

Saugus Middle High School Student Handbook 2022-2023



**Saugus Middle High School
One Pearce Memorial Drive
Saugus, Massachusetts 01906
Telephone 781-231-5027**

**Saugus Middle High School Administration
Mr. Brendon Sullivan – Principal
Myra Monto - Associate Principal
Kimberly Politano - Assistant Principal (Grades 11-12 + Credit Recovery)
Frederick Doucette – Assistant Principal (Grades 8-10)
Maureen Lueke - Assistant Principal (Grades 6-7)
Ms. Leanne Mottola – Director of Guidance
Terri Pillsbury - Athletic Director**

SMHS Administration Greeting

Hello Saugus Middle High School Community,

On behalf of the entire faculty and staff, we would like to welcome you to Saugus Middle High School. Whether you are a returning student/family or a new member of the Saugus Middle High Community, please know that we are happy you are here and that you are a valued member of our community.

Key Focus Areas for this Year

During the 2022-2023 school year, we will be focusing on a number of important elements to continue improving the educational experience for all of our students.

One major change is the new schedule being implemented for the 2022-23 school year. This schedule provides teachers with the opportunity to meet regularly as teams to analyze student data and better plan instruction that meets the needs of our students. Additionally, this locked schedule will allow the school to build innovative educational features, most notably the Early College Program, into our school day.

During the 2022-23 school year, we will continue to implement Project-Based Learning (PBL) throughout our school. Building from the success of last year, we are incorporating a PBL class into the middle school. This will provide all middle school students with the opportunity to engage with this form of active, hands-on learning. We are also training another group of middle and high school staff to introduce these practices across the school.

We will also be continuing the implementation of Positive Behavioral Interventions and Supports (PBIS) at the middle high school. While we are making changes to our approach to student management and disciplinary practices, we are committed to creating and maintaining a safe, supportive school environment in which all students can find success. This work, along with a review and updating of school safety procedures, will help create an atmosphere of safety, trust, and respect for all members of the SMHS School Community.

For all the change that is occurring around us, SMHS remains committed to its core values and beliefs. We continue to strive to live by our three core values: Accountability, Integrity, and Respect (A.I.R.).

We look forward to a positive and productive school year.

Sincerely,

Mr. Brendon Sullivan
Principal-SMHS

Mrs. Myra Monto
Associate Principal-SMHS

Parents Right to Know Under No Child Left Behind

At the beginning of each school year, a district that receives Title I funds shall notify the parents of each student attending Title I schools that the parents may request, and the district will provide in a timely manner, information regarding the professional qualifications of the student's classroom teacher, including, at a minimum, the following:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

SMHS Schedule

Monday	Tuesday - Group A plan	Wednesday - Group B plans	Thursday	Friday
Period 1 7:50 am-8:41 am (51 minutes)	Flex Block - Group B Common Planning Group A 7:50 am-8:50 am (60 minutes)	Flex Block - Group A Common Planning - Group B 7:50 am-8:50 am (60 minutes)	Period 1 7:50 am-8:41 am (51 minutes)	Period 1 7:50 am-8:41 am (51 minutes)
Period 2 8:43 am-9:32 (49 minutes)	Period 1 8:52 am-10:12 am (80 minutes)	Period 2 8:52 am-10:12 am (80 minutes)	Period 2 8:43 am-9:32 (49 minutes)	Period 2 8:43 am-9:32 (49 minutes)
Period 3 9:34 am-10:23 am (49 minutes)	Period 3 10:14am - 11:34 am (80 minutes)	Period 4 10:14am - 11:34 am (80 minutes)	Period 3 9:34 am-10:23 am (49 minutes)	Period 3 9:34 am-10:23 am (49 minutes)
Period 4 10:25 am-11:14 am (49 minutes)	Period 5 11:36 am-12:51 pm (25 minutes per lunch)	Period 5 11:36 am-12:51 pm (25 minutes per lunch)	Period 4 10:25 am-11:14 am (49 minutes)	Period 4 10:25 am-11:14 am (49 minutes)
Period 5 11:16 am-12:31 pm (76 minutes)	(75 minutes)	(75 minutes)	Period 5 11:16 am-12:31 pm (76 minutes)	Period 5 11:16 am-12:31 pm (76 minutes)
Period 6 12:35 pm-1:24 pm (49 minutes)	Period 7 12:53 pm-2:15 pm (82 minutes)	Period 6 12:53 pm-2:15 pm (82 minutes)	Period 6 12:35 pm-1:24 pm (49 minutes)	Period 6 12:35 pm-1:24 pm (49 minutes)
Period 7 1:26 pm-2:15 pm (49 minutes)			Period 7 1:26 pm-2:15 pm (49 minutes)	Period 7 1:26 pm-2:15 pm (49 minutes)

