

Thomas Blake Middle School
Student Handbook 2022-2023

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MISSION STATEMENT

Blake Middle School believes in a living mission statement, based on the concept that the community seeks and respects knowledge, integrity, character, wisdom, and the willingness to adapt to a continually evolving world.

General Information and Contact Information

School Hours-- 7:40 a.m. - 2:07 p.m.
Early Release Day Hours -- 7:40 a.m. - 11:10 a.m.

Please call in your student's absence or planned tardiness each day on the Blake absence line at (508) 242-8501. It may be helpful to program this number into your cell phone.

Please email us to notify us of your student's early dismissal at our dismissal email-- blakeearlydismissal@email.medfield.net.

Main Office

The staff in the Main Office is pleased to assist in any way during the course of a school day. The office is open from 7:00 a.m. to 3:00 p.m. The phone number for Blake's Main Office is (508) 359-2396.

Forgotten items can be left in the cart outside of the Main Office with the understanding that the students know to check in the office if they have forgotten an item. **Please clearly label items with the student's name and grade.**

Announcements are made at the beginning and end of the day in order to avoid interruptions of class time. We try to keep these announcements brief and school related. If a message needs to get to a student, we will make every attempt to pass the message along.

COVID- 19 Policy and Information 2022-2023

Please check Medfield.net and <https://www.medfield.net/documents/covid--19-resources/155959> for the most up to date information.

WELCOME

Welcome to Thomas A. Blake Middle School. This handbook shares the policies and procedures that direct the learning at Blake. We hope it will serve as a helpful tool for you, and that you have a wonderful year! Looking carefully and thoughtfully at this handbook is a good place to begin. Learning is an exciting and challenging process. It requires consistent effort and the willingness to examine your work and your progress. Learning from and with your fellow classmates, your teachers and our greater community brings fun, joy and a sense of personal satisfaction.

For many years the emphasis in schools has been on the "3 R's" of **Reading, wRiting and aRithmetic**. Our school program continues to recognize the importance of this academic foundation by increasing your understanding of and interest in math, science, literature, social studies, world languages, health and physical education, technology, and the arts.

Today, students also need to master the "4 R's" of **Respect, Responsibility, Resourcefulness and Reflection** in order to be successful lifelong learners.

- **Responsible** for what you say and what you do

- **Respectful** of others and yourself as we work to build a safe, supportive community for all.
- **Resourceful**, by exploring options, listening to different points of view and uncovering your own answers.
- **Reflective**, taking pride in your successes and learning from your mistakes.

We at Blake Middle School are committed to helping each of you achieve academic success, explore special interests, and discover your strengths as a unique individual. Your middle school years are a time when you will grow and change in many ways. We are here to support you and to recognize and celebrate your many skills, talents and accomplishments.

SCHOOL SCHEDULES

BELL SCHEDULE *2022-2023*

<i>PERIOD</i>	<i>START</i>	<i>FINISH</i>
Passing Music	7:35	
Period A (Take Attendance)	7:40	8:25
Period B	8:29	9:13
Period C	9:17	10:01
Period D	10:05	10:49
Period E		
6 th Grade		
Period E	10:53	11:41
Advisory/SSR	11:43	12:06 (BELL)
Lunch	12:08	12:30
7 th Grade		
Period E	10:53	11:41 (BELL)
Lunch	11:43	12:05
Advisory/SSR	12:07	12:30

8th Grade

Advisory/SSR	10:53	11:16(BELL)
Lunch	11:18	11:40
Period E	11:42	12:30
Period F	12:34	1:18
Period G	1:22	2:07

EARLY RELEASE SCHEDULE

PERIOD	TIME
A	7:40 - 8:10
B	8:15 - 8:40
C	8:45 - 9:10
D	9:15 - 9:40
E	9:45 - 10:10
F	10:15 - 10:40
G	10:45 - 11:10

DROPPING OFF AND PICKING UP STUDENTS

MORNING DROP-OFF: Cars should pull forward as far as possible around the circles. Once they are stopped, cars should discharge students regardless of their place in line. **Motorists are reminded not to pull around school vans that are loading or unloading students at the curb. Also, cars should not be parked in fire lanes. Please drive slowly and watch for pedestrians and bicyclists.**

AFTERNOON PICK-UP: Cars should pull forward as far as possible around circles. **Also, cars should not be parked in fire lanes or pull around school vans.**

WALKERS AND BICYCLISTS: Walking and cycling students need to stay away from the bus loading area and delivery areas. Bike racks are located on the side of the gym. **All bikes must be kept on the bike rack and must be locked at all times.** All students riding bikes and skateboarding are encouraged to wear a helmet for safety.

OUR MIDDLE SCHOOL PROGRAM

Our middle school encompasses grades six through eight and focuses on the learning needs of early adolescents. Emphasis is placed on academic success and acquisition of basic skills while, at the same time, students are supported in the development of lifelong learning habits and behaviors.

The middle school program at Blake utilizes the interdisciplinary team approach at each grade level. Within each grade level, teachers and students are assigned to a cluster. Students in a specific cluster work exclusively with three, four or five teachers for English, world language, math, science, and social studies. The cluster of teachers serves the same group of students and therefore learns more about them, in order to share and teach more effectively. The clusters in each grade level form a team to assure a common curriculum and a core learning experience for all students. Teams of students and teachers are located in close proximity to each other. The purpose behind this team and cluster organization is to ease the transition to the middle school for students and parents/guardians, promote communication and student support and enhance coordination and cooperation among subject area specialists.

Students also experience related arts courses in which students from all clusters are grouped together. Where possible, the emphasis is on a 'hands on experience' and a project based curriculum. Engaging students and helping them take responsibility for their own learning and behavior continue to be the primary goals of middle level education.

CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Rights and Responsibilities helps to assure a safe and secure environment for all to learn and grow and is the basis of our school policies and procedures.

A STUDENT HAS A RIGHT TO:

1. Receive appropriate instruction and assignments that incorporate a variety of teaching methods and media.
2. Have teachers who are knowledgeable in the curriculum and are actively involved in motivating students to learn.
3. Participate in the formation of his/her learning goals by obtaining advice and support from the guidance counselors, advisors, and faculty.
4. Receive prompt assessment of his/her progress and be given extra help and support.
5. Hold his/her opinions and to respectfully express these in class discussions, student forums, and school publications.
6. Feel safe and supported in school without fear of physical harm or exposure to profanity, obscenity, illegal substances, harassment, or hazing.
7. Know the rules and regulations concerning students and the school. Rules and regulations are considered common knowledge when they are explained through one or more of the following: assemblies, student handbook, newsletters, and/or announcements.
8. Participate in student activities, subject to the rules of the organization.

A STUDENT HAS THE RESPONSIBILITY TO:

1. Attend all his/her assigned classes and to participate actively by:
 - Preparing adequately for classes
 - Communicating with teachers and fellow students
 - Utilizing school resources
 - Arriving at class prepared for work with sharpened pencils, books, notebooks, a charged device, and necessary study materials
2. Enhance the quality of his/her learning by:
 - Recording and completing daily assignments
 - Participating actively in classroom activities
 - Accepting personal responsibility for missed assignments
 - Doing one's best work
3. Make every effort to achieve maximum results in his/her educational programs through accepting constructive criticism, reflecting, and seeking extra help when needed.
4. Respect the rights, privacy, opinions, and property of others by:
 - Treating people with dignity and respect
 - Being cooperative and helpful
 - Using appropriate language and gestures
 - Asking permission to use or borrow an item
5. Familiarize himself/herself with rules and regulations
6. Follow the rules established for all school activities
7. Do his or her own work

STUDENT LIFE

ATTENDANCE and EARLY DISMISSAL

Please call in your student's absence each day on the Blake absence line at (508) 242-8501. It may be helpful to program this number into your cell phone.

Please email us to notify us of your student's early dismissal at blakeearlydismissal@email.medfield.net.

Arrival: When students arrive at school each day, they should wait in the gym or cafeteria area for the 7:30 a.m. music and then go to lockers and report directly to their first class. Students should not arrive before 7:10 a.m., as no supervision is available. **Students are required to be present, unpacked and ready to begin class, in their classroom by 7:40 a.m. when attendance is taken. In order to accomplish this, it is recommended that students arrive no later than 7:30 a.m. Students with band instruments should put them away in the High School band room on their way into school or use the wooden storage shelves for their grade level, leaving time to get to first period by 7:35.** Daily announcements are made at the beginning of the day but are not an indicator of tardiness or on time arrival.

Tardy to School: Students are responsible for being in school on time each day in order to prepare for the day and maximize learning time. Students arriving after 7:40 a.m. must report to the office to get a tardy pass. Students should have a note from home explaining their tardiness. The office logs all tardies as 'excused' or 'unexcused.' Examples of excused tardies are medical appointments, illness, and unavoidable events. Examples of unexcused tardies are

traffic and oversleeping. After the third 'unexcused' tardy is registered, the parent/guardian will receive a letter, and the student will be assigned a detention for each subsequent 'unexcused' tardy. Morning, afternoon or lunchtime detentions may be given for unexcused tardiness. After six tardies, excused or unexcused, the Assistant Principal will meet with the student and contact the parents/guardians.

Absences: Attendance at school is required by law and students are to be accounted for at all times during the school day. Students have the responsibility to be in school and in their class on time and are to attend all classes and participate in all assigned activities. **parents/guardians must call the Blake absence line at (508) 242-8501 each morning that a student will be absent or more than a few minutes tardy.** Please note that a call to the absence line is required even when the student plans to come to school later in the day after an appointment. Habitual excused tardiness or absence is unacceptable.

If a student is absent for five or more consecutive days, a doctor's note is required for re-admittance to school. Upon return to school the student must report to the Main Office for an admittance slip. A student absent during the school day may not participate in school-sponsored activities.

Dismissal: If a student needs to be dismissed from school before 2:07 p.m., an email must be sent **by the parent/guardian** to blakeearlydismissal@email.medfield.net. Please include the following information:

- Date**
- Time of dismissal**
- Student name**
- Reason for dismissal**
- Person picking up**

Alternatively, that student may bring a written request signed by a parent/guardian and give it to the Main Office first thing on the day of dismissal. If a request is made by telephone, a parent/guardian must come to the Main Office to dismiss a student. Students must always check in at the Main Office before being dismissed and also when returning to the building to obtain a pass for class. Students are not called on the public address system before being dismissed. They should report directly to the office for dismissal at the appropriate time.

