CHILD HOME.....	33
WELLNESS POLICY.....	34
SOCIAL EMOTIONAL SUPPORT.....	34
SCHOOL COUNSELING DEPARTMENT .....	36
SCHOOL ADJUSTMENT COUNSELOR .....	36
NORWOOD PUBLIC SCHOOLS ANTI-BULLYING POLICY (JICFB) .....	36
DISCIPLINARY ACTIONS.....	42
CLASSROOM CONSEQUENCES PROTOCOL.....	42
OFFICE CONSEQUENCES PROTOCOL .....	42
OFFICE LUNCH DETENTION .....	42
OFFICE DETENTION .....	43
SATURDAY DETENTION .....	43
SUSPENSION PROTOCOL.....	43
DUE PROCESS & SCHOOL COMMITTEE DISCIPLINE POLICY (JIC) .....	45
DISCIPLINE OF STUDENTS WITH DISABILITIES (JIC).....	49
Discipline of Students With Disabilities Under Section 504 (JIC) .....	52
FIGHTING AND ASSAULT .....	52
CHEATING AND PLAGIARISM.....	52
BEHAVIORAL CONTRACT .....	53
CHILD ABUSE AND NEGLECT.....	53
EMERGENCY SCHOOL CLOSING PROCEDURES .....	54
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	54
PHOTOGRAPHING & VIDEOTAPING OF STUDENTS .....	55
HAZING (SC POLICY- JICAFA).....	55
MEMORANDUM OF UNDERSTANDING (M.O.U.).....	56

POLICY REGARDING DISCRIMINATION AND HARASSMENT(SC POLICY- AC, AC-R).....	56
SPECIAL EDUCATION .....	58
SECTION 504 .....	58
English Language Learning.....	58
RESPONSE-TO-INTERVENTION (RTI).....	59
THE 3 TIER MODEL .....	59
EMERGENCY LOCKDOWNS AND DRILLS.....	59
WEAPONS .....	60
RESPONSIBILITY OF A NONCUSTODIAL PARENT TO RECEIVE STUDENT RECORDS.....	60
TRANSFER OF RECORDS .....	61
DESTRUCTION OF STUDENT RECORDS .....	61
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	61
PARENTAL NOTIFICATION LAW .....	61

# Handbook at A Glance

## DRESS CODE & CELL PHONES

### Cell phone policy

**Cell phones are not to be in the student's possession during the school day.**

- First two offenses - The assistant principal or principal will meet with the student and the phone will be returned to the student.
- Second and repeated offenses - Parent/guardian will be notified and a detention assessed to the student. Students carrying cell phones during the school day do not contribute to maintaining a purposeful learning environment. Failure to comply with this rule may lead to additional disciplinary action.
- Using a cell phone or other messaging device to take photos or videos within Coakley Middle School is prohibited at all times including on school property including school buses.

### The Dress code

The responsibility for the dress and appearance of the students will rest with individual students and parent/guardians.

Inappropriate dress shall be defined, but not limited to, an article of clothing that displays or promotes in pictures or in words any foul, obscene or offensive language,; any tobacco product or use of tobacco product, any alcoholic product or the use of any alcoholic product; material of a sexual nature whether explicit or implied; any illegal substance or the use of any illegal substance; acts of actual or implied violence; material reasonably likely to incite or cause disruption in a racial, religious, ethnic, or other context.

## ATTENDANCE & DISCIPLINE

**School Hours:** 8:45 arrival to 3:20 Dismissal

**Coakley Middle School main office at 781-762-7880**

### Attendance Policy

- **Students not in homeroom by 8:45 AM are marked absent for the day.**
- Excused Absences require a medical note or bereavement documentation
- Vacations are not excused absences
- More than 5 absences is cause for concern (state law allows for 7 absences in a six-month period).
- Please call the absence line (781-762-7880) if your student is going to be out
- Arrival after 12:00am or dismissal before 12:00am is considered absent.

### Tardy and Dismissal

- Students not in homeroom by 8:45 are considered tardy.
- 0-4 tardies - no penalty
- 5-7 tardies - lunch detention
- 8-9 tardies - after school detention
- 10+ tardies - Saturday detention

Discipline Continuum – All Discipline starts with a conversation and increases as students engage in additional infractions from lunch detention to Out-of-School Suspension. Most infractions are dealt with in the moment and at school with a focus on getting students back to class.

Lunch Detention – 30 min during lunch

Office Detention – 50 minutes after school

In School Suspension – Full day at school in office

Out of School Suspension – Full day at home



## SCHOOL ATTENDANCE

The Norwood School Committee believes strongly in the importance of regular attendance by all students. The Committee adheres to, and is in full compliance with, Chapter 76 of the laws of the Commonwealth of Massachusetts, which defines attendance regulations. Except in cases of illness and other unique circumstances, students are expected to be present when school is in session. **Students not in homeroom by 8:45 AM are marked absent for the day.** Students reporting late for school must report to the main office to assure the accuracy of the school's attendance records.

Please note that starting with the 2018-2019 school year, Chronic absenteeism is part of a Massachusetts Public School Accountability Score. The importance of school attendance on a student's learning as well as their emotional well-being cannot be overstated.

Please see School Committee Policy JH on Student Attendance for more information.

**Parents/guardians should report any absences to the Coakley Middle School main office at 781-762-7880.**

### Relevant State Laws

Regular school attendance is crucial for a student's academic and social success. According to M.G.L. Chapter 76, Section 1 of the Massachusetts General Laws, schools may excuse up to seven (7) necessary absences or fourteen (14) half-day absences in a six-month period.

Furthermore, M.G. L. Chapter 76, Section 1B requires the school to notify a parent of any "student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year." The law requires school administrators or their appointed designees to schedule a meeting with the parents or guardians of such children. This team – the student, the parent or guardian, and the principal or designee – may also involve other school personnel, officials from relevant public safety, health and human services, housing and nonprofit agencies.

Students with attendance action plans may be eligible for services under the district's truancy prevention program, Image Plus. The goal of Image Plus is to bring all relevant stakeholders together in order to support a student in regular school attendance.

### Excused Absences

1. A doctor or nurse practitioner's note will excuse an absence(s) from school provided that the note is written on the doctor's or nurse practitioner's stationery, showing the name of the patient (student) and stating that the student was under his/her care for a particular time interval. Dates **MUST** be included, that is, an open-ended/blanket doctor or nurse practitioner's note will not be accepted. The doctor or practitioner **ONLY** must sign the doctor or nurse practitioner's note. The doctor or nurse practitioner's note must be brought to the main office no later than two weeks after the student's return to school. Notes will not be accepted beyond the two week period. In any case, work missed during absence must be made up within a two-week period, and it is the student's responsibility to follow up with teachers to ensure that makeup work is completed within this timeframe.

2. Absences may also be excused (with proper documentation) for court appearances as well as bereavement/family funerals, religious observations, or extraordinary family circumstances (excused at the discretion of the principal).

For short-term absences, it is the student's responsibility to obtain all missed assignments and to arrange to

make-up assessments. Students who are out sick have twice the amount of days that they are out to make up assignments (i.e. if a student is out for two days, they have four days from their return to school to make up the work). If a child is absent for three or more days, a parent may call the office and request that his/her child's teachers provide any work that has been missed. We ask that you give one day's notice before you plan to pick up the materials.

## Unexcused Absences

If the school is not contacted at least by the day after the absence, then the student's absence will be considered '*unexcused*'. A student whose absence is considered '*unexcused*' may count towards the five (5) unexcused absence limit described above under M.G. L. Chapter 76, Section 1B. All absences, regardless of the reason or classification, are recorded in the main office and are summarized on students' report cards.

## Medically Excused Absences

If a child sees a doctor or is admitted to a hospital during their absence(s), written documentation of this visit stating the nature of the illness or health concern as well as any changes to the student's day (e.g. use of crutches or concussion protocols under Massachusetts Regulations 105 CMR 201.006 as described below) should be submitted to the office prior to returning.

If you take your child to a doctor, it would be helpful to provide the school with the following documentation so that we can properly meet his/her needs here at school:

A doctor's note from the student's primary care provider indicating reason for medical absence. The doctor's note should allow for the following accommodations if needed:

- Permission to participate in physical education;
- Permission to use crutches, to use the elevator and/or to leave class earlier to meet their health needs; (\*\* Students will NOT be allowed to use crutches without a doctor's note);
- Whether transportation is needed to qualified temporarily handicapped students;
- Initiate home tutoring in the case of excessive absences; and/or
- Administration of medications. (\* note- no medications can be issued by the school nurse without current doctor's orders)

## Family Trips

Parents/guardians who remove students from school for travel at times other than those designated on the school calendar as "vacation periods," need to be aware that these absences are unexcused and work may not be immediately available. It is recommended that the parents communicate with the team and the school early in the event of a family trip during school time. Students are responsible for making up the work that they missed and the onus is on the family to facilitate the pick-up and completion of the make-up work, in conjunction with the teaching staff.

All work and/or assessments missed during the absence must be completed within five (5) school days, and as with any absence, it is incumbent upon the student and the parents or guardians to approach his/her teachers to inquire about what he/she has missed, and to also take advantage of the available resources that will expedite his/her transition back to the class' current curriculum. Please note that there is no replacement

for the learning that occurs in the school setting, please encourage your student, upon their return, to schedule time with their teachers to be sure that they are caught up on all of their work.

## Absenteeism and Truancy

Any student who exceeds 10 or more unexcused absences in the course of the year can be considered chronically absent. This would require a parent meeting and an action plan for the student, even if the student has under 5 excused absences. Please note, valid medical or religious excused absences with proper documentation are not subject to these counts. Students will not be penalized in any way for missing school for reasons protected under Civil Right laws or to receive proper health care services.

When all other options have been exhausted, including enrollment in the Image Plus program, a student with chronic absenteeism may be considered truant and either a 51A report may be filed with the Massachusetts Department of Children and Families, or a CRA petition (Child Requiring Assistance) may be filed with the Massachusetts Juvenile Court Department at the discretion of the principal and in accordance with applicable state law.

## TARDINESS

When students are not in their homeroom by 8:45AM, students are considered tardy and must report to the office for a pass before going to homeroom or to class. Students should have a note from home explaining their tardiness. The office logs all tardies as “excused” or “unexcused.”

All later arrivals are considered “unexcused” unless one of the following occurs:

- A student arrives with official stationery from the appointment that caused him/her to be late to school on that day;
- The administration has previously determined and has on record that extenuating circumstances exist that warranted special allowances (i.e. medically documented illnesses or a specific action plan document).

In these cases, the late arrival is considered “excused” and the student will be permitted to make up any missed assignment and/or assessment.

Students who accrue a series of “unexcused tardies” in an academic quarter will be subject to progressive discipline including lunch and/or after school detention, Saturday detention, parent meetings and ultimately enrollment in the Image Plus program.

The progressive discipline policy for unexcused tardy consequences per term:

0-4 tardies - no penalty

5-7 tardies - lunch detention

8-9 tardies - after school detention

10+ tardies - Saturday detention. Additional tardies may result in enrollment in the Image Plus program and subsequent progressive discipline.

Please note that the number of tardies are re-set to zero at the end of each quarter.

## DISMISSALS

The school understands that situations arise when a student may need to be dismissed during the school day. Students need to bring a written dismissal note to the main office in the morning stating the time of dismissal. Students will complete a slip, and use that as a pass to be dismissed from class at the designated time. Any students being dismissed must be signed out in the Main Office by a parent/guardian before leaving the building.

If a student needs to be dismissed before the end of the school day, it is easiest to do so at the beginning or end of a period. Parents should not park in the bus or pick up lane to avoid disrupting the buses or school vans.

Students must be in school for more than half the school day in order to be considered present and to maintain eligibility to participate in any after school or evening activities (including rehearsals) on that day. Any student who is late to school, or who is dismissed from school prior to fulfilling this requirement, will be considered absent.

Students arriving after 12:30 or being dismissed prior to 12:30 will be considered absent for the day.

Students MAY NOT call their parents on their cell phone or school phone to ask to be dismissed due to illness without consulting with the school nurse or an administrator.

## MCAS TESTING AND ABSENCES

We appreciate parental efforts to ensure that students are well prepared and attend school during our MCAS testing periods. Attendance plays a key role in our school's overall success in these state-mandated tests, so your support from home in getting your students to school is greatly appreciated.

## ACADEMIC EXPECTATIONS

### Courses

Students take four core academic classes: English Language Arts (ELA), Mathematics, Science and Social Studies. In addition, many students take a variety of exploratory classes for either a semester or the full year. These may include: world language, art, music, physical education, STEM and computer courses. Some students also participate in special education or take classes with the reading or math specialist depending on their needs. Students in our multi-lingual program may also take English Language support classes. Specific classroom and homework expectations will be discussed with students during the first week of school. Many teachers use teacher web sites to post homework. Please check with individual teachers as to the best method for obtaining information about your child's homework assignments.

### Teams

The Coakley Middle School utilizes a team structure that is an effective organizational pattern used by many middle schools throughout the United States. Each student is assigned to an academic team composed of mathematics, English, science, and social studies. Interdisciplinary units and enrichment programs are coordinated and organized by the team teachers. Team Placement letters will be posted by the end of August each year.

## Homework Guidelines and Expectations:

In line with the Norwood Public Schools Homework Policy, we believe the following about homework at Coakley Middle School:

- The purpose of homework is to “improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student” as well as foster other important middle school “habits of mind” including independence, time management and self-reflection;
- Homework should be clear, meaningful, student-centered and assigned so that students can complete it independently;
- Homework should take into consideration the varied needs of students including home access to needed resources and incorporate student choice whenever possible.
- Homework should be assessed for effort more than accuracy.
- Homework should be utilized to inform individual student interventions and whole class instruction;
- Homework success is most easily achieved when the CMS Community works in collaboration with parents, teachers, and students.