Lunch - M/Th/F

- Lunch 1: 11:16am - 11:41am
- Lunch 2: 11:41am- 12:06pm
- Lunch 3: 12:07 - 12:31pm

Lunch - Tu/W

- Lunch 1: 11:36am - 12:01pm
- Lunch 2: 12:01pm- 12:26pm
- Lunch 3: 12:26pm - 12:51pm

Saugus Middle - High School

Student Rights and Responsibilities

We are committed to one set of expectations for everyone in our community to ensure personal development and civic responsibility.

I Have the Right to:

Be physically, emotionally, and socially safe at school.

Be treated fairly, respectfully and equally.

Expect that my personal property will be safe and secure at school.

Expect that all adult members of the SHS community will consistently model the expectations for student attitude, behavior and performance

A complete education with well-planned lessons, engaging activities, encouragement, consistent feedback and the support needed for every learner to succeed.

Express my opinions and feelings while being supported in a collaborative classroom.

Work in a supportive environment with all of the members of the SHS community

Fairness and due process in the application of the school discipline code.

I Have the Responsibility to:

Behave in a positive manner to all, respecting the physical and emotional boundaries of others

Treat others with respect.

Respect the property of others and never violate its safety or security.

Meet high expectations and accept constructive feedback for my attitude, behavior, and achievement.

Be present, prompt, prepared, and participate with a positive attitude in each of my classes. I will strive to meet high expectations for learning and cooperate fully with my teachers.

Listen and respect the ideas and feeling of others.

Bring all concerns regarding fairness and respect to a staff member who will address the matter.

Own my behaviors and actions and accept the consequences for violating my "Responsibilities."

Saugus Public Schools
2022-2023 School Year Calendar - Approved (183 staff)(180 students)

August (3) Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 PD						
September (20) Su M Tu W Th F Sa 4 5 PD 7 8 9 10 11 12 13 14 15 16 17 18 19 20 ER 22 23 24 25 26 27 28 29 30						
October (20) Su M Tu W Th F Sa 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 ER 20 21 22 23 24 25 26 27 28 29 30 31						
November (19) Su M Tu W Th F Sa 1 2 3 4 5 6 7 PD 9 10 11 12 13 14 15 16 17 18 19 20 21 22 EC 24 25 26 27 28 29 30						
December (17) Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 ER 15 16 17 18 19 20 21 22 EC 24 25 26 27 28 29 30 31						
January (20) Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 ER 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
February (15) Su M Tu W Th F Sa 5 6 7 ER 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28						
March (23) Su M Tu W Th F Sa 5 6 7 8 9 10 11 12 13 14 ER 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
April (15) Su M Tu W Th F Sa 2 3 4 ER 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
May (22) Su M Tu W Th F Sa 7 8 9 10 11 12 13 14 15 16 ER 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
June (9) Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
July Su M Tu W Th F Sa 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
Regular School Day Hours: Veterans Early Learning Center: 8:30am-2:30pm Belmonte STEAM Academy: 8:05am-2:05pm SMHS Complex: 7:50am-2:15pm 1 HOUR EARLY DISMISSAL ELEMENTARY ONLY						
School Start Dates: Students Grades 1 to 12: School begins August 30, 2022 Kindergarten: Orientation August 30, 2022(ER)-School begins Aug 31st(ER) & Sept 1, 2022(ER) Pre-K: Orientation August 30, 2022(ER)-School begins Aug 31st(ER) & Sept. 1, 2022(ER)						
First Day of School: August 30, 2022 Full day Gr 6-12, ER Gr 1-5 Tentative Last Day of School: June 13, 2023 Calendar includes (5 snow days: June 14, 15, 16, 20, 21)						
Indicates "School Vacation" NO SCHOOL for teaching staff or students						
H Schools and School Buildings are closed - No School for Staff and Students						
PD Staff Professional Development Days No School for students - Staff Reports						
CH Clerical Holiday - Offices are closed - NO school for students or staff. Buildings are open.						
ER District Wide Early Release - Staff Professional Development Early release for students						
Student Early Release Times Middle High School: 11:00am Vets Early Learning: 11:40am Belmonte STEAM Academy: 11:15am						
EC Early Release for Students No Pre-K						
Student Release Times Middle High School: 11:00am Vets Early Learning: 11:40am Belmonte STEAM Academy: 11:15am						
ER August 30, 31 & September 1st Early Release for Elementary Only						
KC Grades 2 to 5: 1/2 day Teacher Conferences (December 8-9/March 23/24)						
PC PreK, K and Grade 1: 1/2 day Teacher Conferences (Dec 6-7/March 21-22)						
KS Kindergarten: 1/2 day Kindergarten Screenings (June 7-8)						