Students are required by state law to attend 180 days in school unless students are absent for illness, religious observances, legal proceedings, or family emergencies. Absence from school for vacation purposes is discouraged. We are aware that some parents/guardians make the decision to take their student out of school based on specific circumstances that may allow for the family to be together or for the student to gain a different educational experience. We strongly request that student vacations or family obligations be scheduled within the framework of the school calendar. When parents/guardians do remove students from school, we request that two weeks notice is provided to the administration so that teachers can be notified.

Should parents/guardians keep a student out of school for reasons other than those sanctioned by the State, they are assuming the responsibility for their student to make up the work. It should be realized that teachers cannot realistically provide work to take the place of instruction

missed during planned absences. Since assignments are based on material that has been previously taught, work cannot in most cases be identified until after the student returns. Teachers, both regular and special education, are not required to reteach the missed lessons.

parents/guardians that go out of town and leave children with a caretaker need to provide the school with a letter granting the school permission to dismiss the student to the caretaker in the event of illness or to act in the place of the parent/guardian in the case of an emergency.

Lunch Protocols for Fall 2022

Lunches, including milk, are free to all students this year. Water does not come with lunch and must be purchased separately. There is also a water bottle filler in the gym lobby. Students are encouraged to bring a refillable water bottle to school.

LUNCH AND CAFETERIA USE

You have the opportunity to eat lunch with your friends and classmates while you are at school. The school cafeteria provides a substantial and balanced hot meal. It is important to observe the following rules:

- Students should enter the cafeteria in an orderly fashion and proceed to an appropriate table. Reserving seats for others or moving others' belongings is not permitted. The only seat you may save is your own seat.
- Devices and binders should be left in a locked locker before coming down to lunch or placed on the wooden shelves outside of the cafeteria during lunch if you have a class near the cafeteria right after lunch. Belongings should not be left on the floor in the hallway.
- Once seated, students are to remain at that table and are not permitted to wander from table to table.
- Running to the cafeteria through the hallway, pushing and cutting into lines are prohibited.
- All food, including milk and ice cream, is to be eaten in the cafeteria. No food or beverages (except water) are to be brought and consumed in the classrooms before or after lunch. Only water is allowed in the classroom.
- We expect that the cafeteria will be neat and clean at all times. It is everyone's responsibility to help keep the tables and adjacent areas clean and free of debris. After finishing lunch, tables are to be cleared. Trays and materials are returned to the cleaning area after throwing away trash, papers, and garbage. Students should be sure to pick up any food or trash that may have dropped on the floor around them.
- Dismissal will be by the adult supervisor on duty. When dismissed, students should leave the cafeteria through the front right or left doors as directed and proceed through the hallways without disturbing other classes. Students should move to their next classes without disturbing classes that are in session.
- Students are expected to enjoy lunch and chat with friends, maintaining a conversational noise level. Chanting, clapping, and other boisterous behavior is not appropriate in the cafeteria.
- Students are not to leave the cafeteria without the supervisor's permission. There are restrooms available in the cafeteria.

- Students are expected to respectfully cooperate with the directions of the cafeteria supervisors. When asked to clean up, students should follow adult directions, helping out to create a pleasant environment for our school community. Habitual offenders of good cafeteria behavior will be referred to the office. Continual offenses or serious misbehavior can result in loss of cafeteria privileges (lunch detention in the office), assigned seating, and possible further disciplinary action.

Director of Food Services Caitlin Fahy (508) 359-6821

CALENDAR MARKING PERIODS

Term I	Term II	Term III
August 31st -- December 2nd Family Outreach: October 17th Report cards: December 9th	December 5th -- March 10th Family Outreach: January 23rd Reports cards: March 17th	March 13th -- June 15th Family Outreach: May 1st Report cards: June 15th

** Dates are tentative and subject to change.

FEEDBACK AND REPORTING

The purpose of reporting on academic progress is to provide feedback on a student’s progress and to help direct future efforts. Effective feedback to students during the learning process is essential to a healthy and productive learning experience. Formal grade reports are issued at the end of each trimester. In lieu of traditional grades, students at Blake receive feedback in the form of Standards Based Reporting (SBR).**

In the system of SBR, students will receive feedback in two major areas: (1) **Content Standards** and (2) **Learning Skills**. The Content Standards feedback provides information on the student's progress on meeting content area curriculum standards addressed by each department. Learning Skills feedback gives information on the student's progress on acquiring skills important for life-long learning that we strive to foster and help develop in our students.

The **Content Standards** are the content area curriculum standards given by each department. Teachers will report on the **Content Standards** using the following language:

3 = Meeting standard. Demonstrates solid knowledge and understanding.

2 = Approaching standard. Demonstrates progress toward grade level standard, but not yet at standard.

1 = Not meeting grade level standard. Showing minimal progress.

The **Learning Skills** are listed below. These are life-long skills that are important for good learning. As such, we wish to develop them in our students. Teachers will report on the standards using the following descriptors: Consistently, Often, Sometimes, or Rarely

- S.1 Works collaboratively with peers
- S.2 Actively participates during class
- S.3 Organizes and completes work in a timely manner
- S.4 Comes to class prepared for learning
- S.5 Uses creativity to demonstrate learning
- S.6 Clearly explains thinking
- S.7 Attends to detail

** In the spring of 2021, the Director of Instruction and Innovation conducted and shared an 'Analysis of Standards-Based Reporting Assessment Practices' at Blake Middle School. The report made several recommendations, specifically some adaptations to the system for grades 7 and 8.

Recommendation # 4:

Adapt present SBR models in grades 7 and 8 to incorporate elements of traditional grading, e.g. letter grade systems (A, B, C, D, F)

GOALS

- a) to provide an understanding of traditional grading models
- b) to provide parents/guardians an understanding of student's performance
 - More fine grained
 - More intuitive

'MIDDLE WAY' Can Take a Variety of Forms

A cross-discipline/grade level team was established to explore and collect potential strategies and models to bring to the greater Blake staff and community for the fall of 2021. The research team was tasked with exploring, researching, gathering, and brainstorming various methods to address recommendation 4. This will help to guide and structure the next steps that will begin in the fall of 2021. Updates to our system of reporting will be shared with families throughout the 2021-2022 school year.

Family Outreach Week

Family Outreach Week takes place at the midpoint of each trimester. During this week, teachers will send an email to families to notify them if their student is consistently not meeting the standard in an area OR if they do not have sufficient data to assess their student at that point in the term due to absence or missing work. If students are meeting the standards, families may not receive an email from teachers. No news is good news. Please know that you may always reach out to teachers or your student's guidance counselor if you have questions or concerns about their progress.

COMMUNICATION

Weekly information containing current school news is available online at www.medfield.net/blake. Periodic news updates will also be available on the Principal's Blog at www.blakeprincipal.weebly.com. This blog is typically updated on Tuesdays. parent/guardian and community groups who wish to have their information included in this forum need to have that information approved by the Superintendent of Schools and/or the principal and turned into the school office by Monday at 12:00 p.m.

The website also contains links to individual teachers' websites, nightly homework postings, upcoming events, the BMS calendar, intramural program, Program of Studies, Library Media Center, and lunch menu.

Teachers communicate with parents/guardians whenever they deem it appropriate to share information, note concerns, or commend students for outstanding performance and/or marked improvement. These communications may take a variety of forms including a telephone call, email, conference, or progress report. parents/guardians may communicate with individual teachers by using the voice mail system or email and can request parent/guardian/teacher meetings by contacting the grade level guidance counselor or cluster leader. Please allow 48 hours for a response. There could be difficulty with our server so if you do not receive a response, please send the message again or call the Main Office.

FIELD TRIPS/SPECIAL EVENT PARTICIPATION

Field trips, assemblies and special programs are designed to enhance the academic curriculum and are an integral part of the learning experience at Blake Middle School. We take great care to be sure our programs have direct curriculum tie-ins and are developmentally appropriate. It is our expectation that all students participate fully in all special activities. We expect all students to act appropriately, exercise good judgment, and follow basic rules of courtesy and respect. Clear guidelines and expectations will be discussed with students before any special event. If a student demonstrates an inability to participate appropriately or comfortably in these types of activities, the cluster or administration may recommend that he/she not attend a function or go on a field trip. In such cases, alternative activities will be planned at school. parents/guardians would be contacted, and an alternative program would be provided. If participation in any of these activities prove to be a financial burden, parents/guardians should contact the principal for support.

GIFT GIVING POLICY

The Medfield School Committee discourages gift giving to staff. Massachusetts State law prohibits public employees from accepting gifts in excess of \$50.00. In accordance with the Conflict of Interest Law, staff members must publicly disclose all gifts they receive as a result of their position within the Medfield Public Schools. In the disclosure the teacher is required to provide the name of the gift giver and the value of the gift received. The Medfield School Committee's policy related to gifts does not specifically prohibit gifts from individuals, but "urges them to find other modes of expression that do not involve personal gifts." If you so desire,

families may make a donation to one of our community support groups that provides support for important educational activities, the Blake School Library Gift Books in honor of a teacher, or to the Blake Gift Fund which will be given to the teachers to purchase supplementary classroom materials. Thank you notes from the students/parents/guardians are appreciated.

For further information, please reference the Massachusetts Ethics Commission's website at www.mass.gov/ethics/.

GUIDANCE OFFICE

The guidance counselor is a part of the team of parents/guardians, teachers, administrators and specialists responsible for guiding a student's social, emotional and academic development throughout the middle school years. A guidance counselor is assigned in 6th grade and stays with the students through the three years of middle school. All guidance counselors work with all students through the group guidance classes and related rotations. A student may meet with his/her counselor to discuss problems with school work, educational choices, development of work habits, or any other problem that may be of concern to the student. The counselor will also meet students in small groups periodically throughout the year. Parents/guardians are always encouraged to contact or make an appointment with their student's grade level guidance counselor to discuss overall school performance, social or emotional concerns, peer relations, or family issues that may impact school. Please check out the Guidance webpage on the Blake website. The phone number for Blake's guidance office is (508) 359-2445.

6th grade counselor –Mr. Matt Marenghi (mmarenghi@email.medfield.net)

7th grade counselor –Ms. Tracy Allen (tallen@email.medfield.net)

8th grade counselor - Ms. Jennifer Dondero (jdondero@email.medfield.net)

Adjustment Counselor - Ms. Stacy Burns (sburns@email.medfield.net)

HEALTH SERVICES

Our primary concern is the safety and welfare of our students and staff. A school nurse is available during school hours and serves as a liaison between school, home, and community agencies to advance the health and well-being of students.