### Teacher Responsibility:

- **Create clear and relevant homework assignments;**
- Explain the purpose of those assignments to students, connecting them to prior and future learning;
- Give feedback and/or review homework in a timely manner in order for it to have a meaningful impact on student learning;
- **Communicate to students and parents’ clear expectations for homework and its impact on grading in their classes;**
- Post daily/weekly assignments online and in class
- Create opportunities for parents to partner with students on homework completion by posting assignments on a regular basis and/or communicating regarding student progress;
- **Collaborate with colleagues to monitor the quantity of homework and the number of assessments assigned on a given day so as not to cumulatively give students excessive homework or multiple assessments on the same day;**
- Minimize homework assignments over holidays and vacations;
- Work with students on organization of learning materials and time management;

### Student Responsibility:

- Use online resources when available to support in class learning such as Google Docs and Google Classroom;
- **Take home all necessary materials, including Chromebooks**
- Put forth daily effort on homework completion and record any questions about the assignment to ask the teacher the next day;
- Advocate for their learning needs by seeking clarification and extra help from teachers in class, during study skills and after school as needed to support understanding;
- Work with parents and teachers on organization of learning materials and time management;

### Parent/Guardian Responsibility:

- Check your child’s agenda on a daily basis for homework assignments;
- Monitor your child’s homework completion;

- **Create a quiet space for your child to complete homework and organize materials;**
- Help your child with time management and organization of learning materials;
- Encourage your child to speak with his/her teacher with any questions and advocate for their learning needs;
- Monitor your child's academic progress via the Aspen Parent Portal
- Contact the teacher or guidance counselor with any concerns regarding your child's ability to complete homework assignments.
- **When homework takes excessive amounts of time – stop the child, sign the assignment, and contact the teacher. No student should spend more than 2 hours total on homework.**

## ACADEMIC RESPONSIBILITIES

Students' responsibilities are to:

- Put forth maximum effort
- Bring all materials, including a CHARGED Chromebook, to all classes
- 6<sup>th</sup> grade students should bring their planners to each class
- write down assignments, including all directions, in their planners
- ask questions when needed to clarify assignments
- keep materials organized in their binders
- hand in work done thoughtfully and on-time
- plan carefully for long-term assignments
- call a classmate for assignments when absent
- request assignments and follow-up instruction, as needed, after any missed classes
- make arrangements to meet with a teacher after school or during Mustang Block for extra help.

Parents'/Guardians' responsibilities are to:

- ensure consistent attendance and timely arrival at school
- provide a suitable and consistent place for study (free of noise and other distractions)
- help students develop successful home study habits
- provide assistance when appropriate to encourage and support mastery, but not to do the actual assignments
- notify the teacher if a child is having extreme difficulty in a subject
- assist in budgeting time for long-term assignments

## MIDTERM PROGRESS REPORTS

Midway through each quarter, a mid-term report will be issued by each teacher to keep parents informed of their child's progress. An email alerting parents to the posting of progress reports in Aspen will occur approximately 4 weeks into the term. Mid-term reports are not meant to be the sole vehicle for parent/teacher communication. If you have questions or concerns, please contact individual teachers.

## REPORT CARDS

Coakley Middle School operates on a quarterly schedule. Student report cards will be issued to students in the months of November, January/February, April and June.

## Grading System

Although Coakley Middle School utilizes a standards-based education model and has in the past used a

numerical grading system to communicate student achievement, at this time, we recommend changing our grading policy to use of letter grading in order to align with the policies of Norwood High School and the traditional grading system that is generally recognized by colleges and universities. The recommended changes in our grading system and alignment of letter to numerical grades are indicated below:

Numeric Grade	Letter
98 – 100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
50-59	F

The only exceptions to the chart above are elective courses and educational support programs for regular or special education students, all of which are graded on a Pass/Fail basis. Our policy with regard to “Incomplete” grades remains the same. If a student has “excused absences” that prevent the completion of work for an academic quarter, the teacher may grant that student an “incomplete,” noted as “I” on the report card. The student will be given 10 days to make up missing work, at which time the teacher will assign the student a grade based upon the work completed for the term.

## ASPEN

ASPEN is the online grading system currently used by Norwood Public Schools. Teachers will post student grades as the academic quarter progresses. Please be mindful that the grade average in ASPEN only reflects work to date, and is not a final grade. Progress reports and report cards will be posted in ASPEN on the same day that a paper copy is sent home. Please visit the district website at <http://www.norwood.k12.ma.us/> for details on registering for ASPEN, or simply visit the main office.

## INCOMPLETE GRADES

An incomplete grade, indicated as an "I" on the report card, signifies that no grade has been assigned to that particular subject at grade-closing time. The student must arrange with the teacher to complete whatever work is necessary to determine the grade for that marking period. The deadline for completing this work is ten school days following the issue of the report card unless there are serious extenuating circumstances.

Because there is no time for make-up work at the close of the school year, no incomplete grades are issued during the last grading period.

## FAILING GRADES AND SUMMER SCHOOL

Students who fail up to two major academic subjects (English, mathematics, social studies, and science) may be required to attend summer school at the discretion of the principal.

## EXTRA HELP/MAKE-UP WORK

Students who need extra help should arrange a time to meet with their teachers. Teachers may be available for extra help from 3:20 p.m. until 3:40 p.m. or sometimes later on Mondays through Thursdays when the late bus is also available for students who have paid for the bus. Alternative times may be discussed with individual staff members. Often teachers arrange for one day a week to offer extra help after school. Additionally, teachers are available during Mustang Block to offer extra help to students. Students will need to sign up for extra help with individual teachers and obtain a pass to go to that teacher's room prior to Mustang Block.

## HONORS CRITERIA

Students who receive 90 or above in **all** subjects will receive first honors. Students who receive 80 or above in **all** subjects will receive second honors.

## ACADEMIC IMPROVEMENT PLAN

An academic improvement plan may be incurred when a student is receiving more than one grade below a C-. An academic contract is a clear set of guidelines specifically written for the individual student. It will be implemented at a meeting between the student, their parent or guardian, the student's team and an administrator to discuss the contract. It will indicate the steps that the student needs to take for the period of time that he or she is on this contract. For example, it may require that the student go to certain teachers during an after school help session or during Mustang Block.

A contract is until the end of the next term. The terms of each contract will be laid out in detail for each student. These contracts can include restrictions preventing the student from participating in after-school or enrichment activities, including field trips, at the discretion of the principal. It will be signed by the student, the parent, and the administrator. Additionally, any student who is placed on two separate contracts during the course of an academic year may become automatically ineligible for after-school or enrichment activities, including field trips, at the discretion of the principal. At the end of the contract, a student's performance will be evaluated and will either enter a new contract or exit the academic contract protocol.

NOTE: An administrator, in conjunction with team members, may review academic status or behavioral offenses for a student based on extenuating circumstances that may arise. The school administrators reserve the right to review the behavior or academic record of any student and to adjust his/her participation in school activities.

## STUDENT SUPPORT TEAM

The Student Support Team (SST) is a school-level team utilized to provide teachers with support when students are not successful in the classroom setting. The CMS Student Support Team exists to serve as a problem-solving team for all types of academic, social, and emotional learning issues.

The membership of the Student Support Team at the Coakley School includes, an Assistant Principal, a Reading Specialist, one exploratory teacher, and both the guidance counselor and one academic teacher of the student under discussion. While parents are not typically included in the first SST meeting for a



student, they will be invited to participate in subsequent meetings in the SST process. The Goals of the Student Support Team are:

- **Prevention** – The Student Support Team is accessible to all school personnel to prevent student learning problems or resolve them in their early stages.
- **Problem Solving** – The Student Support Team will apply a problem solving approach by clearly defining the problem, determining the root causes and identifying the needs of the students who are experiencing difficulties.
- **Intervention** – The Student Support Team will develop and assist the teacher in implementing, based on the defined problem, appropriate interventions and will monitor progress to evaluate the results.

## TEXTBOOKS

Each year students will receive a number of books to be used in their various classes. The school lends the students these books, just as the library does. All students are expected to cover textbooks and to replace the book cover if it becomes worn during the school year. If a book is lost or damaged, the student and/or parent are responsible for restitution.

## Chromebooks

Chromebooks are the property of the Norwood Public Schools and are given on loan to students for the duration of the school year. Chromebooks should be treated with care and are the financial responsibility of the student and family. Please see the Chromebook agreement for details on optional insurance and acceptable use.

## TEACHER RECOMMENDATIONS FOR PRIVATE SCHOOL

Occasionally, staff members are asked to write a recommendation for a student planning to attend private school or a specific summer program. Our teachers recognize the importance of such requests, but ask that parents consider the following when making their request:

1. Give teachers at least a 2-3 week notice when requesting recommendations.
2. Provide a stamped, self-addressed envelope to the school for each recommendation.
3. The student involved will be notified through the Guidance Office or his/her teacher when the recommendations have been mailed. Please use written notes instead of a phone call if you wish to remind teachers of due dates.
4. Please be respectful of our staff members and do not request more than 3 recommendations in any school year.

## ESSENTIAL ARTS CLASSES

Students in each grade have two essential arts classes every day. The essential arts classes are an integral part of our goal of a balanced and rich educational experience for our students. Coakley Middle School offers students the opportunity to take exploratory courses in Art, Music, World Language, Technology, Engineering, Computers, Health, and Physical Education. The frequency and meeting times of each of these courses varies across grade.

## PHYSICAL EDUCATION

### Gym Clothes - Dress Code

Students are expected to bring sportswear for all physical education classes. This includes:

- athletic pants or shorts,

- a tee shirt or sweatshirt,
- properly laced athletic sneakers.
- No jewelry may be worn during class.
- No shirts with buttons.

Students should leave books or personal items in the lockers that are located in the locker rooms, and are expected to bring their own locks to secure their belongings. Students not appropriately dressed for PE class will be asked to sit out and complete an alternate assignment.

**Non-Participation Consequences:**

Any student not participating in his/her gym class for any reason will be required to complete an alternate assignment during class. A student with an acute illness or short-term injury may be excused from participating in the class with a note from a parent or guardian, and will be asked to complete an alternate assignment. A physician's note must be submitted to the school nurse and a copy to the physical education teacher, for any student who will miss gym classes for an extended period of time. Those students will be expected to complete alternate assignments, but will not be required to make up missed classes. Students who habitually do not participate in physical education classes, without documentation, may be subject to a mandatory parent meeting and/or disciplinary action.

# BEHAVIORAL EXPECTATIONS

## CMS PRIDE

### Prepared-Respect-Integrity-minDfulness - Engaged

The Coakley Middle School uses a Positive Behavior Interventions and Support (PBIS) model to support appropriate student behaviors at CMS. In a positive behavior model, expected positive behaviors are explicitly taught and the response to negative or unexpected behaviors are organized, systemic, consistent, and thoughtful. Data is collected and analyzed on student behaviors in order to create appropriate interventions that reduce or eliminate the unwanted behaviors. This is not a curriculum or a prepackaged program. It is designed by educators within the school to best serve the needs of the Coakley Middle School and Norwood community. The PBIS team has created a matrix that defines the expected behavior for all students in each area of the middle school. We call this program **CMS PRIDE**. We expect students to strive towards the following five Behaviors: *Preparedness, Respect, Integrity, minDfulness, and Engagement*.

	Classroom	Hallways	Bathroom	Bus
<b>P</b>	<ul style="list-style-type: none"> <li>Materials</li> <li>On time</li> <li>Ready to work!</li> </ul>	<ul style="list-style-type: none"> <li>Passes (during class)</li> <li>Leave doorways open</li> <li>Wait until class leaves</li> </ul>	<ul style="list-style-type: none"> <li>Have a pass</li> <li>Have permission</li> <li>Use closest bathroom</li> </ul>	<ul style="list-style-type: none"> <li>Have bus pass</li> <li>Be on time</li> <li>Find seat quickly</li> </ul>
<b>R</b>	<ul style="list-style-type: none"> <li>Raise hand</li> <li>Follow routine</li> <li>Value others</li> </ul>	<ul style="list-style-type: none"> <li>Use locker appropriately and at designated times</li> <li>Stay on right</li> <li>Leave room for passing</li> </ul>	<ul style="list-style-type: none"> <li>Ask at appropriate times</li> <li>Go to bathroom and return quickly</li> <li>Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated</li> <li>Talk to each other respectfully</li> <li>Check your area before you leave</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>Be honest</li> <li>Original work</li> <li>Learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Take shortest, direct route</li> <li>Use your own locker</li> </ul>	<ul style="list-style-type: none"> <li>Use bathroom appropriately</li> <li>Help keep bathroom clean</li> </ul>	<ul style="list-style-type: none"> <li>Keep seat and area clean</li> <li>Keep hands and feet to yourself</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Focused, on topic</li> <li>Considerate of others</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and body to self</li> <li>Clean up after yourself</li> <li>Hold doors!</li> </ul>	<ul style="list-style-type: none"> <li>Be quick, quiet, and clean</li> <li>Be considerate of other users</li> <li>Fill-in sign-out sheet completely</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Be aware that the bus is a privilege</li> <li>Keep volume down</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>Listen and participate</li> <li>Stay on topic</li> <li>Ask questions!</li> </ul>	<ul style="list-style-type: none"> <li>Greet peers, staff, teachers</li> <li>Be friendly!</li> </ul>	<ul style="list-style-type: none"> <li>Tell an adult if anything is wrong or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Follow bus safety</li> <li>Use phone responsibly</li> <li>Greet bus driver</li> </ul>

## USE OF PHONES

During school hours no phone calls are to be made without permission of school personnel. The phones in the office are to be used only in the case of an emergency. Students who do not have a pass to the office from a teacher and who attempt to call home may be subject to disciplinary action. Cell Phones may only be used to make calls before and after school.

## CELL PHONES

Cell phones are not allowed to be used during school hours. They are to be stored in a student's locked locker. A phone is available at all times. Should a student need to use one, telephones are available in the main office. Should a parent require a student to bring a cell phone for after school use, the following procedure is to be followed:

- Students must turn off cell phones upon leaving the morning waiting area and lock it in his/her locker for the entire school day.
- The locker must be locked.
- **Cell phones are not to be in the student's possession during the school day.**
- Any student who disregards this policy will be subject to disciplinary action. Should a student fail to observe this rule, their phone will be confiscated and turned into the main office.
- **First and second offense** - The assistant principal or principal will meet with the student and the phone will be returned to the student.
- **Third and repeated offenses** - Parent/guardian will be notified that any future occurrences will require the phone to be picked up by a parent. The student will be assessed a detention. Students carrying cell phones during the school day do not contribute to maintaining a purposeful learning environment. Failure to comply with this rule may lead to additional disciplinary action.
- **Using a cell phone or other messaging device to take photos or videos within Coakley Middle School is prohibited at all times including on school property and including school buses.**
- The school day runs from 8:45 AM – 3:20 PM. This policy is in place for the effective management of the building. In case of emergency, parent messages can be given to the student during the school day.

It is strongly suggested that students, as well as parent(s)/guardian(s), **be aware of some of the school's concerns with regard to cell phone use** including: text messaging, emailing, Instagram, Snapchat, cheating (See Cheating and Plagiarism), taking photographs, and recording video. **None of these actions are sanctioned by the school and no form of photography or video recording is permitted on school property, or on school-provided transportation. Owners of cell phones should be cognizant of the legal difficulties that improper use can present.**

Any subsequent offenses or non-sanctioned use of any electronic device by a student will be subject to additional disciplinary measures, starting with a mandatory parent meeting.