Physical Examinations and Immunization Requirements

Students who enter Blake Middle School from another school system, and all students entering seventh grade, must submit a current physical examination with an updated immunization record to the school nurse prior to attending school. Per Massachusetts State Law, exemptions can only be granted if an immunization is documented as medically contraindicated or due to a religious objection, which should be stated in a letter from the parent/guardian to the principal.

Documentation of a student's recent physical examination should be furnished to the school during sixth grade in order for each student to have a current physical on file by the first day of seventh grade.

State Mandated Screenings

Vision and hearing screening and Body Mass Index (BMI) screening, based on height and weight measurements, is performed annually on all seventh grade students, and as needed. Postural screening is conducted annually by the physical education teachers on all students, and re-screening is done by the school nurse as needed. The school nurse will notify the parents of any abnormal findings and follow up on physician reports as necessary.

School Committee's Policy on Medication

All medication, including over-the-counter medication as well as prescription medication, requires a **health care provider's (physician, nurse practitioner, orthodontist etc.) and a parent/guardian's written authorization.**

All medications, with the exception of inhalers, epinephrine auto-injectors (Epi-Pens), and other approved medications, must be kept in the School Nurse's office and be dispensed by the school nurse. All prescription medication must be brought to school in the original labeled pharmacy container. Over-the-counter medications must be brought to school in original, unopened containers. Pharmacies will provide an extra prescription bottle for the school upon request.

Self-administration of Medication

Students may not carry or self-administer ANY medication in school without prior approval from the school nurse, and documentation from their health care provider. Written approval from the student's health care provider should be indicated on the Medfield Public Schools Medication Authorization Plan and reviewed with the school nurse.

Field Trips

The Department of Public Health regulations allow nurses to delegate responsibility for the administration of Epinephrine auto-injectors and **scheduled medications** to trained teachers. The regulations do not allow for delegation of any other medications that are given on an as-needed basis on field trips, such as Benadryl, Tylenol or inhalers. Students may self-administer medication on field trips **ONLY** if the student's health care provider has checked off the box on the Medfield Public Schools Medication Authorization Plan and subject to the approval of the school nurse.

Under no circumstances may students share medication or dispense medication of any kind to other students.

Medical Dismissal Procedure

If a student becomes ill or is injured at school, he/she will be sent to the school nurse's office for evaluation. If the nurse determines that the student needs to be dismissed from school, the nurse or other school personnel will contact the student's parent/guardian(s) or designated adult. If the student's parents/guardians cannot be reached within a reasonable time frame, then the Emergency Contacts listed on the student's Emergency Health Information form will be contacted to pick up the student from school. The school nurse may also consult with the student's health care provider and/or the school physician. When immediate hospital treatment is required as determined by the school nurse or school personnel, an ambulance will be called and parents/guardians will be notified. Emergency forms for the Main Office, cluster and school

nurse will be sent home on the first day of school each year to be completed by parents/guardians and returned to school. parents/guardians are responsible for updating this information as needed (a new health concern, new telephone numbers, change in address etc.). All injuries, while at or going to and from school, should be reported to the office immediately.

Communicable Diseases

Please keep your student home and notify the school nurse if your student has been diagnosed with a communicable disease.

NO SCHOOL PROCEDURES

In case of stormy weather or for other serious reasons, school may be canceled. Information about no school sessions will be announced in the following ways: announcements will be made over radio stations WBZ, WHDH, WRKO, WKOX, WCLB, WBCN and also on television stations 4, 5 and 7. If the school's opening is delayed one hour, bus routes will begin one hour later than the regularly scheduled time for the Middle School. This delayed opening will also be announced on the media mentioned above. School closures and delays will also be communicated via the Superintendent's Twitter account.

BUS AND TRANSPORTATION INFORMATION

Bus schedules will be emailed to families via Aspen shortly before school starts. Students in grades 6-12 who live more than two miles from the school will be transported. We will also transport those students who live in areas which have been designated "safety" areas. Your school office will also be provided with bus lists.

Students will be picked up and dropped off at a stop within walking distance from their residence. No changes will be made in busing between August 15th and one week after the first day of Kindergarten. Unless Central Offices receives and approves exceptions prior to this date, arrangements will be made **ONLY TO AND FROM YOUR RESIDENCE. EXCEPTIONS FOR THE PURPOSE OF EMPLOYMENT** will be allowed only if we are provided with a letter from the parent/guardian, a letter from the employer, and the employment involves the student **REGULARLY RIDING ON ONLY ONE BUS.**

PLEASE NOTE: When exceptions to regular drop off and pickup are needed (for purposes of CCD, scout meetings, temporary employment, etc.), under the new regulations, **TRANSPORTATION MUST BE PROVIDED BY THE INDIVIDUAL parent/guardian.** Students should not plan to ride home with a friend. We will not be able to accommodate any request, unless the exception is on the same bus and does not alter the route or add stops. Since all secondary buses are full, there will be no permission given for temporary bus changes. **EXCEPTIONS WILL NOT TAKE EFFECT UNTIL THEY ARE APPROVED BY THE BUSINESS OFFICE.** If you have any questions about this policy, please call the business office at Town Hall at (508) 359-4798.

PLACEMENT POLICY

It is the practice of school administrators that placement of students within the Medfield School System is the prerogative of school personnel. Parents/guardians are discouraged from requesting specific teachers or clusters. The school department is in a position to make a decision based upon the best interests of all students.

PROMOTION POLICY

The school committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally. In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building principal.

PRIVATE SCHOOL APPLICATION PROCEDURE

All students applying to private school need to follow necessary steps to ensure that all paperwork is completed in a timely and efficient manner. Part of the application process includes a request from students that a transcript and recommendations be completed and sent by the Blake staff. All of these materials, transcript release and recommendation forms, should be given to the guidance office to be disseminated to the appropriate teachers. **Students who are planning on applying for the next school year must meet with their guidance counselor by December 15.** At this meeting, students must:

- Provide all forms from the schools under consideration
- Bring an 8" x 11" envelope with three stamps, addressed to the school, for each school under consideration
- Set up an appointment for an interview with his/her counselor

Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date. All recommendations and forms will be mailed directly to the school and not given to parents/guardians or students.

CURRICULUM AND INSTRUCTION

Blake Middle School offers an engaging curriculum that sets high expectations for all learners. It exposes them to a broad knowledge base, builds basic skills, and develops critical thinking and problem solving skills. The curriculum is centered on students who are actively engaged in a wide variety of learning experiences. The staff strives to connect content material with life

experiences. Blake Middle School teachers differentiate instruction, update curriculum maps, and articulate exit skills to help set clear goals of what students should know, understand, and be able to do.

BRIDGES PROGRAM

BRIDGES is a short-term program for Blake Middle School students with acute emotional challenges negatively impacting their lives in school or the community. Students in BRIDGES experience a range of mental health concerns, school adjustment difficulties, inappropriate social functioning, and/or poor peer relations. High academic standards, with the expectation that students will achieve them, are developed based on each individual's strengths and challenges. BRIDGES focuses on the individual strengths of each student while addressing cognitive, affective, psychological, and interpersonal challenges. Our commitment to partnering with families and maintaining regular communication with outside service providers provides students with the best opportunity for success.

MEDFIELD PUBLIC SCHOOLS HOMEWORK POLICY

Homework is work assigned by educators to be completed outside of the classroom that supports learning of the curriculum. Homework is a learning activity which should increase in complexity as the student matures. Appropriate developmental needs and readiness of the student should be reflected in the assignment to promote independent completion of work.

Educators should take the individual differences of all students into consideration when assigning homework. Homework should not require the use of materials not readily available in most homes, school libraries, or the public library. Students should be instructed in the use of any resource to be used as part of homework completion.

There are many other learning activities in the life of a student besides homework. As such, participating in school activities, pursuing cultural interests, family connections and commitments, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

Educators will create homework that is:

- Meaningful, purposeful, and valuable to the learning goals of the curriculum.
- Consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher.
- Necessary and relevant to classroom learning and/or real-life experiences.
- Manageable for all students to complete with reasonable time and effort.
- Developmentally appropriate for students in terms of time, scope, and expectations.
- Reviewed and/or returned by educators in a manner that provides students with timely and meaningful feedback.

All Medfield Schools will adhere to the expectations and parameters outlined in the Medfield Public Schools Homework Policy Implementation Guidelines.

Medfield Public Schools Homework Policy Implementation Guidelines

Introduction

As outlined in the Homework Policy approved by the School Committee on September 17, 2018 Medfield Public Schools define homework as work that supports learning of the curriculum. Educators use their professional judgment to ensure that the homework assigned is meaningful, manageable, and developmentally appropriate. Educators recognize the variety of student learning styles and readiness, and take this into consideration when designing and assigning work. As such, homework assignments may be differentiated to address individual student needs. The District recognizes the need for students and families to have downtime and family time. Social-emotional wellness and balance in the lives of our students lead to better learning. The Medfield Public Schools Homework Policy supports a balanced and healthy existence for our students, while still engaging them in deep learning experiences.

Types of Homework

Homework may take a variety of forms. The descriptions below are examples of the types of homework your student may be assigned during the year. Please note that the list below is not a complete one, and that homework assignments often entail multiple types and a variety of purposes:

- **Preparation** This is work that provides review of material, helps students develop confidence, encourages the acquisition of background information, supports executive functioning skills, and prepares students to more fully participate in upcoming lessons, projects, or assessments.
- **Completion** This work may be assigned as homework when students do not complete classwork during the regular school day. It helps students keep up with the classwork by allowing them the opportunity to finish the work outside of the school day. It is assigned by the educator when it is necessary for the student to practice newly acquired skills and/or to develop proficiency and confidence as a learner.
- **Extension** This is work that helps students take what they learn in class and make connections. It requires students to transfer specific skills and concepts to new situations.

Daily reading for pleasure as part of extending learning is strongly encouraged.

Homework Missed as a Result of Absence

Upon return to school from an absence, students with the support of guidance, educators and parents/guardians, if needed, will develop a plan to complete make-up work within a reasonable amount of time. Assignments and due dates will be outlined in each school's handbook.

Homework Time Guidelines*

The table below attempts to establish guidelines for the average amount of focused time spent on homework according to each grade. If a pattern is established whereby a student is consistently exceeding these amounts, please contact the appropriate teacher or guidance.