It should also be noted that the school is not in any way responsible for lost or stolen property; therefore, it is our expectation that students who find items of value, such as electronic devices, turn them to the office immediately.

*Please note that constant connectivity can be disruptive to a student's academic and physical health. Students are responsible for all content that is on any personal device brought to school and for images and messages posted online.* Students found in possession of an electronic device that contains illegal images or inappropriate or bullying messages could be subject to school and/or legal consequences under state and federal laws as appropriate. As common courtesy, no student should take a picture of someone without the person's permission.

## COMPUTER USE

Students must comply with the “RESPONSIBLE USE POLICY” of Norwood Public Schools, which can be found at the end of this handbook. Families and students must agree to this policy before they are able to use our computer network. This policy guides the practices used in all classrooms. As stated in this document: “If a user violates any of these provisions, his or her account will be terminated and future access could be denied.” Any student who uses a computer inappropriately may lose their network access at the discretion of the Directory of Technology and the Principal. Additional consequences may include detention or suspension depending on the nature of the incident in accordance with the Coakley Middle School’s disciplinary code.

## WATER BOTTLES

Staying hydrated is part of a healthy lifestyle. Students are allowed to carry water bottles with them at CMS. The water bottle must be reusable and a transparent bottle is preferred. We do not allow plastic, disposable bottles in classrooms as they cause additional waste and can be noisy. Water is the only beverage allowed in classrooms and hallways at CMS.

## DRESS CODE

Per School Committee Policy JICA, the responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration maintains discretion and is authorized to take action in instances where individual dress does not meet the stated requirements.

Inappropriate dress shall be defined, but not limited to, an article of clothing that displays or promotes, in pictures or words, any foul, obscene or offensive language; any tobacco product or the use of tobacco product; any alcoholic product or the use of any alcoholic product; material of a sexual nature whether explicit or implied; any illegal substance or the use of illegal substances; acts of actual or implied violence; material reasonably likely to incite or cause disruption in a racial, religious, ethnic, or other context.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

## CAFETERIA EXPECTATIONS

Students are expected to go directly to the cafeteria at the time that their grade eats lunch. All students are expected to be polite, to practice good table manners, and to clean up after themselves. We explicitly teach the five PRIDE behavior categories in the cafeteria to maintain safety and comfort in the cafeteria. The specifics of cafeteria behaviors are defined on the PRIDE Rubric:

Cafe / Recess
Have lunch or money with you Have jacket for recess

Sit at assigned table
Clean up after yourself Check table and floor
Ask to leave cafe, sign out and return quickly Use cafe bathroom only Use appropriately
Wait in line Use manners Be inclusive Sign out and take pass
Listen to adults and peers Follow directions Talk to students at your table

At any time, school administrators or school lunch monitors may move students' seats to maintain safety or general order.

Monthly lunch menus are posted in school. The price for these lunches is fixed and will be **\$3.25**. Each family will receive information on how parents can set up a pre-paid lunch account with our school dining service so that students do not need cash to pay for lunch. Students are also able to purchase snacks at the end of lunch. These include chips, cookies, and ice cream. They range in cost from \$1.00 - \$1.50. We limit the amount of snacks an individual student can purchase to three. Parents may contact Food Services to place further limits.

## ASSEMBLIES

Assembly programs for enrichment and enjoyment are held in the auditorium throughout the school year. The programs are varied and have included guest speakers, musical concerts, student performances, and motion pictures. It is expected that students will follow the CMS PRIDE Matrix below. During assemblies, students will sit in assigned areas with their teachers. Students who do not meet these expectations may be subject to disciplinary action.

Assemblies / Field Trips
Only bring what you need Keep an open mind
Listen to speakers, guests, or guides Sit in designated spot Walk quietly into assembly and sit
Ask thoughtful, relevant questions

Sit with class

Pay attention

Think of question or comment before raising your hand

Be aware

Look, listen, and participate appropriately

Stay with group

## RESPECT FOR SCHOOL PROPERTY

Students may not damage or deface ANY school property at ANY time or they will be faced with disciplinary action and will be responsible for replacement of any items damaged. Students must demonstrate respect for school property by cleaning up after themselves. Students who do not meet these expectations may be subject to disciplinary action.

## Daily Operations

### PASSING FROM CLASS-TO-CLASS

Each passing period is 2 minutes in length. Students can help to maximize safety and minimize hallway congestion by doing the following:

- **Walk** on the right side of the corridor.
- Keep moving to your next class. Don't impede the movement of others by stopping to have a conversation or by blocking corridor intersections.
- To avoid injury or hurting others, please **walk** and be patient wherever there is a crowd of students.
- Keep your hands to yourself.
- Use of book bags is not allowed when passing from class to class and may only be used when students are entering or leaving the building.

Students who do not meet these expectations may be subject to disciplinary action.

### BUS RULES

Bus transportation to and from school is a privilege for all students who qualify according to the rules and regulations of the Norwood School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the school itself and the rules regarding behavior are the same as in school. It should be understood by all that the right of a student to school transportation is a qualified right dependent upon good behavior. It is expected that all students will:

Have a bus pass with them every day

- Ride only on their assigned bus (as designated on their pass). Students are not permitted to take the bus to a location other than their physical home address, regardless of parental consent.
- Stand back from the roadway while awaiting arrival of the bus
- Refrain from throwing things or acting in a disorderly manner at the bus stop
- Be picked up and discharged only at regularly scheduled stops
- Enter the bus in an orderly fashion, go directly to a seat and remain seated until the destination is reached
- Keep arms, hands, and legs inside the bus
- Keep all articles (books, athletic equipment, musical instruments, etc.) out of the aisle
- Not smoke on any school bus
- Not eat or drink on the school bus
- Not act disorderly, shout, or throw things on the bus
- Not litter or deface the buses
- Not needlessly touch any safety equipment on the bus
- **ONLY** use the emergency door in the event of an emergency
- Refrain from taking pictures or videos

Pupils who fail to meet their responsibilities when riding school buses may be assigned a seat on the bus, or forfeit the privilege of riding the bus.

Please see School Committee Policies JICC, EEAEC for more information.

### STUDENT ACTIVITIES

There are numerous activities in which students can participate. They represent opportunities for students to follow a particular interest or to take a risk and try something new. Some of the organizations are listed



below. In order to participate, students must maintain appropriate academic and behavioral standards. Students may be removed from any activity (club, musical, play, student council, sports, etc.) or not allowed to join an activity, if their grade in any course drops below C or they are placed on a behavior contract at the principal's discretion. Please note that after-school activities are not considered part of the school day and restrictions in attendance are not subject to due process.

School administration reserves the right to limit or eliminate a student's ability to participate in extracurricular activities and/or clubs if the student does not:

- Attend school regularly and on time
- Attain a passing grade in each subject
- Demonstrate needs improvement or better in effort and conduct (on report cards)
- Demonstrate appropriate behavior that does not result in suspension or other serious disciplinary action

Below are examples of activities that have been offered in the past. There is no guarantee that any of these will be offered in the future. Intramural offerings depend on a number of factors **including** student interest level, supervision, and space available.

Please see School Committee Policy JJA for more information.

## NATIONAL JUNIOR HONOR SOCIETY

Membership in the National Junior Honor Society is one of the highest honors that can be bestowed on a CMS student. Membership is more than an honor; it carries with it a responsibility. Students should strive to uphold the core values of scholarship, leadership, service, and character each and every day.

### NJHS New Member Selection

1. The selection process begins with the students completing the NJHS application.
2. The applications are reviewed by NJHS Advisor.
3. Students will be informed by email if they are accepted into the NJHS.

The Coakley Middle School NJHS has determined the following criteria for students at Coakley Middle School. A Student Must:

1. Be an 8th grader or 7th grader in Term 4
2. Be named to the First or Second Honors.
3. Demonstrate a sustained commitment to school and community service. A student would not qualify if they have any teacher or school disciplinary issues of any kind.
4. Demonstrate P.R.I.D.E behavior in class, hallways, bus, and community. A student would not qualify if they have had minor / major written disciplinary incidents, ISS (In School Suspension) or an OSS (Out of School Suspension.)
5. Demonstrate evidence of leadership. A student would not qualify if they have been involved in or participated in any negative events on or off school property. This includes any form of social media.
6. Submit a completed application on time. Late entries will not be accepted
7. Require (4) faculty signatures from your current grade level on application.

Eligible students will be informed after Term 4. Students who are High Honors or Honor Roll may complete an application. Students who apply but are not accepted into the National Junior Honor Society may reapply the following year.

### NJHS Discipline and Dismissal

If a member falls below any of these standards at any time, that individual is considered to be in breach of this NJHS handbook and will be removed from NJHS.

If a student misses High Honor or Honor Roll they will be put on Academic probation for one term. Once a student is on Academic probation they must do their best to achieve High Honors or Honors to maintain a member. Any additional academic infraction (i.e. missing honor roll again) will result in dismissal from the Society.

An infraction in the character, service, or leadership fields will result in dismissal from the NJHS.

### INTRAMURAL SPORTS

Supervised intramural sports are offered after school (on afternoons to be determined) in the gym, unless there is a notice of cancellation. A small fee is charged. All students may participate, unless they are on an academic or behavior contract or have another commitment (detention, required after-school academic help, rehearsal, etc.). Intramurals dismiss at 4:10 p.m. for the late bus. Students who have spent time after school with a teacher may join intramurals with a pass from that teacher to the staff member responsible for the intramurals.

*Flag, Football Soccer, Cross Country, Basketball, Gym Games, Floor Hockey, Ping Pong, Frisbee, Volleyball, Wrestling are all examples of intramural sports offered.*

### STUDENT ATHLETICS

CMS offers several sports at the MIAA level. The offerings for the 2023-2024 school year are Cross Country, Volleyball, and Wrestling. More detailed information will be sent out prior to each season. The student athletics fee for the Middle School is \$100 per sport and there are scholarships available for those with financial need.

Appendix A is the MIAA student handbook for regulations surrounding these competitive sports.

### OTHER ACTIVITIES

*Student Council, Drama and Musicals, Jazz Band, Honor Band, Honor Chorus, Artist's Circle, Cartooning Club, National History Day Club, Friendship Club, SEARCH Club.* All clubs are dependent upon faculty or volunteer availability.

### SCHOOL ARRIVAL

Homeroom begins at 8:45AM. Students must be in homeroom when the bell rings in order to be marked present. Students **may not** enter the school prior to 8:30AM unless they are part of a before school program. At 8:30 AM., students will be allowed to enter the school on the side gym/cafeteria entrance. Students may

not enter the school through the front door until after 8:30 a.m. At 8:30 AM students may enter the cafeteria if they are having breakfast, otherwise, students head directly to their lockers and homeroom upon entry to the building.

Please note that expectations for appropriate school behavior apply while students are transporting to and from school, while on school property or in school-provided vehicles. Please note further that any incident occurring outside of school time or hours that impacts the orderly functioning of a school or its members is considered actionable under state and district anti-bullying policies, as outlined later in this document.

When the students are dismissed from the café or enter the building to start their day, electronic devices are to be powered down and all devices – and their accessories – must be put away. Students are expected to store their electronic devices in their locked lockers, as further enunciated previously in this document.

## BICYCLES, SKATEBOARDS AND OTHER WHEELED MODES OF TRANSPORTATION

Students who arrive by bicycle should be aware of the following expectations and should read the Massachusetts General Laws on bicycle riding, including the state helmet law. Bicycles should be parked and secured to the railing at the front of the school after obtaining the administration’s permission. Students may not ride bicycles on the front or side walkways, the bus loading areas, or by the front exits. Parents are urged to require the use of helmets at all times.

Skateboards, rollerblades, and other means of non-powered wheeled transportation are prohibited from the building.

## LOCKERS

Books and personal property should be kept in lockers. Students must provide their own lock. The combination must be provided to their homeroom teacher. If a student cannot afford to purchase a lock, one will be provided by the school. Students should be very careful about bringing electronics and valuables to school. The school cannot be held responsible for items lost/stolen from lockers. Students are responsible for maintaining a clean locker. Lockers are school property and are subject to search at any time.

## LOST AND FOUND

There is a ‘Lost and Found’ section in the office and in the cafeteria. Any items of value (watches, eyeglasses, phones etc.) will be kept in the office. Any student who finds an item that does not belong to him/her should bring it to the office. The ‘lost and found’ will be periodically emptied and items will be thrown away or donated to an appropriate organization.

## LIBRARY

The library is usually available for student research and student reading under the supervision of a teacher. All students are able to take out library books, but must have the permission of a faculty member to visit the library.

## PASSES

Students need to request a written pass from a teacher whenever they need to move within the building – *before, during or after school*. Students are to follow any additional procedure for signing out of a room that is set up by the staff member in charge of that room. *These procedures are necessary for the safety of all students*. Except for emergency situations, students must always have a pass when they need to go to the lavatory. It is preferred that students use the lavatories between classes or during the last five minutes of a class period. Students must use the lavatory closest to the classroom. Students found without passes are considered “out of area” and may be subject to disciplinary action.

## COMMUNICATION

Norwood Public Schools is committed to communicating efficiently and clearly with the school community. All emergency and crisis communication from the district will be disseminated via all contact methods on file with the district (i.e. home phone, cellphone, email). Communication regarding urgent matters requiring immediate action by families will be communicated via the phone numbers provided. All district and school-wide communication regarding routine events and important notices will be communicated through email or text messages. Building principals will share the preferred method for school-specific communication at the beginning of the year.

### Home/School Partnership and Communication

It is the belief of the Coakley Middle School Administration that the best interests of our students are served whenever teachers and parents work together on behalf of the children. Therefore, it is essential that all attempts to resolve problems be instituted in the most prudent manner possible.

As a result, the CMS Administration has adopted the following guidelines to be used by parents or the public in order to expedite information giving and/or problem solving:

1. Questions and problems regarding individual students must first be addressed to the teacher or staff member who works most closely with the student in the context of the concern.
2. If unresolved, these matters and/or problems concerning individual students, departments or schools should be directed to the appropriate principal or program coordinator/administrator.
3. If the matter is still unresolved, or in the event that questions and/or problems concerning the entire school system occur, they should be directed to the Superintendent of Schools.

### School Closure Announcements

When it is necessary to close school because of emergency/weather conditions, it will be announced over the radio/TV stations (see No School Information section for more information). Please expect school telephones to be unavailable between the time of the emergency and the designated dismissal time due to the need for outgoing calls. Norwood Public Schools may shorten the normal school day due to emergency situations, such as loss of heat, electricity, loss of water pressure or inclement weather. When the entire school is dismissed early by authority of the Superintendent, all attempts will be made to notify parents through Connected, the media and other available sources of public information. Parents who work or are not at home should make arrangements for the care of their child when school is dismissed. It is imperative that your emergency phone contacts be kept up-to-date.

### Homeroom/ Morning Announcements

Students are to report to their homeroom by 8:45 AM. Students are to remain silent during announcements as important information relevant to the school day or upcoming school events will be announced.

### Weekly Email Updates

CMS publishes a weekly newsletter called the *Mustang Minute* that is emailed to parents if they provide an email address to the school. This weekly update provides details, information, and announcements of school-related items. These email updates will also be posted on the CMS Web site.

### Notices

Periodically notices will be sent home to parents in order to communicate about school events. Electronic notices will be made available in a hard copy by parent request; however, most communication will occur

via the Norwood Public Schools Blackboard Connect system. Additionally, parent information will be posted on the Coakley Middle School website.

### Signed Notes and Permission Forms

There are many times during the year when students are required to return materials (absence/tardy notes, midterm/report card verification, field trip money/permission slips, etc.) that must be signed by parents. Failure to return required signed documents could result in a mandatory parent meeting.

### EVENING EVENTS

Coakley Middle School has several evening programs (plays, musicals, concerts) offered throughout the school year to the students of CMS and the general public. Students are expected to stay for the entire performance unless they leave with a parent/guardian. Students are expected to behave in the same manner as if they were at a school assembly – this includes listening, watching quietly and applauding at appropriate times. The school’s dress code and code of conduct apply to all evening events.

### FIELD TRIPS

Field trips are like any other school day except that learning is taking place off-campus. They are an important part of students’ educational program, and they are expected to behave as if they were in school, as the trip is a temporary extension of the school day and campus. Responsible behavior on field trips is especially important and expected. Misbehavior on field trips could result in a loss of field trip privileges or other disciplinary action.

Please see School Committee policies for more information.

## HEALTH SERVICES (School Committee Policy JLC)

### School Nurse

If a student needs to go to the nurse, he/she must have a pass from his/her teacher. The nurse's office is located on the first floor on the cafeteria side of the library. If the nurse is not there, the student should report to the main office and one of the secretaries will assist him/her.

### Dismissal Due to Illness

Students who become ill during the school day *must* visit the nurse. They **should not** contact their parents directly for dismissal. The first time that a student does not use the nurse procedure when becoming ill at school, they will receive a warning. The second time, they could be subject to disciplinary action at the discretion of the principal or vice principals.

### Health Services (School Committee Policy JLC,JCA,JLCB)

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardian(s) have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

#### Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parent/guardian(s) shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain a Medical Emergency Response Plan, as required by law, and an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the local Emergency Medical Services agencies. In instances when the EMS is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parent/guardian(s). Requests made by parent/guardian(s) for such administration of medication shall be reviewed and approved by the Principal or designee;
- Provisions for reporting all accidents, cases of injury, or illness to the Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;
- Prompt reporting by teachers to the Principal or designee of any accident or serious illness and such reports will be filed with the Business Office.

#### Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent/guardian cannot provide transportation and the student is ill or injured, an ambulance may be called. Expenses incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

## REQUIRED HEALTH SCREENINGS

Parents/legal guardians who do not wish their child to participate in some or all screenings at school must notify the school nurse of this request in writing. In the case of state mandated screenings (vision, hearing, postural and BMI) a report documenting an examination by the student's primary healthcare provider (e.g., physician, nurse practitioner) must be provided by the parent/guardian in place of the school screening.

1. Grade 7 students are screened annually for **vision and hearing** problems. Parents/guardians whose children do not pass the vision or hearing screenings will be notified by the school nurse. In collaboration with the Norwood Board of Health an Eye Clinic is available offering standard eye testing by Dr. Steven Sharma, OD. The cost of the Eye Clinic is \$0.50 (fifty cents). Appointments must be made through the school nurse.
2. Students in Grades 6-8 are screened annually for early identification of **postural/spinal problems**. Parents/guardians and students will be notified of the screening dates. The school nurse will notify parents/guardians of any unusual findings and recommend further evaluation by the student's healthcare provider.
3. The **heights and weights** of students are measured in Grade 7. Results are not sent home but

- parents/guardians may contact the school nurse for the results of their child's screening.
4. **Substance Use Screening (SBIRT):** In compliance with Massachusetts state law, Norwood Public Schools conducts SBIRT screening (Screening, Brief Intervention, Referral to Treatment) for all 7th and 9th grade students. The purpose of SBIRT screening is to offer conversation and information to help prevent students from starting to use alcohol, marijuana or other drugs, or to intervene early in substance use. Student screening sessions will be brief, approximately 5 minutes, and conducted confidentially and privately in a one-to-one meeting with the school nurse or guidance counselor. Students who are not using substances will have their healthy choices reinforced. The nurse or guidance counselor will provide feedback or referral for further evaluation to students who report using substances or are at risk for future substance use. All students will be asked to complete an anonymous evaluation of the screening and will receive some educational material and a resource list at the time of the screening. Results of the SBIRT screening will not be included in the student's school record. No screening information will be shared with any staff without student and parent written permission. Parents wishing to opt their student out of SBIRT screening may contact the school nurse in writing. Students may also opt themselves out of part or all of the questions at the time of screening.

## Additional Health Screenings

In collaboration with the Norwood Board of Health, the school dentist offers no-cost dental health screenings to Grade 6 students in the Fall of the school year at the Middle School (the school nurses will send notices home with the students prior to the screening with additional information). Parents/guardians may "opt out" of the screening in writing. Following the screening, reports are mailed to parents/guardians referring students to the School Dental Clinic or their personal dentist for cleaning and sealants. The School Dental Clinic is located in the Board of Health at Norwood Town Hall and provides cleanings and sealants at low cost. The school nurse collaborates with the Norwood Board of Health to schedule appointments and transportation as part of the screening program.

## Concussions (School Committee Policy JJIF-R)

### Section I - What is a Concussion?

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

### Section II-Mechanism of Injury

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

watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

### **Section III - Signs and Symptoms**

*Signs (what you see):*

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

*Symptoms (reported by athlete):*

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

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate physician, nurse practitioner or neuropsychologist with doctor managing recovery.

### **Health Information from the Nursing Department**

For seasonal and other helpful health information affecting students and families, please refer to the: Health Services page on the Norwood Public Schools website (<http://www.norwood.k12.ma.us/student-services/health-services.cfm>)

### **Injuries During the School Year**

We require written order from the healthcare provider (e.g., physician, nurse practitioner) for any injury



that requires adaptive equipment such as casts, splints, or crutches. All injuries which affect mobility, writing, ability to carry books, participation in physical education, require the assistance of another student, or necessitate the use of the elevator require a doctor's note. A provider's note is also required to indicate when a student is able to return to gym/sports activities and/or assistance is no longer required.

### Prescription and Non-Prescription Medications (School Committee Policy JLCD)

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or another individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

#### Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

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

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

### WHEN TO KEEP YOUR CHILD HOME

Some typical reasons for keeping your child home or the nurse sending him/her home include:

1. Cold, persistent cough, fever over 100 degrees.
2. Vomiting, diarrhea, stomach aches.
3. Fever of unknown origin.

4. Sore throat, strep infections, ringworm, bacterial or viral conjunctivitis, impetigo. These are infectious and require an evaluation and most likely be treated with medication for 24-48 hours before returning to school. This will help avoid the spread of infection in the building.

5. Rash of unknown origin: this can indicate many different things and should be evaluated by (e.g., physician, nurse practitioner).

Pain should be taken seriously especially in young children. Earaches, toothaches, headaches should be evaluated. If you have questions about any of the above, please call the school nurse and/or check with the healthcare provider.

## WELLNESS POLICY

The Norwood Public School district is committed to providing school environments that promote and protect children's health, well-being and the ability to learn by supporting and teaching healthy eating and physical activity. *See NPS policy Manual Section ADF*

The School District shall strive to provide nutrition and physical education to foster lifelong habits of healthy eating and physical activity for all students in every grade level.

The Wellness Policy:

- Ensures that the School Nutrition Program is in daily compliance with state and federal laws
- Ensures that the district is in compliance with the MA state law *An Act Relative to School Nutrition* (M.G.L.c.111,s.222)
- Provides nutrition education to all students
- Assists families and community with nutrition education
- Promotes health education, including social emotional learning and mental health education to school community

The School Health Council; comprised of parents/guardians, teachers, nurses, nutrition and food service professionals, interested community members, and principals; meets four times a year to monitor, evaluate, and promote the Norwood Public School's Wellness Policy. The School Health Council encourages developing lifelong, healthy eating habits and physical activity for all students in every grade level by:

- Limiting the number of classroom celebrations
- Encouraging non-food celebrations/recognitions for birthdays
- Discouraging food rewards

## SOCIAL EMOTIONAL SUPPORT

### **Norwood Public Schools Student Suicide Prevention and Intervention (JLBDA):**

This policy is intended to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- A. recognizes that physical, behavioral, and emotional health is an integral component of students' educational outcomes;
- B. recognizes that suicide is a leading cause of death among young people
- C. has an ethical responsibility to take a proactive approach in preventing deaths by suicide; and

- D. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

This policy is intended to complement other district policies supporting -the emotional and behavioral health of students and the district's Child Find obligations under IDEA and the district's Bullying Policy.

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school vehicles, bus stops, at school sponsored out-of-school events, and online where school staff are present. This policy applies to the entire school community, including educators, school and district staff (including secretaries, bus drivers, cafeteria workers, coaches and club advisors), students, parents/guardians and volunteers. This policy will be shared with the police, fire, public health and recreation departments, and medical providers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that affect students outside of the school environment.

**District Policy Implementation:** The Director of Student Services will be responsible for planning and coordinating implementation of this policy. Each school principal, in conjunction with the school's adjustment and guidance counselors, will act as the point of contact in each school for issues relating to suicide prevention and policy implementation which includes following the protocols and procedures outlined in the district's Suicide Prevention and Intervention Plan. Serious threats in any form must be treated as real and dealt with immediately.

Any employee who is made aware of any threat or witnesses any attempt towards self-harm, that is written, drawn, spoken, threatened, or communicated online will immediately notify the school adjustment/guidance counselor who will conduct an assessment and notify the principal or designee. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations a student's confidentiality may be waived. The district's suicide crisis response procedures will be implemented.

Parents/guardians and students play a key role in youth suicide prevention, and it is important for the school district to involve them in suicide prevention efforts. parents/guardians need to be informed and actively involved in decisions regarding their child's welfare, including creating an environment that reduces vulnerability to suicidal behavior. Any parent/guardian or student who has reason to believe that a student is at imminent risk of suicide is strongly advised report such belief to the principal or designee. If school personnel are not available, parents/guardians and students should contact outside resources identified in the student handbook.

**Staff Professional Development:** All staff will receive annual professional development on risk factors warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

**Youth Suicide Prevention Programming:** Developmentally appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) making safe and healthy choices, 2) how to recognize risk factors and warning signs of mental disorders and suicide, 3) developing help-seeking strategies, including how to engage school resources and refer friends for help and developing coping and resiliency skills.

**Publication and Distribution:** This policy will be communicated annually through the student and employee handbooks and the school website.

## SCHOOL COUNSELING DEPARTMENT

There is a guidance counselor assigned to support the students in every grade. That guidance counselor follows their grade throughout their time at Coakley Middle School. The guidance counselor serves many roles for our students including but not limited to: team placements, schedule changes, academic support, social/emotional support, mental health supports and home/school partnerships. If you are uncertain how to check on your child's progress in classes or in peer interactions, you should contact your child's guidance counselor.

Our guidance staff is responsible for writing and overseeing all 504 plans. Additionally, they oversee initiatives that support the culture and climate of Coakley Middle School such as peer tutoring and Mustang Mentors. They also teach guidance lessons in grade 6 that support students in their transition to middle school.

Below are the school counselor assignments for the coming school year:

Grade 6: Allyson King- [acking@norwood.k12.ma](mailto:acking@norwood.k12.ma)

Grade 7: Ashley McCaffrey: [amccaffrey@norwood.k12.ma.us](mailto:amccaffrey@norwood.k12.ma.us)

Grade 8: Jennifer Tucker: [jtucker@norwood.k12.ma.us](mailto:jtucker@norwood.k12.ma.us)

## SCHOOL ADJUSTMENT COUNSELOR

Coakley Middle School has several school adjustment counselors who are responsible for individual and group work that support students with social/emotional needs. The school adjustment counselor also collaborates with the guidance counselors on mental health screenings and crisis interventions for all students at Coakley Middle School. They serve as a resource for families in making connections to community-based services.

## NORWOOD PUBLIC SCHOOLS ANTI-BULLYING POLICY (JICFB)

Bullying is a form of harassment. The Norwood Public Schools recognizes that bullying and harassment have a negative effect on the educational process.

The Norwood Public Schools (NPS) in partnership with parents/guardians and the community and in keeping with the NPS mission believes that students have the right to learn and staff have a right to work in a safe and nurturing environment, a community thrives when individuals contribute to the well being of others, and integrity, respect, and cooperation are essential in building trusting relationships, Bullying and harassment are major distractions from learning and compromise a school's ability to educate its students to their greatest potential. The Norwood Public School System is committed to providing a safe, positive and productive educational environment where students and staff can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, cyber-bullying or retaliation; therefore, The Norwood School Committee prohibits bullying (as defined by M.G.L. c. 71, §370) throughout the Norwood Public School System.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, sexual orientation, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Acts of bullying, which include cyber-bullying and retaliation, are prohibited

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

Reprisal or retaliation against any person associated with a report of bullying or the investigation thereof is also prohibited, as is falsely accusing another as a means of harassment or bullying. Disciplinary action for a person who engages in reprisal or retaliation will treat such retaliation as a de facto repeat offense (regardless of whether the initial act was attributed to the retaliator) and therefore deserving of significant disciplinary action, which may include suspension or expulsion.

## **DEFINITIONS**

In order to work as collaboratively and efficiently as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents/guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

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

Bullying, as defined in M.G.L. c. 71, §370, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that

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

Bystander is a person who has knowledge or an awareness of an act of bullying.

Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyber-bullying.

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

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

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

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

Witness/Bystander is a person who has knowledge or an awareness of an act of bullying.

### **Prevention and Intervention Plan**

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents/guardians, consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. The plan shall be reviewed and updated at least biennially as mandated by M.G.L. c. 71, § 370. Furthermore, at least once every four years, beginning with the 2015/16 school year, the district will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department of Elementary and Secondary Education (the Department).

The Plan shall inform parents/guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats.

The Principal is responsible for the implementation and oversight of the Bullying Prevention and Implementation Plan within his or her school.