Grade Average time spent for a typical student per day (when assigned)

- K 5-10 minutes
- 1 10 minutes
- 2 20 minutes
- 3 30 minutes
- 4 40 minutes
- 5 50 minutes

- 6 60 minutes
- 7 70 minutes
- 8 80 minutes
- 9 - 12 90 - 120 Minutes

Homework Guidelines for School Vacations, Religious Holidays and State Testing

When educators feel it is necessary to assign homework or schedule due dates or assessments near the school vacations and religious holidays listed below, they will adhere to the following guidelines when assigning the work and choosing a due date:

- Long-term assignments must be assigned at least 5 days before school vacations and not due at least until the 3rd day back after the vacation.
- Assignments will not be given with the expectation that they need to be worked on or completed during the school holidays and vacations listed below. In addition, assessments may not be due or given on the day after these school vacations and religious holidays:
 - Rosh Hashanah
 - Yom Kippur
 - Thanksgiving Recess
 - December Vacation and New Year's Day
 - Winter Vacation
 - Good Friday
 - Spring Vacation
- Appropriate homework and assessment expectations during state testing will be determined at each building level.

*Please note that Advanced Placement courses may be exempt from these guidelines.

Roles and Guidance for Educators, Students, and Families

Educators:

- Assign homework in accordance with our principles, as outlined in the Medfield Public Schools Homework Policy
- Take into consideration individual differences of students
- Give clear, concise directions; allow opportunities for students' clarifying questions
- Post homework in classrooms and/or online where applicable before the teacher's school day is over
- Coordinate dates for tests or long-term projects with other educators when possible
- Provide appropriate and timely feedback on all homework assignments
- Ensure that students who are absent know how they may make up homework
- Communicate with students and parents/guardians when needed

Students:

- Record the directions for homework and/or learn where educators post assignments
- Ask questions, as necessary, to clarify directions for assignments
- Complete assignments with integrity, on time, thoughtfully, and to the best of their ability
- Utilize resources provided by teachers to assist in completion of homework, if needed
- Establish a routine for completing assignments and keeping materials in order
- Plan time for the completion of long-term assignments
- Make choices that promote a healthy home/school/extracurricular balance
- Reflect on accuracy of homework and self-advocate to teachers, as needed

- Be mindful and minimize distractions (i.e. social media and technology other than as it relates to homework) other than as it relates to the homework assigned during homework completion time

Families:

- Provide a suitable place for study with minimal distractions
- Foster independent work habits
- Limit assistance on assignments to ensure that the student's work is their own
- Encourage students to self-advocate to their teachers
- Inform the school if the student is struggling and needs clarification or support
- Assist students in learning to manage time, when needed
- Assist students in making choices that promote a healthy home/school/extracurricular balance

Approved September 17, 2018

BLAKE HOMEWORK GUIDELINES

Homework is a component of the school program and the learning process. Blake teachers will orient each student to use an electronic agenda on their mobile learning device for efficient and regular management of homework assignments. Students are expected to record all homework and long-term projects in their electronic agenda on a daily basis. Students and parents/guardians can access homework assignments on Google Classroom.

Why is Homework Important?

- Prepare for the next day's lesson
- Practice skills and concepts introduced in class
- Review material

Homework Guidelines

Teachers' role...

- Assign homework in accordance with why we believe homework is important
- Post every day by the end of teacher school day and on the website
- Check/monitor regularly
- Formatively assess student understanding and guide instruction
- Communicate with student and parents/guardians when needed

Students' role...

- Record, complete, and locate in a timely fashion
- Ask questions if necessary
- Utilize resources provided by teachers to assist in completion if needed
- Use accuracy to determine if more support, such as extra help, is needed

Parents/guardians' role...

- Provide the student with a suitable environment for study
- Foster independent work habits
- Encourage the students to advocate their needs to the teachers
- Inform the school if the student is struggling and needs clarification or support

EXTRA HELP

Extra help is available to all students. It is a time for students to receive extra help with concepts, get answers to questions they may have, make up work from an absence, work on long-term projects, prepare for assessments, or get help with organizing materials. Each teacher offers extra help at least twice per week (typically before or after school). Teachers will communicate their extra help schedule through their websites.

The Library/Media Center is open most days after school until 3:00pm for students who would like to work on homework, use the “Maker Space,” or socialize. Structured extra help is not available in the Library after school.

MAKE-UP WORK POLICY

Students are responsible for making up missed work and should connect with their teachers upon returning to school. If a student is absent, they should try to get that day’s homework assignments by checking the cluster’s homework page or contacting a friend. Students should plan to make up work during scheduled extra help sessions or make other arrangements with individual teachers. All missed work should be made up as soon as possible. Please contact the guidance department if there is a special circumstance or long-term absence. After three days of absence, you can request that the guidance department collect missed work from the cluster teachers to be picked up by a family member in guidance.

ACADEMIC INTEGRITY AND RESPONSIBILITY

We expect all students to do their own work. Plagiarism is a form of cheating by using another’s ideas, phrases, words, pictures, or opinions without giving credit to that person in the form of a proper citation. Examples of cheating include, but are not limited to, the following:

- Looking at another student’s work during a test or quiz.
- Providing another student with answers on homework and assessments or allowing another student to copy/photograph work.
- Copying answers from another student or teacher.
- Possessing “cheat sheets” with answers on them, or writing answers elsewhere that you can refer to during a test or quiz.
- Talking during a test.
- Talking about the content of an assessment with another student after taking the assessment.
- Having another person do your work and handing it in as your own.
- Forging signatures or misrepresenting your work or resources.
- Digital cheating:
 - Using information obtained from Internet sources without citing proper documentation.
 - Copying ideas, phrases, pictures, and words from other sources without documentation and using them in an assignment.

- Purchasing, finding answers, or translating material and submitting this work as your own.
- Sharing answers via messaging, Google drive, email, airdrop, or other electronic means
- Cheating on a digital assessment/assignment by switching between apps, taking a screenshot of the assessment/assignment, etc.

Depending on the situation, students may receive a zero for any work where cheating has occurred. Partial credit may be earned by completing an alternate assignment at the discretion of the teacher. A conversation between the student and teacher will take place, and the Assistant Principal and parents/guardians will be notified.

TEXTBOOKS

Students are responsible for all the books issued to them. A book not returned on the date due becomes a financial obligation for the student to whom it was issued. Students who have a textbook stolen should immediately report the loss to their subject teacher. All financial obligations must be met prior to the end of the school year.

ADVISORY PROGRAM

Blake's Advisory Program creates a positive and supportive environment for all students and staff. Advisory serves as a "home base" for students with the goal of building connections among students and teachers. Advisories meet for 22 minutes each day around lunchtime. At least one advisory per week is used for recess. Students should dress appropriately for the weather on outdoor recess days. Advisory activities will focus on team-building, peer relationships, organizational and study skills, and mindfulness. Students should bring a pleasure-reading book to keep in their locker for use on sustained silent activities days.

HUMAN SEXUALITY EDUCATION

Medfield has implemented a K - 12 Comprehensive **Health Education Program with human sexuality and AIDS education components in grades 6 - 12**. The School Committee has approved the curriculum to ensure students receive age appropriate information. parents/guardians are encouraged to participate in the education of their children and are welcome to review the curriculum at any time by emailing to make an appointment with the Wellness content specialist, Mary Fitzgerald at maryfitzgerald@email.medfield.net.

We strongly recommend that all students participate in the lessons scheduled for their grade level. However, if a parent/guardian wishes to exclude his/her son/daughter from human sexuality education, the parent/guardian must forward written notification to the principal. Mutually agreed upon independent study projects will be assigned to equal the exempted class time.

PHYSICAL EDUCATION

By law every student is required to participate in physical education classes unless excused for medical reasons upon the receipt of a doctor's certificate. P.E.-ready attire and sneakers must be worn for classes. Notes from parents/guardians to excuse students from classes may be honored at the instructor's discretion for one week. Prolonged absences or permanent excuses require a doctor's note which will be filed in the nurse's office. All permanent excuses must be renewed before the start of the next school year.

SUMMER ENRICHMENT PROGRAM

Reading is a valued activity at Blake Middle School. During the summer, students are required to complete a summer reading assignment. Information about the program and how to order books is listed on the Blake Library Media website under the Summer Reading link. Information is also sent home to parents/guardians.

SCHOOL DRESS

The responsibility for student dress and attire rests with both the student and the parent/guardian. We are confident that good judgment on the part of students and parents/guardians will result in the wearing of clothing that contributes to a respectful academic environment and educational atmosphere. Student attire should reflect these values, and refrain from inappropriate content and styles. The following is a sample of the types of items prohibited at school and school-related events:

1. Clothing depicting drug or alcohol images or references
2. Clothing with other inappropriate language or images
3. Excessively revealing clothing
 - exposed undergarments
 - bare midriff
 - shorts or skirts that are excessively short/tight
 - shirts that are low-cut and/or excessively short or tight

STUDENT COUNCIL

The Student Council is an active part of our school life and includes one representative from each advisory. The Student Council sponsors dances and coordinates various other school activities including spirit days, all-school celebrations, and community service projects. Student Council members are expected to set an example of good citizenship and serve as positive role models. All students are invited to actively participate in the activities of the council.

In the fall each advisory announces the opportunity for representatives to serve on the Student Council. If a Student Council member's behavior or performance is deemed unacceptable by teachers, administrators, or student council advisors, that member may be placed on probation or removed from the Student Council.

SCHOOL DANCES

School dances are held several times a year for students in grades seven and eight. Tickets can be purchased at the door for \$5.00. Students must have a valid dance contract on file at school in order to attend a dance. Students who hand in a dance contract before the first dance of the year, do not need to hand in another one until the following year. Dances may only be attended by seventh and eighth graders at Thomas A. Blake Middle School or other Medfield residents who attend seventh or eighth grade elsewhere. Medfield residents who attend private schools must contact the Assistant Principal to obtain and sign a dance contract at least 24 hours prior to the dance. Proper conduct and attire is required at all middle school dances. Inappropriate behavior will result in a call to the student's parents/guardians and may result in a student's ineligibility to attend one or more future dances.