### **Reporting**

Students who believe that they are a target of bullying, witness an act of bullying, cyber-bullying or retaliation, either directly or as bystanders/ witnesses, or have reasonable grounds to believe that these bullying behaviors are taking place are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents/guardians or members of the community, are encouraged to report an incident of bullying, cyber-bullying or retaliation as soon as possible to the school's administration or a faculty member.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school Principal or their designee.

The District is required to collect and report the following data to the Department: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantial incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department.

### **Investigation Procedures**

The school Principal, or a designee, shall promptly investigate the report of bullying, cyber-bullying or retaliation, using a Bullying/Cyber-Bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses/bystanders.

The Principal, or designee, upon receipt of a viable report, shall promptly contact the parents/ guardians of a student who has been the alleged target or alleged perpetrator of bullying. Actions taken to prevent further acts of bullying shall be discussed.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal, or designee, determines that bullying has occurred he/she shall take appropriate disciplinary action, and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed as soon as possible. The parents/guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents/guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act. of bullying, cyber-bullying or retaliation shall be in accordance with NPS disciplinary policies as stated in the school handbooks.

Each school shall document any incident of bullying, cyber-bullying or retaliation that is reported per this policy, and a file shall be maintained by the Principal, or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

### **Retaliation**

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

### **Target Assistance**

The Norwood Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, to both targets and perpetrators affected by bullying, cyber bullying or retaliation, as necessary.

### **Training and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying, cyber-bullying or retaliation.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

### **Publication and Notice**

Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan shall be provided to students and their parents/guardians in age-appropriate terms.

Annual written notice of the Bullying Prevention and Intervention Plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be shared at the beginning of the year faculty meetings prior to the start of school.

The Bullying Prevention and Intervention Plan shall be posted on the Norwood Public Schools website.

REFS.:Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

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

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26.00

M.G.L 71:370, as amended on April 24, 2014 MGL 265:43, 43A

MGL 268:13B MGL 269:14A

Chapter 86 of the Acts of 2014 amended Section 37O of chapter 71 of the General Laws

**Harassment is the unwanted attention from anyone through annoying, threatening, bullying or demanding behavior causing fear and/or interfering with another's behavior and actions. It can range from verbal to actual assault.**

Harassment can include behaviors mentioned above in the information on aggression and bullying. A guidance counselor and/or an administrator will speak with any student who is accused of this type of behavior. The counselor/administrator will ensure that students understand how and why their behavior is or can be considered harassment. The student will be given the opportunity to respond to the accusation. If the victim is ready to do so, the guidance counselor/administrator may have the students meet to discuss the incident. Parents/guardians of all students involved in the incident will be notified by a phone call from an administrator. Depending on the circumstances, an initial incident of harassment may result in a student receiving consequences ranging from a warning to suspension. Police may be informed.

Although some incidents of bullying or harassment may occur outside of school, if they impact the climate of the school, threaten the safety of a student or make an individual student uncomfortable in school, then we have the legal right and responsibility to take action, notify police and assign consequences to any perpetrator.

Retaliation against a person who reports bullying, provides information during an investigation of bullying,



or witnesses or has reliable information about bullying is prohibited. A student who is found to have retaliated against another student or staff member because of the latter's reporting or cooperation with respect to an incident or incidents of bullying (or allegations thereof) will independently be subject to disciplinary action up to and including suspension and expulsion, notwithstanding the outcome of the underlying incident or allegation of bullying.

All suspected incidents of bullying or harassment must be reported to an administrator by any school employee. We also encourage parents and students to report any concerns. We encourage our students to be 'upstanders' rather than bystanders and to have the courage to report any incidents that they witness. Often parents or students are concerned about reporting because they fear social isolation or retaliation will occur. An administrator will investigate each situation to determine the appropriate response. Interviews are conducted confidentially and names of reporters are not revealed, unless students want to resolve the issue directly. The latter can be an effective strategy when the negative behavior has been mutual, this is a student's first offense, or there is not an 'imbalance of power'. If bullying or harassment has occurred, parents will be called, the school resource officer will be notified and consequences based on the situation will be assigned. Consequences may include suspension.

**Discrimination** is an action or policy based on prejudice or partiality. The Coakley Middle School does not discriminate on the basis of race, color, sex, religion, sexual orientation, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs and employment practices.

**Harassment** is repeated, unwanted, or unwelcome verbalisms or behaviors with overtones related to a person's race, color, sex, religion, national origin, disability, or sexual orientation. All forms of harassment are prohibited whether verbal, physical, or visual, and regardless of the medium through which it occurs.

**Hazing** is any conduct or method of initiation into any student organization/group, whether in public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. This includes any treatment or activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme emotional stress.

**Inappropriate Materials.** Students are not to bring into school material, printed or otherwise, that relates to weapons or that advocate violence.

**Medications.** Every effort should be made to take medication, including over-the-counter medication, at home. You will not be allowed to take your own medication or carry medication without specific orders stating this fact from your licensed prescriber and the school nurse.

If you must take medication during school hours, please see our school nurse for the appropriate forms.

**Sexual Harassment.** Sexual harassment is against the law. Sexual harassment is defined as unwelcome sexual behavior which interferes with your right to get an education or to participate in school activities. Sexual harassment may result from words or conduct of a sexual nature that offends, demeans, frightens or threatens you because of your sex.

Examples of sexual harassment include, but are not limited to, the following:

- Offensive sexual flirtations;
- Verbal abuse or innuendo of a sexual nature;
- Uninvited physical contact such as touching, hugging, patting or pinching;
- Verbal comments of a sexual nature about an individual's body or sexual terms used to describe an individual;
- Display of sexually suggestive objects or pictures;

- Jokes or remarks of a sexual nature in front of people who find them offensive;
- Making obscene gestures or suggestive or insulting sounds;
- The demand for sexual favors accompanied by an implied or overt threat.
- Indecent exposure

**Technology Safety.** If you use the Web, e-mail or chat online, then you are a cyber citizen. The Internet is a great place to hang out. It's not only fun, but it lets you keep in touch with friends and family and provides an enormous amount of information. There are lots of great educational sites as well as places to keep up with your favorite hobbies, music, sports, and much more.

Cyberspace is like a big city. There are libraries, universities, museums, places to have fun, and plenty of opportunities to meet wonderful people from all walks of life. However, like any community, there are also some people and areas that you ought to avoid and others that you should approach only with caution. By knowing the dangers and how to avoid them, you can take advantage of all the positive aspects of the Internet while avoiding most of its pitfalls.

Do not give out personal information of any kind, such as your name, address, telephone number, parents' work address/telephone number, or the name and location of your school without permission. Tell your parents right away if you come across any information in cyberspace that makes you feel uncomfortable.

## DISCIPLINARY ACTIONS

The goal of any disciplinary action is to restore students to safety and return students successfully to the academic environment. Parents will be notified of any potential disciplinary action and will be involved as partners in the process, in accordance with applicable state and federal laws.

The Coakley Middle School strives to offer a positive behavioral system in which students' choices are met with consequences, noting that good choices often lead to positive consequences, while poor choices often lead to negative consequences.

There are many levels of potential disciplinary outcomes for students and students will be assigned consequences in a progressive manner, provided such outcomes are in compliance with state law.

## CLASSROOM CONSEQUENCES PROTOCOL

Students can be assigned positive or negative consequences on the classroom level, which is informal, and can include parent phone calls, parent meetings and teacher detentions (either during lunch or after school). In this case, the teacher is responsible for contacting the parent prior to assessing the consequences. Any after-school consequence requires 24-hour notice to parents or guardians. If a student skips an after-school detention, they will be referred by the teacher for office consequence, which generally results in an office detention.

## OFFICE CONSEQUENCES PROTOCOL

After teachers have tried a variety of strategies for working with a student or if a student's behavior warrants it, an administrator may be asked to intervene. This intervention is called an office referral. A sample of the office referral form is below. Once a student is referred to the office, the Principal, Assistant Principal or a designee may assign a consequence including but not limited to an office detention. Generally, students who are referred out of class for behavioral reasons will earn an office detention.

## OFFICE LUNCH DETENTION

Lunch detention takes place during a student's lunch period. The student will go directly to the lunch line and then report to the Vice Principal's office where they will be supervised by the vice principal or his or

her designee (usually the in-school suspension monitor). Office lunch detention is generally reserved for students with multiple tardies or for students who fail to meet lunchroom expectations, but may be used as a consequence for other disciplinary events at the discretion of the principal or vice principals.

## OFFICE DETENTION

Office Detention takes place after school and is supervised by a rotation of the school's faculty. Students are expected to complete school work quietly during this time. At the discretion of the principal or assistant principal, a student may be allowed to serve office detention receiving direct instructional aid from a staff member, usually at the request of that staff member.

- After school detentions are held from 3:20 – 4:10 p.m. on Monday through Thursday
- Each student will do his/her homework or read silently.
- Students may not talk, engage in games or violate any accepted school guideline.
- No visitors are allowed in office detention.
- A 24-hour notice is given to students for all assigned teacher or office detentions.
- Detentions may also be held on additional afternoons with prior parent notification to arrange transportation home for the student. Detention takes priority over extra-curricular activities.

If a student skips an after-school detention parents will be notified and the consequence will be reassigned for a different date. Any after-school consequence requires 24 hour notice to parents or guardians. Skipping an after-school consequence more than once may result in a student being referred to the in-school suspension protocol.

## SATURDAY DETENTION

Saturday detention will be assigned for students who receive frequent office detentions in a quarter or for violation of other school rules. Saturday detention is used as an alternative to suspension so that students do not miss valuable instructional time.

## SUSPENSION PROTOCOL

Suspension from classes means that a student has behaved in a manner that has caused the principal or assistant principal to suspend the student's right to participate in the educational process for part of a day, one full day, or sometimes even longer. Suspension is given for those situations where the student has shown, by his/her behavior, the need to be separated from the rest of the school population. Coakley Middle School, in accordance with Massachusetts General Laws, uses a rubric to evaluate the following context when considering a suspension from school:

1. Disrupts teaching or learning for self or others;
2. Causes significant disorder in the school day; and/or
3. Invades the rights of others

In all cases, the Principal or his or her designee will consider mitigating factors, as well as whether the student is entitled to services through an Individualized Educational Program or a 504 Plan. The Principal or his or her designee will also consider a student's willingness to take responsibility for an action when deciding on consequences.

The Principal retains the right and responsibility to all students and staff to issue penalties for acts not stated herein, to examine any mitigating factors that - in the Principal's judgment - should be considered, and to utilize penalties stated herein as guidelines (which may be adjusted to reflect the seriousness of the conduct in question). Furthermore, though progressive discipline is generally used, the Principal reserves the right to apply all provisions of this handbook consistent with what he/she determines to be in the best interest of the learning environment and educational processes in the school.

**Students who are found to have committed the following offenses may receive SUSPENSION:**

1. Smoking and/or use of smokeless tobacco products (including vaporizers and electronic cigarettes) in the school building, school buses or on school grounds at any time. This will also include possession of tobacco products, vaping devices or a lighter.
2. The use of drugs or alcohol in school, school buses or school-sponsored activities, or prior to attending school or school-sponsored activities
3. Possession of drugs or alcohol or drug paraphernalia in school or school-sponsored activities
4. Involvement in the distribution (give, offer, barter, or exchange) of drugs (including tobacco or vaping related products) or alcohol in school or school sponsored activities.
5. Physical fight
6. Threat of physical attack
7. Physical attack /Battery (non-sexual)
8. Sexual Harassment
9. Sexual Assault
10. Theft (school, staff or student property)
11. Threat of robbery
12. Vandalism/Destruction of Property
13. Weapon on school premises
14. Bullying
15. Harassment
16. Hazing
17. Cheating/plagiarism
18. Failure to report to office when directed by a staff member
19. Repeated and/or intentional failure to comply with directives of any school personnel
20. Cutting class
21. Leaving school grounds
22. Insolent behavior, swearing, inappropriate or offensive remarks (not limited to swearing or profanity)
23. Threatening a member of the staff
24. Any repeated offense that may have resulted in detention
25. Possession of stolen property
26. Intimidating behavior or instigating behavior in a manner that leads to an altercation or potential altercation
27. Any act that does not conform to the values and/or qualities articulated in the Norwood Public Schools' Mission Statement Administration reserves the right to increase the length of a suspension to any number

of days up to and including ten (10). This would be done in situations that are considered to be severe or for repeated disciplinary transgressions and/or in situations where corrective measures have not been heeded by the student. It is the intent of the Norwood Public Schools to create and maintain a safe and secure environment in every school building. In addition to behavioral standards as stated in the Student Handbook, the principal has the discretion to determine whether an action is a threat to the maintenance of a safe and secure environment. Further, the principal has the discretion to determine what appropriate disciplinary actions are warranted.

## **DUE PROCESS & SCHOOL COMMITTEE DISCIPLINE POLICY (JIC)**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct. Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **Suspension**

In every case of student misconduct for which suspension may be imposed, the decision maker shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

### **Emergency Removal**

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. The Principal shall immediately notify the Superintendent in writing of the removal including a description of 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: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, 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/guardian; 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 applicable law and regulation. A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **RISE Program**

In some cases, at the discretion of the principal or designee, and in agreement with the student and guardian, successful completion of the Restorative In School Education (RISE) program may count as an alternative to short-term suspension. The RISE program provides students with an alternate schedule, that allows for time to process the circumstances that lead to disciplinary action.

### **In School Suspension – not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

### **Principal's Hearing – Short Term Suspension of up to 10 days**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation. The Principal shall provide the parent/guardian, 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.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed. The Principal shall notify the student and parent/guardian 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 required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

**Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: 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; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense; 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; The right to cross-examine witnesses presented by the school district; 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/guardian 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/guardian upon request.

The Principal shall provide the parent/guardian, 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.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, 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/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; 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: The process for appealing the decision, including that the student or parent/guardian 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/guardian 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 the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

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

### **Superintendent's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent. The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). 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. The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian 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/guardian 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/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian 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/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio recording will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. 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.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or 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. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

Any student who is suspended or expelled shall have the opportunity to earn credits, 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. The Principal shall inform the student and parent/guardian of this



opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

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, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law. The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE. The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); [71:37H ¾](#); 76:17; 603 CMR 53.00

SOURCE: MASC December 2014

### **DISCIPLINE OF STUDENTS WITH DISABILITIES (JIC)**

Special Needs Students: With respect to removal of students with special needs from public school, Massachusetts General Laws Chapter 71B, Section 3 states: "*No School Committee shall refuse a school-age child with special needs admission to, or continued acceptance in public school without prior approval of the Department of Education.*"

No child shall be denied an alternative form of education approved by the Department. For the purposes of this statute, the Department of Education has developed procedures, which protect students with special needs from suspension of more than 10 cumulative days in a school year. However, nothing in these procedures is intended to limit the provisions of Section 331 of the Chapter 766 regulations for emergency evaluation and placement in instances of dangerously assaulting or self-abusive behavior..."