RULES OF CONDUCT FOR DANCES

1. All 7th and 8th grade dances will be held in the Blake Middle School cafeteria or gym. Students should arrive at the school by 7:00 p.m. and will not be admitted after 7:30 p.m., unless arrangements have been made in writing with the Assistant Principal or Student Council Advisors 24 hours prior to the dance. **All students must be picked up by parents/guardians promptly at 9:00 p.m. in front of the school.**
2. Students will receive a dance contract at the beginning of the school year. They must sign this contract in order to attend dances. Once signed, the contract is valid for the duration of the school year.
3. All school rules regarding behavior and appropriate dress will be enforced at the dances.
4. If a student is absent from school on the day of the dance, the student is not allowed to attend the dance that evening.
5. Students cannot leave the dance early unless they are picked up by a parent/guardian at the door. parents/guardians must notify the Assistant Principal or Student Council Advisors in advance to be made aware of an early pick-up.
6. No outside food, beverage, or gum is to be brought into the dance.
7. No inappropriate (mashing, grinding, overly aggressive, etc.) dancing is allowed.
8. Electronic device/cell phone use is prohibited during dances, except in the specified cell phone-use zone for the purpose of contacting parents/guardians. Cell phones should not be used on the dance floor. Failure to follow this rule will result in confiscation of the cell phone until the end of the dance. Cell phones should not be in use on the dance floor, and videorecording at the dance is prohibited.

INTRAMURALS

The Intramural program at Blake Middle School prides itself on encouraging the academic, physical, social, and emotional growth of students. Intramural activities are held on weekdays immediately after school, usually beginning at 2:15 p.m.; they typically last one hour. Fees are \$6 per hour for all activities. Any student in grades six through eight is encouraged to participate in intramural programs. Students must make arrangements for a ride home after their intramural activity. Information about the Fall, Winter, and Spring Intramural seasons can be found on the Blake Middle School website (under the 'activities' tab). Read the Principal's Blog for more information. All students participating in an intramural must return a permission slip and

indemnity form before beginning an activity; additional copies may be found in the Main Office or with the Intramural Director, Mr. Matt Marengi. All activities are canceled when the District cancels school or there is an early release.

INTERSCHOLASTIC SPORTS

Students from Blake Middle School compete with students from other schools in the following sports: football, field hockey, volleyball, basketball, softball, baseball, cross country, and track and field. Eighth grade students are generally given preference in both the selection process and in the amount of time played. Students must have had a physical exam within 13 months, according to MIAA regulations, in order to participate in the interscholastic sports program. A copy of the physical must be given to the school nurse before the student can practice or play. In order to avoid missing playing time and disrupting the team, please plan ahead if the physical is due for renewal during the season. Each participant must be in good academic standing in all of his/her subjects to remain eligible to compete. Each participant must pay an athletic user fee for each sport. Scholarships are available through the principal in cases of financial need.

LOCKERS

Advisory teachers will assign each student a locker at the start of the school year. This locker is the responsibility of the student and must be kept neat and clean. Students may not attach posters, balloons, messages, birthday wishes, etc. on the outside of lockers. We require all students to have and use a lock. The combination must be recorded with advisory teachers. A list of types of locks that fit on Blake lockers is available on the Blake website. Students are discouraged from bringing valuable/distractable possessions to school. When in school, such possessions, such as cell phones, must be kept in a locked locker. Students participating in after school activities should lock their personal items in the locker room or in their hallway locker. The school is not responsible for lost or stolen items. Lockers are school property and are subject to inspection by school administration.

LOST ARTICLES OR CLOTHING

Check with the Main Office staff if items or money have been lost. Lost and found articles should be given to an adult. Lost and found bins are located in the cafeteria and in the gymnasium for clothing, water bottles and other items. Items left for an extended period of time are donated to charity.

PERMISSION TO PHOTOGRAPH OR VIDEO STUDENTS

In order to promote some of the exciting programs and events in the Medfield Public Schools, we use student photos on our District/school websites, teacher websites, blogs, and District-approved Twitter accounts. In addition, there are times when we will have coverage in the local newspaper or on local tv. **Please be sure you have updated your preferences with regard to photography and videography of your student via the Aspen parent/guardian portal.** Please note, your student's image or name may still appear **within** the school for classroom projects, hallway postings, in-school presentations, newsletters, yearbooks, and other in-school media. Please contact the building principal with any questions or concerns.

HATE CRIMES

You have the right to attend school without being the victim of physical violence, threats of harm, intimidation or damage to your personal property. A hate crime occurs when a person is targeted for physical assault, threat of bodily harm or intimidation, at least in part because he/she has a disability or is a member of a different race, color, religion, ethnic background, national origin, is homeless, gender, or sexual orientation from the offender. Hate crimes are against the law and students will face serious consequences if involved.

RESTRAINT POLICY/PROTOCOL

When an emergency arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school District may use such reasonable force needed to protect the student or another member of the school community from injury. Physical restraint may only be used when non-physical interventions would not be effective and the student's behavior poses a threat of injury to the student and/or others.

BUS RULES

- Be respectful of others on the bus, in words and actions.
- Sit in an available seat and remain seated in the forward position until the bus stops at your destination.
- Keep the aisles free from hands, feet and objects.
- Do not yell or make loud noises.
- Do not leave any trash on the bus.
- Do not eat or drink on the bus.
- Do not throw objects on, at, or out of the bus.
- Follow the directions of the bus driver, including observing any assigned seating that the driver chooses to implement.
- All school rules apply to students aboard the bus.

Consequences:

Bus drivers will submit discipline reports to the Assistant Principal. The Assistant Principal will meet with the student, contact the parents/guardians, and appropriate consequences may be given, including an assigned bus seat or the possible loss of bus privileges.

OTHER SCHOOL RULES

To be assured of a safe and respectful academic learning environment, the following rules have been instituted:

- Passing in corridors needs to occur in an orderly and respectful manner; specifically, no running, pushing, horseplay or loud noise are allowed. Students should stay to the right of the hallway to avoid congestion.
- Students are responsible for covering and looking after textbooks and will report lost books to the appropriate teacher.

- Distracting items such as laser pointers and gaming systems interrupt the learning environment and are not allowed in school.
- Cell phones are not allowed during the school day and should remain locked in lockers if brought to school. Cell phones should not be on your person during the school day. Items will be confiscated if used at inappropriate times. There is a phone available in Guidance if you need to make a call.
- Students must use the electronic hall log system any time they leave class by signing out and signing back in upon return.
- Students are prohibited from selling any items during school without the approval of the administration.
- Gambling of any type is prohibited.
- Illegal substances, cigarettes, smoking materials, e-cigarettes, vaping devices, smokeless tobacco, matches, lighters, pocket knives, or any form of weapons, water pistols and other items such as snaps, stink bombs, etc. that are not appropriate to a school setting are not allowed.
- **No baked goods may be brought in or shared at school due to health concerns.**
- The school nurse must approve all foods that are shared at school prior to sharing.
- Snowball throwing is not allowed on school property or aimed at school vehicles.
- Latex balloons are not allowed in the school building.

RIDING BICYCLES TO SCHOOL

Many students enjoy riding their bikes, skateboards, or scooters to school. Bike racks are provided beside the baseball field. We encourage all students to lock up their bikes during the school day. Please be sure to ride with caution when entering and leaving campus, use crosswalks and be mindful of car traffic, including in the staff parking lot. Riding bicycles and skateboards and roller blading are not allowed at the bus loading area or the front driveway. Please walk your bike and carry your skateboard on school grounds. Students should always wear fastened helmets for safety.

TECHNOLOGY RULES AND EXPECTATIONS

All technology equipment at Blake Middle School is to be used for educational purposes. When using any school computers, iPads, Chromebooks, or any other school technology, students are expected to comply with school rules and expectations as outlined in this handbook. All students will be given a contract to sign stating that they understand and will abide by the rules listed below. Failure to comply with these rules will result in loss of technology privileges and/or other disciplinary action.

Rules

- I will be responsible with my username and password and will log in using only my own school-issued account.
- I will sign out of any public device after use and will not alter others' network or Google login credentials.
- I will not attempt to access any files that I have not been authorized to use, even if they have become available to me.
- I will use technology (computer/iPad/Chromebook) only for educational purposes.

- I will not attempt to perform any act that may be construed as illegal, unethical, threatening, or harassing in any form. I will not...
 - send any communication that is intended to harass, threaten, annoy or embarrass another person
 - interfere with any student's ability to complete work, including my own (i.e. disabling others' devices)
 - create or download a computer virus and place it on any computer on the network
 - damage school equipment or remove protective cases
 - use school printers for inappropriate or non-school related materials.
- I will not go into teachers' or other students' folders or files.
- I will not use any device to access Internet sites containing sexually explicit or pornographic content, promotion of violence, drugs or other illegal activities, money-making schemes, spam or chain letters, non-school approved social media, or video games not linked through a Blake teacher's website.
- I will not remove icons or change computer settings, including the desktop background.
- I will not download files, install software on any desktops or remove any school device restrictions. (i.e. "jailbreak" equipment)
- I will not use a non-school supported email program, instant messaging programs, social media platforms, or group chats during school hours.
- I will store my personal devices, including cell phone, in my locked locker and will not use it during the school day without specific permission from a Blake adult.
- I will power down and put away my device where and when directed to do so by a Blake adult.

MOBILE DEVICES

BLAKE MIDDLE SCHOOL STUDENT MOBILE USER GUIDELINES

(Updated 8/19/22)

Guidelines:

The student will follow the policies outlined in the Medfield Public Schools Acceptable Use Policy and the Thomas Blake Student Handbook while at school and at home at all times. The student will use devices in ways that are appropriate, meet the expectations of the Medfield Public Schools, and are educational. Devices should not be used outside of the classroom setting during school hours unless a Blake adult gives prior permission. The student takes full responsibility for their device and keeps it with themselves or locked in their locker at all times. The school is not responsible for the security of the device.

- Students will use the Medfield Public Schools network. Use of cellular networks is not permitted.
- Students will use appropriate language when using digital communications such as e-mail, Google Drive documents, videos, etc.
- Students will only use their devices in areas that are deemed appropriate, and will comply with Blake adults' request(s) to shut down the device, or relocate it to a location designated by the adult. devices should not be present in bathrooms, in the cafeteria at lunchtime or in the gymnasium during PE class but should be stored in a locked locker or on the shelves outside the cafeteria.

- Students will use the device parking lots in each classroom when directed to do so by a Blake adult.
- The student may not use the devices to record, transmit, or post photos or video of a person or persons at school without specific permission of a Blake adult. Images or video recorded at school may NOT be transmitted or posted at any time without the express permission of a Blake adult. This includes but is not limited to airdropping, texting, social media, email, etc.
- Students should not share their device with classmates nor share their password with other individuals.
- Students should not attempt to enter another student's device or account for any reason.