1. The Individual Education Program (I.E.P.) for every special needs student will indicate whether the

student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the I.E.P. 2. The principal or designee will notify the Student Services office of the suspendable offense of a special needs student. Records will be kept of such notices. 3. When it is known that the suspension(s) of a special needs student will accumulate to more than ten days in a school year, a review of the I.E.P. as provided in Section 333 of the Chapter 766 regulations will be held to determine the appropriateness of the student's program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either: i. Design a modified program for the student, or ii. Write an amendment to provide for the delivery of special education services during the suspension and any needed modification of the I.E.P.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

All students are expected to meet the requirements for behavior set forth in this handbook. Federal Law and Regulations require that additional provisions be made for students with disabilities. The Principal or designee shall notify the 24 Director of Student Services of the suspendable offense of a student with either an IEP or 504 Accommodation Plan.

School Administrative Personnel may exclude a student with a disability from school for a disciplinary violation for not more than 10 consecutive days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change in placement) equivalent to discipline not imposed on students without disabilities. IDEA 2004, §615 (k) (1) (B).

After a child with a disability has been removed from his or her placement for school days in the same year, during any subsequent days of removal, the child must continue to receive services that enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set forth in the child's IEP; and the child must receive, as appropriate, a functional behavior assessment, and the behavioral services and modifications, that are designed to address the behavior violation so that it does not recur.

Within 10 days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the parent(s), and the relevant members of the child's IEP Team must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents or guardian to determine if:

1. The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or
2. The conduct in question was a direct result of the district's failure to implement the IEP. The conduct must be determined to be a manifestation of the child's disability if the district, the parent, and the relevant members of the child's IEP Team determine that a condition in either paragraph (i) or (ii) was met. The Team will make a finding, a manifestation determination, as to the relationship between the student's misconduct and his/her disability condition, conduct a functional behavioral assessment is appropriate, and modify or amend the IEP to provide Special Education services during the suspension, or to include a behavioral intervention plan. If the district, parent(s), relevant and the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must: (a) Either (a) conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child; or(b) if a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it as necessary to address the behavior and 25 (b) Except as provided in 34 CFR 300.530(g) this section, return

the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

There are some special circumstances in which the district may unilaterally remove a student and place them in an Interim Alternative Education setting without regard to whether the behavior is determined to be a manifestation of the child's disability. Specifically, school personnel may remove a student to an Interim Alternative Setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or carries or possesses a weapon at a school function under the jurisdiction of the district, or:
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the district, or:
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district.

On the date which the decision is made to make that constitutes a change of placement of a child with a disability because of a violation of a code of school conduct, the district must notify the parents of that decision, and provide the parents with the procedural safeguards notice described in 34 CFR 300.504. The building Principal will notify the Director Student Services and will then notify the Department of Elementary and Secondary Education as required by as to the course of action. Subsequent amendments to state or federal law will supersede contrary handbook provisions.

A student not yet eligible for Special Education may be protected under IDEA 2004 regulations if the district can be deemed to have had knowledge that the student had a disability. The district must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

1. The parent of the child expresses concern in writing to a supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that child is in need of Special Education and related services, or:
2. The parent(s) of the child requested an evaluation of the child pursuant to Section 300.300 through 300.311, or:
3. The teacher of the child or other personnel of the district expressed specific concern about a pattern of behavior demonstrated by the child directly to the Director of Student Services of the agency or to other supervisory personnel of the agency.

The district would not be deemed to have knowledge if: 1. The parent of the child: (a) Has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311, or (b) Has refused services under IDEA 2. The child has been evaluated in accordance with Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part.

If the district does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applies to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under 34 CFR 300.530, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the education placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation provided by parents, the agency must provide Special Education and related service in accordance with this part, including requirements of 34 CFR 300.530 through 300.536 and IDEA 2004 section 6129(a)(1)(A).

The parent(s) of the child with a disability who disagrees with any decision regarding placement in this context of the manifestation determination under or a district that believes the maintaining the current placement of the child is substantially likely to result in injury to the child or others may appeal the decision by requesting hearing from the Massachusetts Department of Elementary and Secondary Education Bureau of Special Education Appeals.

### Discipline of Students With Disabilities Under Section 504 (JIC)

1. As a nondiscrimination statute, Section 504 prohibits the district from disciplining students with disabilities more harshly than nondisabled students would be disciplined under similar circumstances. In addition, students identified with disabilities under Section 504 may not be expelled or suspended from school for more than 10 days in a school year for misconduct that is a manifestation of the student's disability.

2. If a suspension will not exceed 10 consecutive school days and will not result in the student receiving more than 10 cumulative school days of suspension during the current school year, the student may be disciplined in the same manner as a nondisabled student under similar circumstances. The student may be suspended beyond 10 school days, consecutively or cumulatively, only if the Section 504 Team determines that the behavior in question was not a manifestation of the student's disability.

3. If a proposed suspension will exceed the 10-day limit, the Section 504 Team should meet and make a manifestation determination in accordance with the district's 504 manifestation determination procedures.

4. However, a manifestation determination review is not required, regardless of the length of the suspension or expulsion, if the student is a current user of alcohol or illegal drugs and the behavior resulting in disciplinary action is an alcohol or drug infraction. Under those circumstances, the student may be disciplined in the same manner as other students under similar circumstances.

### FIGHTING AND ASSAULT

Physical violence in a school significantly disrupts the educational process. Any student who strikes or attempts to strike another student or staff member is subject to disciplinary action.

### CHEATING AND PLAGIARISM

Honesty is valued at Coakley Middle School, and it should be assumed that cheating and plagiarism are not acceptable. As such, it cannot be reiterated enough that students need to clearly understand what constitutes cheating and/or plagiarism. The most common forms have been listed below:

- Looking at another student's paper during an exam, test, quiz, or other form of assessment;
- Carrying information into an exam, test, quiz, or other form of assessment with the intent of using it inappropriately;
- Receiving information (by any means) during an exam, test, quiz, or other form of assessment;
- Copying another student's work to complete an assignment;
- Providing unapproved information to another student (by any means) during an exam, test, quiz, or other forms of assessment;
- Sharing materials for the purpose of using them inappropriately to complete an assignment;
- Plagiarizing or taking credit for work that is not your own, such as copying another student's work, a textbook, or an internet source while not giving credit to where you got the information (see Norwood Public Schools. Grades 6-12, Research and Writing Guide).

In light of the efforts that the faculty and staff routinely make to educate students about the inappropriateness of cheating and/or plagiarism, it is incumbent upon students to ensure that dishonesty will not be suspected when they submit or complete an assignment.

Therefore, students are strongly encouraged to seek out their teachers and to ask questions about the use of

content or materials that may call into question the authenticity of a student's final submitted work. Parents and guardians also need to be cognizant of the fact that while the school certainly encourages and understands efforts at home to guide, assist, and support the learning process, a student's final submitted work should be reflective of his/her current knowledge and ability level, as anything submitted by a student that seems contrary to what a teacher has become familiar with from the student makes it difficult for a teacher to accurately assess the academic progress of the students.

Cheating and plagiarism violate our school values of respect and responsibility. A person who cheats not only harms the person who is doing the cheating, it will lead to school consequences. The teacher in consultation with administration will determine the course of action needed to rectify the situation.

## BEHAVIORAL CONTRACT

Students who receive 5 referrals due to inappropriate behavior will be considered for placement on a behavioral contract. A behavioral contract is a clear set of guidelines specifically written for the individual student. It takes effect after a meeting with the student, his parent or guardian, the student's team, and an administrator to discuss the contract. It will indicate the steps that the student needs to take for the period of time that he or she is on this contract. Repetitive or serious behavioral incidents that occur within the classroom as well as those dealt with by school administrators may also trigger the immediate start of a contract. Teachers will notify parents/guardians and administrators of any ongoing concerns. A letter and a copy of the contract will be sent home. Upon receipt of the letter, the parent/guardian may contact the school secretary to arrange for a conference with the team.

A contract is typically for 20 school days, but may be extended if progress towards the goals is not achieved. During the time covered by the contract, the student will not be allowed to participate in any clubs, extracurricular activities (sports, musical, dances, etc.), or attend any field trips including the 8<sup>th</sup> grade end of year activities. Additionally, any student who is placed on two separate contracts during the course of an academic year will be unable to participate in any school-wide activities or field trips for the balance of the academic year.

At the end of the contract:

- If the contract is fulfilled, then the behavioral issue is deemed corrected and the student is eligible to participate in all school activities;
- If the contract is violated during the initial 20 days, then an administrator or the team will meet with the student to process the violation. The contract will be extended for an additional 5 school days and other steps may be put in place to assist the student in making progress. Parents/guardians will be notified of the extension and any changes to the contract;
- If a second contract extension is required, then an in-school suspension will occur. In addition, a meeting will be held with the student, parent/guardian, team member and an administrator to discuss the student's lack of progress.

NOTE: An administrator, in conjunction with team members, may review academic status or behavioral offenses for a student based on extenuating circumstances that may arise. The school administrators reserve the right to review the behavior or academic record of any student and to make adjustments and accommodations to his/her participation in school activities.

## CHILD ABUSE AND NEGLECT

Chapter 439 - an act requiring school committees to notify school personnel of reporting requirements regarding child abuse and neglect. Chapter 71 of the General Laws is hereby amended by inserting the following section after §37K: Section 37L - The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child

abuse and neglect as specified in §51A to §51F, inclusive, of Chapter 119. The text of Chapter 119, §51A, may be found in selected General Laws of School Committees and School Personnel. We are working with the Executive Office of Human Services to implement this new law.

## EMERGENCY SCHOOL CLOSING PROCEDURES

When it is necessary to close school because of emergency/weather conditions, it will be announced over the radio/TV stations (see No School Information section for more information). Please expect school telephones to be unavailable between the time of the emergency and the designated dismissal time due to the need for outgoing calls. Norwood Public Schools may shorten the normal school day due to emergency situations, such as loss of heat, electricity, loss of water pressure or inclement weather. When the entire school is dismissed early by authority of the Superintendent, all attempts will be made to notify parents through ParentSquare, the media and other available sources of public information. Parents who work or are not at home should make arrangements for the care of their child when school is dismissed. It is imperative that your emergency phone contacts be kept up-to-date.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Education records maintained by public schools (and private schools that receive federal and state education funding) are governed by the federal Family Educational Rights and Privacy Act (FERPA), *20 U.S.C. §1232g* and its accompanying regulations, *34 C.F.R. Part 99*, as well as the Massachusetts Student Records Regulations, *603 CMR §23.00*. Both FERPA and the Massachusetts Student Records Regulations protect the confidentiality of student records by prohibiting schools from disclosing, either orally or in writing, personally identifiable information from a student record to a third party without the written consent of the parent or eligible student, unless an exception to this general consent rule applies. Exceptions permitting schools to release personally identifiable information from a student record without consent are found in *34 C.F.R. §§99.30 and 99.31 and 602 CMR 23.07(4)*.

Parents of students under age 18 can consent to the release of school records. The Massachusetts Student Records Regulations define a parent as “a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian.” *603 CMR 23.02*. This may include a person authorized to make educational decisions under a Caregiver Authorization. See [Glossary](#) and [Appendix E](#). A student who is at least 14 years old or who has entered the 9th grade is an “eligible student” and shares with the parent the right to consent to the release of school records to a third party. Either the parent or eligible student in this situation acting alone can exercise these rights. *603 CMR 23.01*.

Schools are generally prohibited, with limited exceptions, from releasing personally identifiable information from a student’s record to a third party without the consent of the parent or eligible student. However, schools may release “directory Information” without the consent of the parent or eligible student, provided that the school gives public notice of the types of information it may release and allows eligible students and parents a reasonable time after such notice to request that this information not be released without prior consent. *603 CMR 23.07(4)(a)*.

Schools may release student record information to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and DCF under the provisions of *G.L. c. 71, §37L, G.L. c. 119, §51A, 603 CMR 23.07(4)(e)*.

Schools may release student records without consent in compliance with a lawfully issued subpoena or judicial order. *603 CMR 23.07(4)(b)*. However, the school must make a reasonable

effort to notify the parent or student (if 18 years or older) of the subpoena or judicial order before complying with it to allow the parent or student the opportunity to seek protective action, unless certain exceptions apply. Prior notification is not required for the following: (1) a federal grand jury subpoena or other subpoena issued for a law enforcement purpose if the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; (2) an *ex parte* order obtained by the United States Attorney General (or designee not lower than Assistant Attorney General) concerning investigations or prosecutions of an act of terrorism or other specified offenses. *34 C.F.R. §99.31(a)(9)(ii)*. Additionally, when a parent is a party to a court proceeding involving child abuse and neglect, as defined in section 3 of the Child Abuse Prevention and Treatment Act (*42 U.S.C. 5101 note*), or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the educational agency or institution is not required. See *20 U.S.C. § 1232g (b)(2)(B)*.

In instances where the school initiates legal action against a parent or student, or a parent or student initiates legal action against a school, the school may disclose to the court student record information that is relevant to the proceeding, without a court order or subpoena. *34 C.F.R. §99.31(a)(9)(iii)*.

Written consent to release personally identifiable information from the student record to a third party, must:

- Specify the records to be released
- State the purpose of the release
- Identify the party or class of parties to whom the information may be released
- Be signed and dated by the parent or eligible student

Third parties who receive personally identifiable information from a student record are prohibited from releasing the information without the consent of the parent or the eligible student. *603 CMR 23.07(4)*.

## PHOTOGRAPHING & VIDEOTAPING OF STUDENTS

During the school year, the Norwood Public Schools may authorize various organizations such as local news media and parent groups to photograph or videotape students engaged in an activity related to school programs. These pictures may be used on a bulletin board, in a newsletter, newspapers, on an educational access television station or some type of educational publication designed to illustrate or describe an activity sponsored or promoted by the Norwood Public Schools. If parents have a concern relative to their child appearing in any of these photographs or videotapes, they should notify the school in writing by completing the media refusal signature page at the end of this document.

## HAZING (SC POLICY- JICAFA)

An Act Prohibiting the Practice of Hazing - Chapter 536 Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following 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 section eighteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly

endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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 as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

## MEMORANDUM OF UNDERSTANDING (M.O.U.)

The Norwood Public Schools and the Norwood Police Department contribute to and cooperate in providing a safe and secure environment for young people in the school and community.

A designated police liaison will inform the principal of any arrest or issues of safety and non-criminal activity involving students of the Norwood Public Schools. Students involved in any of these issues may face school and athletic sanctions. The complete Memorandum of Understanding may be viewed in the principal's office.

## POLICY REGARDING DISCRIMINATION AND HARASSMENT(SC POLICY- AC, AC-R)

In providing equal educational opportunities to all our students on a nondiscriminatory basis, it is the policy of the Norwood Public Schools to comply fully with Chapter 76, §5 of M.G.L, Title VI of the Civil Rights Acts of 1964, Title IX of Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and with the Sexual Harassment Policy of the Norwood School Committee.

The policies of the Norwood Public Schools concerning Chapter 76, §5, Title VI, Title IX , Section 504 , Title II, and sexual harassment prohibit discrimination because of race, color, gender, sexual orientation, gender identity, religion or national origin and handicaps, such as impaired vision or hearing, in the following areas: admissions to the school system; admissions to courses of study; guidance opportunities; curriculum offerings, extra-curricular activities; scholarship and monetary awards; employment; and use of facilities.

In addition, a grievance procedure has been established for students and employees. The grievance procedure begins with the principal of the building in which the alleged discrimination or harassment occurred. If a resolution is not reached at the building level within 20 school days after receiving the complaint, the matter will be referred to the Assistant Superintendent as soon as possible, including any corroborative information. The Assistant Superintendent will investigate of the matter and answer all inquiries in writing within 20 school days of receipt of the unresolved complaint. If appropriate, plans to correct any inequities will be included in the response. In the case of alleged sexual harassment, the first step will include a description of the harassment by the individual alleging harassment.

If unresolved or not satisfactorily resolved, the grievant may petition the Superintendent of Schools, in writing. The Superintendent, or his designee, will also investigate and attempt to resolve the problem, within 20 days of his receipt of the unresolved complaint. The Superintendent will respond in writing to the petitioner following the investigation. A separate file will be kept on all actions taken under the grievance



procedure.

The School Committee will serve as the final local appeals board for any matters that the Superintendent or his designee is unable to resolve. Access to the School Committee is by written notification to the Chairperson describing the problem and requesting an opportunity to review the matter with the School Committee. Documentation shall be attached to the written request for review.

In the event of a complaint, the appropriate individuals and agencies are:

**Schools:**

Norwood High School, Dr. Hugh Galligan, Principal 781-769-2333

Coakley Middle School, Dr. Margo Fraczek, Principal 781-762-7880

Balch School, Diane Ferreira, Principal 781-762-0694

Callahan School, Scarlett Grandt, Principal 781-762-0693

Cleveland School, Kerry Hutchins, Principal 781-762-6522

Oldham School, Steven Olsen, Principal 781-769-2417

Prescott School, Brian Riley, Principal 781-762-6497

Willett School, Michael Baulier, Principal 781-762-6805

**District**

Dr. Dave Thomson, Superintendent of Schools James R. Savage Educational Center 275 Prospect Street Norwood, MA 02062 781-762-6804 ext. 5819

Dr. JJ Munoz, Title VI and Title IX and Section 504 Coordinator Assistant Superintendent of Schools James R. Savage Educational Center 275 Prospect Street Norwood, MA 02062 781-762-6804 ext. 5816

Dr. Charisse Taylor Title I Coordinator Assistant to the Supt. of Schools Elementary Curriculum/Grants James R. Savage Educational Center 275 Prospect Street Norwood, MA 02062 781-762-6804 ext. 5815

Paul Riccardi, ADA Coordinator Director of Buildings/Grounds James R. Savage Educational Center 275 Prospect Street Norwood, MA 02062 781-762-6804 ext. 5830

McKinney-Vento (Homeless) Coordinator Administrative Assistant to the Superintendent of Schools James R. Savage Educational Center 275 Prospect Street Norwood, MA 02062 781-762-6804 ext. 5819  
14

**In addition to the above procedures, any student or employee may report a grievance directly to the listed agencies:**

Massachusetts Commission Against Discrimination One Ashburton Place Boston, MA 02108 617-727-3990

Office for Civil Rights J.W. McCormack Post Office & Court House Boston, MA 02109 617-223-9662

Questions regarding these policies or requests for a full text of the School Committee regulations should be directed to the Office of the Superintendent of Schools.

## SPECIAL EDUCATION

Massachusetts Special Education regulations ensure that eligible students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal regulations.

In order to meet a child's learning needs within the least restrictive setting each school offers the services of a Student Support Team. A group of teachers and specialists work cooperatively in identifying and implementing classroom accommodations and modifications to support all learners within the regular education program.

When interventions implemented at the recommendation of the Student Support Team are not successful in meeting a child's needs and the Team believes a disability is affecting the child's progress, the Team will recommend a special education evaluation. Evaluations are completed in the suspected area of disability by a team of trained specialist. This may include a teacher, counselor, nurse, psychologist, learning disabilities teacher and any other specialists necessary.

Working with the parents the Special Education TEAM determine whether or not the student presents with a disability, identifies the type of disability and formulate an Individual Educational Program (IEP) for the child.

## SECTION 504

Section 504 is a Federal law that prohibits disability discrimination and guarantees that students with disabilities have equal access to educational opportunities, including a free appropriate public education (FAPE) in public elementary and secondary schools. FAPE under Section 504 is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

In addition to Section 504, Office Civil Rights enforces other Federal laws that prohibit discrimination based on disability, race, color, national origin, sex, and age.

For OCR guidance on topics under these laws, please visit <http://www.ed.gov/ocr>.

## English Language Learning

It is a goal of the School Committee to ensure that all Norwood Public Schools students become literate in the English language while meeting high academic standards and preparing for higher education, employment, and engaged citizenship in the future. In furtherance of this goal, the School Committee adopts the policy of ensuring that the school district's system-wide programming for English Language Learners shall be aligned with the principles of high-quality programming; a partnership among Norwood Public Schools, families, students, and the broader community; adherence to federal and state laws and regulations; and accountability for educational results while allowing for innovation and flexibility in the design and implementation of quality programming offered to English Language Learners by the Norwood Public Schools.

The School Committee recognizes the importance of establishing an environment for second language learners that celebrates diversity and learning and that promotes purposeful interaction and authentic communication between and among students and adults in a classroom setting. The

School Committee also recognizes the importance of using research, evaluation, and assessment in the development and implementation of bilingual and English language acquisition programs that are effective and evidence-based.

The Superintendent shall have the responsibility for ensuring that a comprehensive, system-wide plan for the education of English Language Learners is designed and implemented consistent with this policy and in accordance with applicable laws and regulations. Such a plan shall address, without limitation, the assessment of students; student identification and program placement; family and community involvement; curriculum and instruction; student support services; faculty, staff and administration; facility, resources and materials; program plan and evaluation; and monitoring and recordkeeping. (See School Committee policy IHBEA for more information)

### RESPONSE-TO-INTERVENTION (RTI)

Response-To-Intervention is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. As such, RTI can replace and/or augment the I.Q. discrepancy model in the identification of learning disabilities. RTI is considered a general education service, but can also be implemented in special education settings.

**KEY FEATURES** – The following is a listing of the key features of an RTI process: RTI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience. RTI is based on a problem-solving model that uses data to inform decision making. RTI interventions are systematically applied and derived from research-based practices. RTI is highly dependent of progress monitoring and data collection. RTI intervention plans are designed, implemented, and monitored by a multidisciplinary team of professionals. RTI can replace the I.Q. discrepancy model for determining the presence of a learning disability.

### THE 3 TIER MODEL

**Tier I** – the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks. Assessments occur three to four times per year.

**Tier II** – if students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least bi-weekly, and the research-based interventions could last approximately six to ten weeks. 16

**Tier III** – for students who do not adequately respond to the targeted interventions in Tier II, eligibility for special education services under the Individuals with Disabilities Education Act (IDEA 2004) would be considered. Additional testing may be warranted and students would receive individualized, intensive interventions targeted to the skill deficits.

### EMERGENCY LOCKDOWNS AND DRILLS

Occasionally we have emergency drills. When the building is evacuated, students are expected to stay in a single line and be silent while their teachers take attendance. Students should not return to the building until the “all clear” signal is given. Students may exit the building in a different way and line up outside of school in a different location depending on the class that they are in when the alarm rings. As a result, students must be familiar with the exit plan for each class, and as such teachers will review it with each of their

classes. Students who are not in their classroom when the fire alarm sounds, or who are on their way to class, should leave through the nearest exit and look for their classroom teacher at the track.

Lockdowns drills will also be practiced periodically throughout the year. Students who are not in their classrooms when a lockdown is announced should go to the nearest classroom or office and follow the directions of staff.

## WEAPONS

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

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

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

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

## RESPONSIBILITY OF A NONCUSTODIAL PARENT TO RECEIVE STUDENT RECORDS

1. To obtain student records, the Noncustodial Parent must submit a one-time request to the school with a written request for records. 2. A non-custodial parent is eligible to obtain access to the student record unless:

a. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or b. the parent has been denied visitation, or c. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or d. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent. 3. Upon receipt of the request the school will immediately notify the custodial parent of the request by certified mail and by first class mail, in both the primary language of the custodial parent and in English. The notice informs the custodial parent that information requested pursuant to Section 34H is to be provided to the requesting parent after 21 days unless the custodial parent provides the principal with documentation of an applicable court order. 4. Once the request has been approved, all electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided.

These records cannot be used to register a student in a new school. 5. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

## TRANSFER OF RECORDS

According to Massachusetts Student Record Regulations, when a student transfers to a new school, the principal may send the "complete school record" without prior parental consent. If a child transfers to a new school, either in or out of Norwood, his/her complete school record will be forwarded to the new school, including but not limited to, discipline records, transcript, health record, and any Special Education records.

## DESTRUCTION OF STUDENT RECORDS

The student's transcript shall be maintained by the school department and may only be destroyed sixty (60) years following his/her graduation, transfer, or withdrawal from the school system, and then only, at the discretion of the Norwood School Committee. During the time a student is enrolled in a school, the principal or his/her designee may periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record, provided that the eligible student and his/her parent/guardian are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be retained in the temporary record. The temporary record of any student enrolled on or after the effective date of these regulations shall be destroyed six (6) years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent/guardian of the information, in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the notification concerning destruction of records contained in the routine information letter required in Section 10 of these regulations. Other regulations pertaining to student records are available for students and other interested people to read in the guidance office.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

During the year the school may release via the World Wide Web or for publication a student's name, address, class, participation in officially recognized activities and sports, degrees, honors, awards, and post-high school plans without the consent of the eligible student or parents. Under the Family Educational Rights and Privacy Act (FERPA) parents and/or eligible students have a right to inform the school within a reasonable time that they do not wish certain information to be released without prior consent. Those who do not wish any or all of this information to be released may send written notification to the principal.

## PARENTAL NOTIFICATION LAW

In accordance with Massachusetts General Laws Chapter 71, section 32A, a parent has the right to exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive such exemption a parent must send a written request to the principal requesting an exemption for his/her child. No student who is exempted from this portion of the curriculum will be penalized. If parents and/or eligible students would like an outline of any such curriculum, please contact the office of the principal.

## Appendix A: MIAA Rules for Middle Level Athletics

### **MIDDLE LEVEL INTERSCHOLASTIC ATHLETICS IN MASSACHUSETTS**

The Middle Level Athletic Committee (MLAC) of the Massachusetts Secondary School Administrators' Association (MSSAA) is the official organization in Massachusetts for regulating and conducting athletic events and contests among middle level schools. MLAC is responsible for enforcement of rules relative to the eligibility of athletes for participation in inter-school athletic events and for recommending changes in rules to the Massachusetts Interscholastic Athletic Council (MIAC).

MIAC is the policy-making body, which has final decision on the formation of all rules governing interscholastic athletics in the Commonwealth. It also hears appeals on decisions of the MLAC.

### **MASSACHUSETTS INTERSCHOLASTIC ATHLETIC COUNCIL**

The Massachusetts Interscholastic Athletic Council was formed in 1950 and endorsed as the policy-making body for the control of interscholastic athletics by the Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, what is now referred to as the Massachusetts Interscholastic Athletic Association (MIAA), and what was formerly called the Massachusetts Middle Level School Administrators' Association.

Previous to 1950, policy determination and administration had been the sole concern of the high school principals (MSSPA). To many, this seemed to be an unfair burden to place on the principals. Therefore, it was decided to have the three groups – superintendents, school committees, and principals responsible for the educational program, working together in the matter of determining athletic policy. The responsibility for the administration of the program within the framework of the established policies was left to the MSSPA. In 1972, the Massachusetts Middle Level School Administrators' Association was also included in MIAC. Junior high schools and middle schools follow rules approved by the MIAC and implemented by the MLAC.

The membership of the MIAC now consists of five members each from the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, one from the Massachusetts Secondary School Athletic Directors Association, two principals from the middle level of MSSAA, and five principals representing MIAA. A school committee representative serves as chair, and the Executive Director of MIAA serves as secretary.

At the formation of the MIAC in 1950, the MSSPA Constitution and Bylaws were approved by the Council.

Before any question of policy is presented to the MIAC for its action, it is carefully considered by the MIAA Board of Directors or the MLAC. Those recommendations are forwarded to the MIAC. Rule changes are not final until approved by the MIAC.

Revised: 12/19/2013 1 of 14 Middle-Level-Athletics

Meetings of the MIAC are held in the fall and spring of each year. In addition, meetings are called when necessary to consider urgent matters of business. Appeals on eligibility rulings are heard by three members of MIAC who serve as the MIAC Appeal Board.

Questions may be addressed to:

## **PREAMBLE**

The emphasis upon athletics at the middle level should be on participation for all and be school based. Development of fundamental skills is advocated. Policies to achieve this should be developed by the Middle School Principal and Staff. Intramural and/or Interscholastic schedules at the middle level should include all middle level grades within the building (e.g. 5-8, 6-8, 7-8).

The Middle Level Athletic Committee would like it to be known that we adhere to the spirit of the MIAA rules, even though these written rules may not address a particular point. Since athletics at both the high school and middle levels are under the final control of the MIAC and the general rules for both groups are essentially the same, then the intention is that items not covered by this middle level document should be considered to follow along with the thinking of the MIAA rules.

## **MASSACHUSETTS MIDDLE LEVEL ATHLETIC COMMITTEE RULES WHICH APPLY TO ALL SPORTS**

Each regularly enrolled student in a middle level school must conform to the following in order to be eligible to compete and to represent his/her school in interscholastic competition.

### **1. Age Limits**

A student must be under fifteen years of age. He/she may compete during the remainder of the school year provided that his/her fifteenth birthday occurs on or after September 1 of that year. Exception to this is if both schools mutually agree prior to competition.