STUDENT CODE OF CONDUCT

It is expected that Blake students will behave in a way that is consistent with our core values of Respect, Responsibility, Resourcefulness, and Reflection in order to foster a physically and emotionally safe school community. We expect our students to conduct themselves in a manner that does not violate the rights and privileges of others. Students are required to respect all members of the school community, as well as adhere to school standards/expectations and those provisions of law that apply to student conduct. The Student Discipline Code is applicable to every student in grades six through eight and shall be in effect on school property during regular school hours as well as at other places and times where teachers and school administrators have jurisdiction over students, including, but not necessarily limited to school-sponsored functions such as field trips and athletic events. This code also applies to students when they are being transported on school buses and/or other vehicles for school functions.

The following will be considered when determining a consequence for behavior:

- Age and grade level of the student.
- Frequency of misconduct by the student.
- Level of seriousness of the particular misconduct.
- Attitude evidenced by the student.
- Any other relevant factor, including but not limited to children with educational plans under Chapter 766 of the General Laws.

DISCIPLINE CODE

Thomas Blake Middle School maintains procedures that ensure appropriate educational programming for all students, including those that receive disciplinary consequences. In all instances where disciplinary consequences may result, students are afforded due process and restorative practices will be implemented in a timely manner. Those infractions that may result in suspension will result in immediate parent/guardian notification. Parents/guardians and students will be offered the opportunity for a disciplinary hearing to discuss the incident/behavior, as well as possible consequences. Following such due process, the student and parent/guardian will be notified of the resulting consequences in writing. This notification will include a summary of the offense, subsequent disciplinary hearing results, and resulting consequences. If the incident

results in a suspension, the notification will also specify the length of suspension (with date of return to school), as well as academic remediation opportunities during and upon return from the suspension.

If the ruling results in long-term suspension, the student and parent/guardian will also be informed of their rights to review all materials used to make the decision, the right to be represented by counsel (at student/parent/guardian expense), the right to produce witnesses, the right to cross-examine witnesses presented by the school, and the right to request that the hearing be recorded (and to receive a copy of the recording).

GENERAL DISCIPLINARY CONSEQUENCES

- Teacher Detention
- Lunch Detention / Office Detention
- Withholding of Privileges
- Suspension
- Exclusion
- Emergency Removal

The school District reserves its right to implement additional discipline under the provisions of Mass. Gen. L. ch 71, section 37H.

DETENTION

Teacher Detention

Teachers will handle their own detention for minor incidents occurring within their jurisdiction. Teacher detention will take precedence over all school activities. Teacher detentions may be issued for, but are not restricted to, the following:

- class disruption of a minor nature that impedes the educational process
- tardiness to class
- Missing class time without prior notification/approval
- unapproved use of electronic devices

Class conduct may be reflected on the report card by the teacher under the “teacher comment” section. A student will not be penalized academically for classroom misconduct. Twenty-four hours notice will be given to all students when detentions are assigned and parents/guardians will be contacted.

Office Detention / Lunch Detention

Administration may issue detention before or after school or during lunch in addition to teacher-issued consequences. The following are examples of offenses for which students may be assigned office / lunch detention:

- Disruptive behavior in the classroom, corridors, cafeteria, library, or on the school bus
- Participation in actions/activities which are not appropriate in school or on school grounds

- Presence in areas of the building/areas of the building without prior approval
- Unexcused/excessive tardiness
- Failure to report to the office when tardy or when directed by a teacher/staff member

Failure to serve office/lunch detention may result in further disciplinary action. Students are expected to serve all detentions, teacher, and office, with 24 hours notice to families.

SUSPENSION OR EXPULSION

Serious infractions of the Discipline Code require consequences commensurate with the violation. The school District reserves its right to suspend students for offenses other than those listed within the handbook based on the particular facts of the situation.

The following list is meant to be a representative but not an exhaustive list of potentially suspendable offenses:

- Discrimination based on a student's race, color, religion, national origin, ethnic background, gender, sexual orientation, gender identity, or disability.
- Any act which disrupts a class or interferes with the educational process of a teacher and/or other students.
- Insubordination. It is expected that the lawful direction and order of teachers and administrators will be carried out immediately. However, if students feel that this direction is unreasonable, they must first comply with the direction of the teacher or administration and then seek an appeal at the next highest level of authority.
- Profanity, obscenity, discourtesy, or disrespect toward teachers, substitute teachers, administrative assistants, custodial staff, cafeteria personnel, bus drivers, administrators, and other students
- Stealing or receiving stolen property
- Defacing school property
- Fighting
- Setting off false alarms (violations of this rule will also be referred to the police chief and fire chief)
- Intent to possess or actual possession, use, sale, distribution, or purchase of drugs or drug paraphernalia (prescribed or over the counter; possible cause for expulsion according to Chapter 71, Section 37H of Mass. Laws)
- Refusing to give correct name promptly to teachers, substitute teachers, or administrators
- Physical violence or threat of physical violence, trespassing, or harassment directed toward any school employee, School Committee member, student, or guest and their property regardless of location.
- Hazing
- Bullying/harassment
- Presence in a restricted area
- Other actions that are determined to be harmful or dangerous to oneself or others

PRINCIPAL'S DISCRETION

In every case of student misconduct for which suspension may be imposed, the principal, or his/her designee, shall exercise discretion in deciding the consequence for the offense. The principal shall consider ways to re-engage the student in learning and shall attempt to avoid long

term suspension as a consequence until alternatives have been tried. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

PROCEDURES FOR IN-SCHOOL SUSPENSION OF LESS THAN TEN (10) CUMULATIVE OR CONSECUTIVE SCHOOL DAYS

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the principal chooses this alternative, the principal shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the principal shall make at least two documented attempts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR SHORT-TERM OUT-OF-SCHOOL SUSPENSION
(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and

- vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the “Procedures for Long-Term Suspension”; and
 2. The right to appeal the principal’s decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notify the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. 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.

PROCEDURES FOR EMERGENCY REMOVAL

If the student’s continued presence poses a danger to persons or property, and in the principal’s judgment, there is no alternative available to alleviate the danger, the principal may temporarily remove the student from the school without following the procedures for a short term, out-of-District suspension. This temporary removal shall not exceed two (2) school days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and student’s parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student’s continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student’s misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR LONG-TERM SUSPENSION

(exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are heard by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
5. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
6. The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
 - i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;

- v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension. The parent or legal guardian or student may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.

- a. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - b. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - c. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - d. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
 - e. The decision of the superintendent shall be the final decision of the school District.
- vi. If the student is in grades K-3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

EXPULSION

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities permanently. Pursuant to M.G.L. c. 71 sect. 37H ½ and sect. 37H, conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel, possession of a controlled substance, and felony convictions/pleading guilty to a felony charge. Procedures associated with expulsion are set forth in both of those named statutes.

ADDITIONAL PROCEDURAL PROTECTIONS FOR SPECIAL EDUCATION STUDENTS

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the District seeks to

exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team (or 504 Team) must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the District's failure to implement the student's IEP or 504 Plan (a "manifestation determination").

If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP or 504 Plan, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents/guardians and the District agree to a change in placement. If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the District must continue to provide a special education student (but not a student with a 504 Plan) with a free appropriate public education (FAPE). The District may also consider conducting a functional behavior assessment and providing intervention services and modifications to prevent the conduct from recurring.

If the conduct involves weapons, drugs, or serious bodily injury to any other person on school grounds, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to the disability. The location of this placement will be determined by the student's Team.

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred. The school's knowledge of the student's disability can be demonstrated by:

- The student's parent/ guardian having expressed written concern to school staff (supervisors or teachers) that the student needs special education;
- The student's parent/ guardian has recently requested a special education evaluation; or
- School staff have expressed specific concerns about the student's pattern of behavior directly to the special education department at the school."

In these circumstances, the parent/guardian may request an expedited evaluation.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Student Services at 508-359-7135.

POSSESSION OF WEAPONS OR CONTROLLED SUBSTANCES **ASSAULT OF EDUCATIONAL PERSONNEL**

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

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

including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school District by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school District by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. Any student who has been expelled from a school District pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school District that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another District during the period of suspension or expulsion, the new District of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from Districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make District level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include District level data disaggregated by student status and categories established by the commissioner.
7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school District level.

A copy of this law may be obtained in the Main Office.

SUSPENSION/EXPULSION BASED UPON A FELONY CHARGE/CONVICTION M.G.L. c. 71, §
37H½

issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal determines that the

student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

A copy of this law may be obtained in the Main Office.

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS DURING SUSPENSIONS AND EXPULSION

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student 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 a school-wide education service plan. This plan will be developed by the principal and shall describe the services that the school District will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

LEGAL AUTHORITY: M.G.L. c. 71, § 37H
M.G.L. c. 71, § 37H ½
M.G.L. c. 71, § 37H ¾
M.G.L. c. 76, § 21
603 CMR 53.00

MEDFIELD SCHOOL COMMITTEE POLICIES

BULLYING AND HARASSMENT

BULLYING PREVENTION AND INTERVENTION ACTION PLAN

Thomas A. Blake Middle School, in accordance with State and District policy, prohibits bullying and/or harassment of any kind. This includes cyber-bullying and retaliation, and applies to all members of the educational community. The following Action Plan serves as a guide for all members of Thomas A. Blake Middle School, and to assist in ensuring a safe, respectful, and rewarding educational experience for all.

Bullying and Harassment, as defined in the Student/Parent Handbook, will not be tolerated, and must be reported immediately and consistently. Staff and students are expected to report incidents of bullying/harassment via the Bullying/Harassment Incident Reporting Form that is available in the Main Office, guidance, health office and online. Upon receipt of a Bullying Reporting Form, the administration will investigate the report and process findings in accordance with the school's disciplinary process.

Following the investigation, a summary of findings will be completed including action steps and any resulting consequences/interventions. This may include consultation with counseling staff, classroom teachers, coaches, club advisors, or any other member of the students' educational support team.

In the event that the incident constitutes a violation of the Thomas A. Blake Middle School's Code of Conduct, disciplinary consequences will be determined on a case-by-case basis in relation to the specific details and offenses involved in the incident.

In all instances, parents of all parties involved will be notified of the incident report, and kept apprised of the investigation as it pertains to their student. All Bullying Reporting Forms will be housed in a secure location with the building administration regardless of findings.