### **2. Expulsion – Sportsmanship**

2a. When a student or coach is ruled out of a contest for unsportsmanlike conduct, s/he shall be kept out of the next regularly scheduled contest for the first offense, and out for one full year from the date of disqualification for the second infraction in the same season. Such coach may not be present at the game site.

2b. The game official who excludes a coach or player under the conditions of the general rule listed above, must immediately inform the coach of each team, official scorer (if any), and state the violation.

2c. The athletic director or person in charge of the contest is responsible for having the official Massachusetts Interscholastic Athletic Association Game Suspension Form available for game officials. The official(s) shall complete the forms before leaving the site of the contest.

*Exception: If conditions at the site of the contest are such that it is not feasible for the suspension to be filed at the end of the contest, the official(s) may defer it, but said official(s) are required to place the report in the hands of the person in charge of the contest not more than twenty-four (24) hours after the end of the contest.*

2d. Whenever a coach is excluded by an official from an inter-school competition, the official shall file a written report of the incident with the coach's principal.

2e. The person in charge of the contest is responsible for sending copies to:

1. The Principal of each school involved
2. The Athletic Director of each school involved
3. The MSSAA Executive Staff liaison of the Middle Level Athletic Committee

### **3. Academic Eligibility**

Satisfactory scholarship achievement is required for interscholastic competition. It is recommended that a student must pass a minimum of four major academic subjects; however, local rules established by the Principal will dictate academic eligibility. It is highly recommended that good school citizenship (per local rules) be a prerequisite for participation.

### **4. Competition Levels**

Interscholastic competition in a middle level school will be determined by the Middle School Principal and/or Athletic Director.

### **5. Participation in More than One Sport**

No student shall participate in more than one school sport during the same season unless approved by the Middle School Principal. If a student violates this rule, s/he will be ineligible for that season and all contests in which s/he participated must be forfeited.

### **6. Bona Fide Team Member**

MIAA Rule 45 Loyalty to the Middle/High School Team: Bona Fide Team Members

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

### **7. Tournaments**

No tournament or playoffs are permitted. Play days and jamborees involving all participants are encouraged.

### **8. Officials**

Officials for interscholastic athletic contests should be certified whenever possible and must be approved by the athletic directors or principals. The use of local home officials should be avoided except in case of emergency.

### **9. Cheerleaders**

No cheerleaders shall be sent to any away contest unless the principal of the host school has given prior approval.

### **10. Practice Time**

There will be no more than two hours of daily practice in any sport, and teams may not practice on weekends unless approved by the principal or athletic director.

### **11. Insurance**

Suitable accident insurance shall be made available by the school district.

### **12. Physical Examinations & Concussions**

**RULE 56 of MIAA Handbook: Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions**

*All students must pass a physical examination prior to participation in High School Athletics. A Physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13-month limit.* Physical examinations must be performed by a duly registered Physician, Physician's Assistant or Nurse Practitioner. The Sports Medicine Committee recommended physical examination form is in the MIAA White Book.

*All MIAA member school coaches (paid or volunteer) are required to take annually the online National Federation Concussion Course, or other recognized education program, prior to the start of their season. This Board of Directors' policy is effective with the upcoming winter season, which*



*began on Monday, November 29, 2010.  
All MIAA member school Athletic Directors and Athletic Trainers are required to take annually the on-line National Federation Concussion Course, or other recognized education program, prior to the start of their season. This Board of Directors' policy is effective with the upcoming spring season, which began on Monday, March 21, 2011.*

PENALTY: A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.

*Each school's medical person/staff is responsible for the members of that team. These individuals annually must have taken, and been certified in, the NFHS on-line Concussion Course ([click here](#)) or other recognized education program. In the event of injury, that medical person/staff will make the final judgment as to whether a student athlete may return to play (please see Rule 56.4 below regarding concussions). Whenever a medical person is on duty at an athletic event, he/she shall be responsible for both teams (unless the other team has its own medical person present). His/her judgment will be final. Physical disqualification by the medical person renders the student ineligible. The Penalty for playing an ineligible student is forfeiture.*

Medical Alert Bracelets/Anklets are approved for wearing in all sports, provided they are taped to the body and marked in red.

*Any student athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the practice or competition and must not return to practice or competition that day, and further shall not return to play until cleared (in writing to the Athletic Director) by an appropriate health-care professional (as determined by the Department of Public Health). Whenever it is decided to disqualify a student-athlete from further participation for a suspected concussion or other injury, the person making that decision must communicate about this matter with the injured athlete's coach and athletic director in a timely fashion.*

### **13. Uniforms**

Participants must be properly equipped with uniforms manufactured to give maximum protection for the specific activities.

### **14 Time of Contests**

All athletic contests shall start before 6:00 PM unless mutually agreed to by both schools, and no competition may occur on Sundays.

### **15. Combining Schools for Team Purposes**

If there is more than one public middle school in the community, the students of these schools may be joined into one team for the purposes of interscholastic athletic competition if mutually agreed by both.

### **16. Penalties for Violation**

If a school does not abide by the Rules Governing Athletics of the Middle Level Athletic Committee or the Massachusetts Interscholastic Athletic Association, the MLAC will notify the principals of all schools of this fact and advise them not to compete in interscholastic competition with the offending school. The Superintendent and the School Committee will be informed of this recommendation.

### **17. Waivers and Appeals**

Requests for waivers to any of the rules governing interscholastic competition will be made by the principal in writing to the MSSAA Executive Staff Liaison of the Middle Level Athletic Committee at least fifteen days prior to the beginning of each season. The same procedure will also be used in the event of protests and grievances, except that they must be filed within 48 hours of the incident being appealed.

*Adverse decisions of the Athletic Committee may be appealed by the principal of the school, if endorsed by the Superintendent of Schools to the Massachusetts Interscholastic Athletic Council. Any appeal must be filed in writing with the MSSAA Liaison within ten (10) school days of receipt of notification of the adverse decision.*

### **18. Boys and Girls on the Same Team**

18.a. No student shall be denied the opportunity in any implied or explicit manner to participate in a co-curricular activity because of the gender of the student, except as provided in part b.

18b. A school may establish separate teams for males and females for interscholastic competition in a particular sport, provided that the requirements of part c. are satisfied.

18c. Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.

18d. A girl may play on a boys' team if that sport is not offered in the school for that girl. Also, a boy may play on a girls' team if that sport is not offered in the school for that boy.

### **19. Medical Exclusion from Participation**

No athlete with the absence or disease of one paired organ shall participate in interscholastic athletics unless the athlete provides his/her principal with completion of parental permission form as well as authorization from a medical specialist. The athlete is required to wear the protective equipment recommended by the specialist for all practices and contests. It is requested that copies of all such material be filed with the MIAA Sports Medical Committee.

### **20. Season Limits**

The limitation on the start and end of seasons will be determined by the Middle School Principal. The following are guidelines:

**Fall Season:** First day of school to end of October.

**Winter Season:** November 1<sup>st</sup> to February vacation.

**Spring Season:** March 1 to June 1

The number of contests allowed per season in each sport will not exceed 18, except in football where no more than 8 contests will be allowed.

## **21. Chemical Health**

### ***RULE 62 OF MIAA HANDBOOK: Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco***

***62.1 From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest)***, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements.

If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

#### **Minimum PENALTIES:**

First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

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

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

<b>1<sup>st</sup> Offense</b>	
<b># of Events / Season</b>	<b># of Events / Penalty</b>
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
<b>2nd Offense</b>	
<b># of Events / Season</b>	<b># of Events / Penalty</b>
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12
<b>2<sup>nd</sup> Offense w/Dependency Program</b>	
<b># of Events / Season</b>	<b># of Events / Penalty</b>
1-4	1
5-7	2

8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

62.2 During practice or competition, a coach shall not use any tobacco product.

62.3 Steroids are used by some athletes, and the seriousness of the problem has been well documented. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most “get-rich-quick” schemes, steroid use has serious short- and long-term consequences.

Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that his/her success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

## **22. GOOD CITIZEN RULE**

Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension. Local policies will determine the actual days of ineligibility. (The MIAA Board of Directors suggests that policies be included in local Student Handbooks.)

## **23. JEWELRY**

Jewelry shall not be worn. Religious and medical-alert medals are not considered jewelry. A religious medal must be taped and worn under the uniform. A medical-alert medal must be taped and may be visible.

## **24. MOUTHGUARDS**

The following MIAA sports require mouth guards: field hockey, football, ice hockey, and lacrosse. In basketball and soccer mouth guards are highly recommended.

## **25. COACHES EDUCATION**

### ***RULE 33 of MIAA Handbook: Coaches' Education***

All coaches hired prior to August 1, 1998 are exempt from taking the Fundamentals of Coaching Course. Coaches hired after 8/1/98 and before 7/1/05 must complete the NFHS Fundamentals of Coaching Course with the exception of Certified MA teachers.

All MIAA member school coaches (stipend or volunteer) are required to take annually the on-line National Federation Concussion Course, or other MA Department of Public Health recognized education program, prior to the start of their season. This Board of Directors' policy became effective on Monday, November 29, 2010.

All coaches (stipend or volunteer) first serving as an interscholastic coach after July 1, 2005 must complete the National Federation of High Schools, NFHS Fundamentals of Coaching Course taught by an MIAA Instructor, (must be passed prior to coaching a second year) and the NFHS Sports First Aid course (must be passed prior to coaching a third year).

All coaches (stipend or volunteer) first serving as an interscholastic coach after July 1, 2007 must complete the NFHS Fundamentals of Coaching Course, the NFHS Sports First Aid course and the NFHS Sport Specific Technical and Tactical Skills Course in the sport they are coaching (must be completed prior to coaching a third year). Note: The sport-specific requirement will begin on July 1, 2007 or when the particular sport-specific course becomes available, if after this date.

*NFHS Sport Specific Technical and Tactical Skills Courses  
presently available: Basketball, **Field Hockey**, Football, Soccer, Softball,  
Wrestling, Volleyball, Cheer & Dance, and Track & Field.*

The NFHS Fundamentals of Coaching Course requirement must be met through attending an MIAA sponsored Fundamentals of Coaching Class with MIAA Certified Instructors.

The NFHS Sports First Aid and Sport Specific requirement may be met by completing on-line courses with the NFHS <http://www.nfhslearn.com>.

## **26. STUDENT ELIGIBILITY**

### ***RULE 51 of MIAA Handbook: Student Eligibility: Baseline Eligibility Requirements***

For a student to practice with, or to represent a MIAA member school in athletic competition, the student must be duly enrolled in that school. Additionally, the student must be a candidate for that school's diploma, subject to the jurisdiction of that school's principal (i.e. the principal must have the authority to suspend the student from classes), and under the supervision of that school principal (i.e. the principal must have control and knowledge of the student's daily attendance and achievement).

Ultimately the interpretation and application of Association rules rests with the MIAA executive director/staff and the Board of Directors. Principals (or athletic directors) must contact the Association

executive staff to resolve any possible eligibility issues before permitting a student to represent your school.

***You should be aware of Rule 53 of the M.I.A.A.:***

***Student Eligibility: Middle School Students on Senior High Teams***

A middle school student is eligible to represent a senior high school on its athletic teams only when the MIAA member high school includes those grades and they are under the direct “jurisdiction” and “supervision” of the high school principal (see MIAA Rule 51 for definitions).

## **RULES FOR SPORTS**

With the exception of football, no contest may be conducted before the 11<sup>th</sup> calendar day after the first day of practice. Also, with the exception of football, only two contests per week may be scheduled. Member schools may exceed two contests per week due to game postponements.

The rules for each sport are the same as those listed in the current issue of the MIAA Handbook except as follows:

### **I. Baseball**

1. A regular game shall be seven innings. No full inning should start after 6:00 PM.
2. ***Beginning January 1, 2012, all bats not made of a single piece of wood shall meet the Batted Ball Coefficient of Restitution (BBCOR) performance standard, and such bats shall be labeled with a silkscreen or other permanent certification mark. The certification mark shall be rectangular, a minimum of a half-inch on each side and located on the barrel of the bat in any contrasting color. Aluminum and composite bats shall be labeled as approved tamper evident, and be marked as to being aluminum or composite. This marking shall be silkscreen or other permanent certification mark, a minimum of one-half-inch on each side and located on the barrel of the bat in any contrasting color (NFHS Rule 1-3-2-e).***

### **II. Basketball**

1. A game will consist of four quarters with overtime being an extension of the fourth quarter.
2. Quarters for games shall not exceed an overall game time of 32 minutes.
3. Allowing the 3-pt shot will be up to the school(s)/league(s) that participate. Must be mutually agreed to use and court must be marked.

### **III. Cross Country**

1. Distances in all meets will not be less than one and one-quarter miles, nor more than two miles.

### **IV. Field Hockey**

1. Free substitution is allowed.

### **V. Football**

1. The first game shall not be played before the fifteenth calendar day after the first day of practice, nor may a player participate in a game before having fifteen days of practice.

2. The game will consist of four periods each of eight minutes duration. There will be a minimum of ten-minute intermission between halves.
3. The tie breaker rule is not in effect. Games which end in a tie at the conclusion of four periods will be declared a tie game.
4. Unlimited substitution will be allowed.
5. One contest may be scheduled per week.

#### **VI. Ice Hockey**

1. The length of periods shall be eight minutes of actual playing time.
2. Games which end in a tie at the conclusion of three regular periods will be declared a tie game and will not be played off in overtime.

#### **VII. Lacrosse**

1. The maximum length of a period is ten minutes.

#### **VIII. Soccer**

1. The game will consist of four periods each of fifteen minutes duration.
2. Games which end in a tie will be declared a tie game and overtime will not be played.
3. Unlimited substitution will be allowed.

#### **IX. Softball**

1. A regular game shall be 7 innings. No full inning should start after 6:00 PM. **2. *The distance between the nearer edge of the pitcher's plate and the apex of home plate shall be 43'.***

#### **X. Track**

1. The National Federation Track Rules with middle level or junior high school modifications will be used.

*Note: Friendship or open Track Meets held with multiple teams participating and a slight entry fee charged would not be in violation of the rules. The spirit of the Meet would be to promote interest in track and field at the middle level and therefore a Meet winner would not be declared. Participation pins or some similar token might be distributed to all students. Eligibility rules would be in effect.*

#### **XI. Volleyball**

1. Free substitution is allowed.
2. Modified MIAA rules which are distributed to all coaches and officials.
3. Coaches and officials meet prior to contest to agree on format/rules.

#### **XII. OTHER SPORTS WOULD FOLLOW MIAA SPORTS RULES IN HANDBOOK.**