File ACAB

SEXUAL HARASSMENT POLICY

The District has a commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, sexual orientation, and gender identity or expression are not tolerated. Discrimination, including harassment, is contrary to the mission of the District and its commitment to equal opportunity in education.

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainants and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the District to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school District to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The contact information for the Title IX Coordinator is:

Mary Bruhl
Director of Student Services
459 Main Street, Third Floor
Medfield, MA 02052
Phone: (508) 359-7135
mbruhl@email.medfield.net

The complaint may be written by the complainant, or it will be reduced to writing by either the

school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school District. Additionally, the District has discretion to dismiss a formal complaint where the passage of time would result in the District's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the District loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the District).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school District's education program or activity, or did not occur against a person in the United States, then the school District must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school District must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the District must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to

engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

Prior to completion of the investigative report, the school District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The District will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the District can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that

someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The District's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school District will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Superintendent

Jeffrey J. Marsden, Ed.D

Superintendent

Medfield Public Schools

508-359-2302

jmarsden@email.medfield.net

459 Main Street, Third Floor

Medfield, MA 02052

BULLYING, RETALIATION, & HARASSMENT POLICY

I. Definitions – Bullying, Retaliation, & Harassment

Bullying and harassment may take a variety of forms. Generally, bullying is defined as acts repeated over a period of time that are intended to intimidate, threaten or harass another individual. This behavior is unacceptable in a school or work environment. As a result no student or employee shall be subjected to harassment, intimidation, retaliation, bullying, or cyberbullying in the public schools.

“Aggressor” and “Perpetrator” are used interchangeably and mean the perpetrator of bullying or retaliation as defined in G.L. c. 71, § 370.

“Bullying”, pursuant to G.L. c. 71, § 370, means 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:

1. causes physical or emotional harm to the target or damage to the target’s property;
2. places the target in reasonable fear of harm to himself or herself or damage to the target’s property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a

school.

For the purposes of this section, bullying shall include cyber-bullying.

“Cyber-bullying” is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to: any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include:

1. the creation of a web page or blog in which the creator assumes the identity of another person or
2. the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (1) to (5), inclusive, of the definition of bullying.

“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Target” means a student victim of bullying or retaliation as defined in G.L. c. 71, § 37O.

Prohibition of Bullying

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

(Chapter 92 of the Acts of 2010, Section 5, Section 37O (b).

II. Policy

- A. It is the policy of the Medfield Public Schools to provide a learning and working atmosphere for students, employees, and visitors free from bullying,

cyber bullying, harassment, retaliation, and intimidation. These terms are collectively referenced herein as "bullying".

B. It is a violation of this policy for any administrator, teacher or other employee, student or volunteer to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying. However, no target of bullying will be held responsible for failing to report bullying that s/he has experienced.

C. This policy does not limit the school's authority to take disciplinary action or take remedial action when bullying occurs out of school but has a nexus to school, or is disruptive to an employee's or student's work or participation in school related activities.

D. Reports of cyberbullying by electronic communication or other means, occurring in or out of school, will be reviewed and, when a nexus to work or school exists, may result in disciplinary action. Parents of students alleged to have engaged in cyberbullying may be required to attend a meeting at which the activity, words, or images giving rise to the complaint will be reviewed.

E. It is the responsibility of every employee, student, and parent to recognize bullying and take every action necessary to ensure that the applicable policies and procedures of this school District are implemented, provided that targets of bullying will not be held responsible for failure to report.

F. Any employee or student who believes that he or she has been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

G. The Building Principal/Designee and/ or District Civil Rights Coordinator shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying.

H. The Building Principal shall be responsible for developing a plan consistent with G. L. c. 71, §37O. The plan shall provide for annual training for staff and students regarding this policy and its implementation. The plan shall be included in the student handbook written in a common sense, age appropriate manner outlining the definitions, procedures and consequences of bullying. Relevant portions of the plan shall also be included in the appropriate staff manuals. The plan shall be posted on the school's website. The Building Principal will also insure that the plan details bullying prevention instruction programs to be conducted in the curriculum and annual professional development programming for staff.

I. The Building Principal/Designee shall be responsible for maintaining accurate records of bullying incidents and determining whether reports of bullying may involve discrimination, such that the procedures outlined in Non- Discrimination Policy and Grievance Procedure (ACE) should be followed.

J. In instances of sexual harassment, the Medfield Public Schools Sexual Harassment Policy (ACAB) should be referenced and the procedures outlined in Non-Discrimination Policy and Grievance Procedure (ACE) should be followed and supersede the guidelines provided below.

K. In instances of bullying otherwise based on race, color, national origin, sex, gender identity, homelessness, sexual orientation, religion, disability, or age, including domestic violence/ teen dating violence, the Medfield Public Schools Non-Discrimination Policy and Grievance Procedure (ACE) should be followed and supersede the guidelines provided below.

L. In instances of hazing, the Medfield Public Schools Hazing Policy (JICFA-E) should be referenced.

III. Guidelines for Investigating Bullying and Retaliation Claims

In school systems, bullying may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student. Guidelines for dealing with any charge of bullying (not determined to involve discrimination) are as follows:

1. In all charges of bullying, the target should be encouraged to describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts, but written complaints are not required. Anonymous complaints will be investigated but no disciplinary action shall be taken solely on anonymous complaints unless verified by additional evidence. All complaints will be reviewed based on a preponderance of evidence standard.

2. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, bullying, retaliation, or intimidation shall immediately report it to the Building Principal/ Designee. In cases involving discrimination, the procedures outlined in Non-Discrimination Policy and Grievance Procedure (ACE) should be followed

3. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of G. L. c. 258. As a result, the school District shall indemnify staff members from any cause of action arising out of a good faith report of bullying or the District's subsequent actions or inaction in connection thereto.

4. If an instance of student to student bullying is reported to a staff member, the staff member must inform the Building Principal/

Designee.

5. If a situation involving a charge of staff member to student bullying is brought to the attention of any staff member, the staff member should notify the Building Principal immediately.

6. In a situation involving a charge of staff member to staff member or student to staff member bullying the staff member should notify the Building Principal.

7. Once a charge of bullying has been made, including charges of mental, emotional or physical bullying and/ or threats to a person's safety or position in the school or work environment, the following course of action should be taken.

- The Building Principal/Designee should promptly investigate the charge and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the Building Principal/ Designee will, among other things, interview students, staff, witnesses, parents, and others as necessary. Interviews will be conducted by the Building Principal/ Designee, other staff members as determined appropriate by the Building Principal/ Designee in consultation with the school counselor.
- The Building Principal/ Designee (or whoever is conducting the investigation) will remind the alleged perpetrator, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
- If both the alleged perpetrator and the alleged target are willing to discuss the matter and it is appropriate for them to do so, a resolution meeting will be held in the presence of the Principal/Designee. During this discussion, the offending behavior should be described by the alleged target and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face to face meeting the administration will present the target's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.

8. If, after a resolution meeting with the involved parties, the Building Principal/ Designee determines that further disciplinary action must be taken, the following may occur:

- In instances involving student to student or student to staff member harassment, the student may be subject to discipline including but not limited to counseling, restorative justice, detention, suspension, and in appropriate cases expulsion. Disciplinary action will be taken in accordance with state and federal laws and regulations governing disciplinary proceedings for students with and without disabilities.

- In instances involving staff member to student and staff member to staff member harassment, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement. The penalties may include, but will not be limited to, any one or combination of the following: verbal admonition, written warning placed in the respondent's personnel file, probation, suspension without pay, demotion, removal from administrative duties within a department, and dismissal. Suspension or dismissal to be handled in accordance with G.L., c. 71, § 42. The Superintendent may also make appropriate recommendations, such as professional counseling, and may recommend relief for the complainant which reinstates and restores, as much as possible, the aggrieved party.

- In all cases a referral to law enforcement will be considered by the Building Principal based on the circumstances and may be legally required. School officials will coordinate with the Police Department to identify a police liaison for bullying cases.

9. Retaliation:

- Retaliation in any form against any person who has made or filed a complaint relating to bullying is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.

- If the alleged perpetrator would otherwise be responsible for conducting an investigation, the Superintendent or School Committee shall designate an alternative individual.

10. Confidentiality:

- Reports of bullying should be kept confidential to the extent practicable, consistent with necessary investigation procedures, with the goal of protecting the target and stopping

the behavior, and in accordance with 603 CMR 49.00 et seq.

IV. Obligations to Notify Others

Notice to parents:

Upon determining that bullying or retaliation has occurred, the Building Principal/ Designee will promptly notify the parents of the target and the perpetrator of this, and of the procedures for responding to it. Notice will be provided in the primary language of the home in compliance with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

Notice to Another School/District:

If the reported incident involves students from more than one school District, charter school, nonpublic school, approved private special education day or residential school, or Collaborative school, the Building Principal/ Designee first informed of the incident will promptly notify by telephone the Building Principal/ Designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 23.00.

Notice to Law Enforcement:

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Building Principal/ Designee has a reasonable basis to believe that criminal charges may be pursued against the perpetrator, the Building Principal/ Designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.06 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Building Principal/ Designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the perpetrator. In making this determination, the Building Principal/ Designee will, consistent with the Plan and this policy, consult with local law enforcement and other individuals s/he deems appropriate.

REFERENCES

1. Title VII of the 1964 Civil Rights Act, Section 703
2. Title IX of the 1972 U.S. Civil Rights Act.
3. G.L. c. 151C
4. G.L. c. 76, § 5
5. G.L. c. 269 §§ 17, 18, 19
6. G.L. c. 71, §§ 82, 84
7. Chapter 92 of the Acts of 2010
8. G.L. c. 71, § 37

CROSS REF.: AC, Non-Discrimination

ACA, Non-Discrimination on the Basis of _{Sex}

NON-DISCRIMINATION AND GRIEVANCE PROCEDURE

[Non discrimination and grievance procedure](#)

STUDENT RECORDS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND STUDENT RECORDS

Both Massachusetts and the federal government have laws that exist to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of school records. In Massachusetts, those laws are found at G.L. c.71, §§ 34A, 34D, 34E, and 34H and at 603 CMR 23.00. The federal student records law is called the Family Educational Rights and Privacy Act and is found at 20 U.S.C. section 1232g; 34 CFR 99, further information is available at the link below: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The following definitions apply to these subsections:

Authorized School Personnel (CMR)/ School Officials (FERPA): School administrators, teachers, counselors, special education team members, clerical personnel, and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. It includes attorneys, contractors, electronic/online vendors, consultants, volunteers, interns, or other parties to whom the school has outsourced institutional services or functions. **Legitimate Educational Interest (FERPA):** Authorized School Personnel/ School Officials have a legitimate educational interest in a student record when access to that record is necessary in order to fulfill his/ her professional responsibilities.

Eligible Students (CMR): Any student who is 14 years of age or older or who has entered ninth grade, unless the School Committee has acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered ninth grade.

Release of educational information by the school:

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record, and under state and federal law, parents may consent to the disclosure of educational records to any third party. However, state

and federal laws allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- Other schools to which a student is transferring (please note that our schools will also request and receive student records from the school of origin for students transferring into the District, and will be able to receive these records without additional consent upon receiving notice that the student will be enrolling in the District);
- Authorized School Personnel/ School Officials, when they have a legitimate educational interest in the materials.
- Administrative office staff and clerical personnel who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record;
- Specified officials for audit, enforcement, or evaluation purposes, provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents;
- Local and state health department personnel to student health records, when such access is required in the performance of official duties;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under 603 CMR 23.07(4)(a) a school may release the following “directory” information without prior consent: “a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans.” Parents and eligible students may request that this information not be released without prior consent.

As referenced in 603 CMR 23.07(4)(g), the District forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

Under section 37L of G.L., c. 71, any student transferring into a new school District must provide

the new District with “a complete school record,” including but not 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.”

Please also note that all student records will be destroyed 30 days after the student’s graduation from Medfield High School or 30 days after transferring to another school. Parents/ guardians/ adult students are encouraged to request and procure student records from the central office within 30 days of a student’s graduation or transfer to another school.

RIGHT OF ACCESS, INSPECTION, AND REQUEST FOR AMENDMENT OF RECORDS BY CUSTODIAL PARENTS AND ELIGIBLE STUDENTS

Pursuant to FERPA and 603 CMR 23.07, parents and eligible students shall be given access to the student record within ten days after the initial request and have the right to inspect the records. Upon request, school officials will meet with the parent/ eligible student to interpret the records. The parent/ eligible student also has a right to have the records inspected by third parties.

Parents/ eligible students may also add information, comments, data, or other relevant information to the student record. Pursuant to state and federal law, parents/ eligible students may submit written requests for amendment or deletion of all educational records, with the exception of records entered by a special education evaluation team. If parents/ eligible students wish to have special education records amended or deleted, they may request a meeting with the school principal or his/ her designee, or the special education team to discuss their concerns.

NON-CUSTODIAL PARENTAL REQUEST FOR STUDENT RECORDS

G..L. c. 71, § 34H Any parent who by court order does not have physical custody is considered a non-custodial parent. A non-custodial parent may have access to the student record in accordance with law and Department of Education regulations, found at 603 CMR 23.07. A non-custodial parent requesting information shall submit a written request to the school principal.

Any parent who does not have physical custody shall be eligible to receive access to the student record unless:

- Parent’s access is currently prohibited by temporary or permanent protective order, unless this order specifies access to such information.
- The parent is denied visitation; or, based on threat to safety of the child, is currently denied legal custody, or is court-ordered to be under supervised visits, and such threat is specifically noted in the custody or visitation order.
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

Once a request is received, the school shall review the student's records for any documentation limiting or restricting the non-custodial parent's access to the information or records. The District shall notify the custodial parent of the request by certified mail in both primary language of the custodial parent and in English that it will provide the information after 21 days, unless the custodial parent provides the principal with documentation that the parent is not eligible for the information. Such documentation includes:

- A court order prohibiting contact with the student, as outlined above;
- A (temporary or permanent) court order plainly prohibiting the distribution of information to provide protection to the student from abuse by the requesting parent; and
- Subsequent orders modifying a protective order that would otherwise allow such access. In this case, the custodial parent must contact the school to notify administration of any such modified court orders and provide documentation thereof.

If the custodial parent responds and provides any of the above documents, these records are to be placed in the student's file. If the custodial parent does not produce such documentation, the student records will be provided to the non-custodial parent, except that all electronic and postal address and telephone numbers relating to work or home of the custodial parent shall be removed from the records sent. Furthermore, student records provided to a non-custodial parent will be stamped to indicate that they cannot be used to enroll the student in school elsewhere.

If a student is the subject of any temporary/permanent custody order, decree, or agreement, a copy of the custody order, decree or agreement – either signed by the judge of the probate court in the case of an order or decree or signed by both parents in the case of an agreement – must be provided to the Main Office.

These orders are important for determining access to the student's records, the right to have the student dismissed into the care of an individual, the right of access to a student's teacher and similar issues. Parents are responsible for notifying the school of any changes in the custody order, decree, or agreement.

These records are to be placed in the student's file. Each elementary and secondary school shall provide student records within ten days including, but not limited to:

- Report cards and Progress Reports
- Results of standardized testing
- Notice of referral for special education evaluation
- Notification of enrollment in ESL program (Chapter 71A)
- Notification of absences and illnesses
- Notification of detentions, suspensions, or expulsions

- Notification of permanent withdrawal from school

Upon receiving oral or written notice that the student seeks or intends to transfer to another school, the District will send a student's records to the school to which a student seeks or intends to transfer. The District does not require the consent of the eligible student or parent to forward these records.

PROTECTION OF PUPIL RIGHT AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) requires that the school notifies you to obtain consent or allow you to opt out of the following school activities: a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior;
4. Critical appraisals of others with whom respondents have close family relationships;
5. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
6. Religious practices, affiliations, or beliefs of the student or parents;
- or 7. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law).

Any allegations of FERPA violations relating to the above sections may be directed to the U.S. Department of Education's Family Compliance Office, located at 400 Maryland Avenue, SW, Washington, DC 20202.

SPECIAL EDUCATION

Children in need of additional services in order to succeed in their learning program may be referred for a team evaluation under the provisions of Mass. Special Education Reg. 603 CMR 28.00.

Referrals generally come from a classroom teacher or a parent. A referral must be made to the Director of Student Services. The team evaluation is chaired by the principal or designee and is made up of the school psychologist, learning specialists, speech and language clinicians, school nurse, and teachers. If you would like more information, please call the principal at 508-359-2396.

Some students with identified special needs will be provided with additional support in their regular classroom. A term used to describe this process is called 'inclusion.' For example, instead of leaving his/her classroom to work with a learning specialist, the learning specialist may come and work with the student in his/her classroom. This process benefits the student requiring extra support, provides teachers with additional staff and expertise in their room, and enhances the classroom as a whole. The students with learning disabilities have the opportunity to learn alongside the more typical learners, and the more typical learners benefit by being in a classroom with more than one teacher and begin learning what it means to live and work in a diverse learning community. One of our goals for all our children is to acquire an appreciation for diversity, recognizing all our strengths and weaknesses so that we may work together efficiently and cooperatively.

Other students with special needs are able to learn at the same academic level as most other students, but may require a different approach. However, when a student's need requires additional support outside of the regular classroom, such as in the learning center, that service is also available. A full array of special education services is available at Blake Middle School. Any questions regarding special education services should be addressed to the special education coordinator or the building principal.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities. Public schools must provide accommodations and services for students with a diagnosed disability. Students are entitled to receive accommodations or services, depending on their diagnosed disability and the environment in which they are functioning. School Districts must make reasonable accommodations to allow students an opportunity to participate in school and other school related activities. It is not the intent of Section 504 to provide programs that are fundamentally different from existing opportunities. In most instances, appropriate intervention for individuals found handicapped only under section 504 occurs within the regular education setting. The District's 504 Coordinator is Mary Bruhl, Director of Student Services, 508-359-7135.

SCHOOL-RELATED STATE LAWS

FIREARMS RULES AND REGULATIONS AS ADOPTED BY THE MEDFIELD SCHOOL COMMITTEE

Possession of a firearm on school grounds will result in the following:

1. Ten (10) day out-of-school suspension.

2. Confiscation of firearms and referral to the police department.
3. Recommendation for possible expulsion hearing consistent with the provisions of Mass. Gen. L. ch. 71, § 37H and § 37H½.

Mass.Gen. L. ch.269, § 10. An Act Relative to Weapons Carried on School Grounds:

“Whoever not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm or hereinafter defined, loaded or unloaded, in any building or on the grounds of any secondary school, college or university without the written authorization of the board or officer in charge of such secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, “firearms” shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.”

Alcohol/Drugs/items deemed illegal by state law

Use, possession or sale/distribution of alcoholic beverages or controlled substances is forbidden by school policy and state law. The regulations are in effect during the school day and at all extracurricular activities and school functions. Violations of these regulations will result in the following sanctions:

1. Administrator – parent conference
2. Referral to police
3. 1 – 10 day suspension and/or possible expulsion
4. Possible recommendation for counseling
5. Exclusion from any school events or co-curricular activity for a time period to be determined by the administration.

PUBLIC SCHOOL SAFETY

Chapter 71, Section 37H and § 37H½. An act relative to safety in the Public School

Chapter 71, Section 37H

- a) Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school District by the principal.
- b) Any student who assaults a principal, assistant principal, teacher, teacher’s aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school District by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

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

HAZING LAW RECEIPT

Each student is required to receive a copy of the Massachusetts General Law ch. 269 sec. 17-19. "An act Increasing the Penalties of Hazing." **When a student signs a receipt that states that he/she has received a handbook, the student is indicating that he/she has received a copy of that law.** The law is printed in the following paragraph.

HAZING POLICY

CHAPTER 269 CRIMES AGAINST PUBLIC PEACE

CH. 269 S.17, Crime of Hazing; Definition; Penalty

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine not more than \$3,000 or by imprisonment in a house of correction for not more than one year or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections 18 and 19 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.

Ch. 269, S. 18, Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.00.

Ch. 269, S. 19, Hazing Statutes to be Provided: Statement of Compliance and Discipline Policy Required

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledges or applicant for membership in such group or organization, a copy of this section and sections 17 and 18. An officer of each such group or organization and each individual receiving a copy of said sections 17 and 18 shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections 17 and 18.

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

EQUAL ACCESS POLICY - TITLE 9 AND CHAPTER 22

The Medfield Public Schools' policy is not to discriminate on the basis of National origin, gender identity, race, religion, sexual orientation, disability, or homelessness in any of its programs. Any person who believes the Medfield Public Schools is in violation of section 504 of the Rehabilitation Act of 1973 that states: "no handicapped individual should be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance", should contact the Superintendent of Schools. (Title VI, IX, 504)