Message about the New Saugus Middle High School Complex

The building project that started as a Science Lab Initiative, transitioned to a Statement of Interest for a new high school, and finally developed into the new Saugus Middle High School Complex, is nearing completion. This decade-long journey went from a plan to redesign science labs to a complete overhaul of the educational structure in Saugus through a development and implementation of a Master Plan. The Saugus Middle High School Building Project was a town wide commitment to the state of education in Saugus. The entire community rallied under the leadership of Town Manager Scott Crabtree and the Building Project Committee chairperson Jeannie Meredith. Countless others provided support towards creating a 21st century learning environment for the students in Saugus grades six to twelve.

The new Saugus Middle High School Complex, has classrooms that contain the technology and the space needed to educate our students following the new curriculum standards. The science labs are massive and have the infrastructure to support a 21st century lab environment. The project also created breakout spaces in each of the ten pods that will allow the students to collaborate and interact in a student centered learning environment. The Complex contains a 12,000 square ft main gym, a 750 capacity stadium seating auditorium, and a media center designed to provide our students with a comfortable and welcoming learning environment. There are technology labs, performing arts classrooms, chorus and band rooms, a fitness center, a television studio, and visual arts rooms. The design is open and there is an inviting flow to the design including huge light towers that bring natural light to every room in the building. The remainder of the project that is left is the development of the field complex that will be located on the site of the former Saugus High School.

While the new Complex is beautiful and will serve as a showcase of our town and our educational district; the former Saugus High School will be missed by many. It was great to see over 3500 SHS alumni attend the One Last Look event hosted by the SHS Alumni Association on September 21, 2019. The entire committee that worked to make that event a success, allowed for our alumni to visit “our high school”; some for the final time. A huge thanks to Tia Kramer, Charlotte Line, and everyone else for making that a special moment for Sachem Nation.

I consider myself fortunate to have been able to experience the former Saugus High School in every capacity; a child attending a basketball game, a student, a graduate, a student teacher, a teacher, a coach, an advisor, a director, and finally the principal. The Town of Saugus and the former Saugus High School served us well and the new Saugus Middle High School Complex will serve our community for generations to come. Thanks to the community, school system, and the SHS Alumni, for all you do for the students of Saugus.

Respectfully,

Michael Hashem ‘85
1st Principal of Saugus Middle High School



Photo courtesy of the Jim Harrington



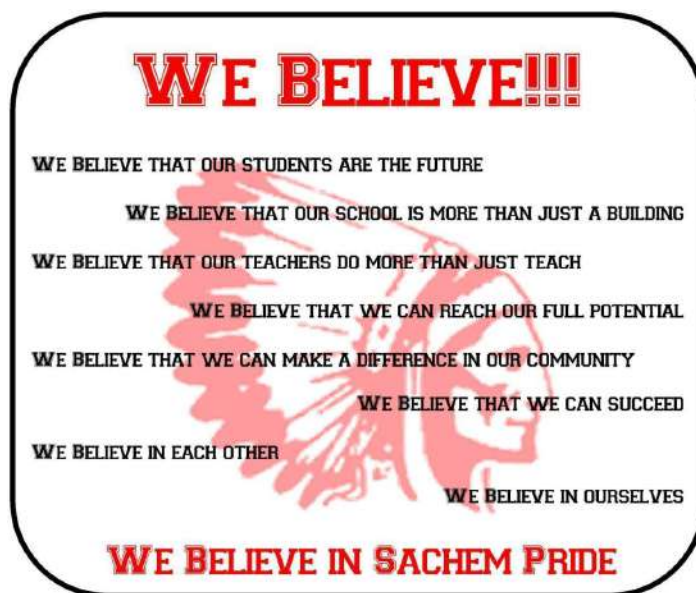
SHS- August 31, 2019



Former site of SHS - July 23, 2020

Current SHS - Mission Statement

Adopted by the Saugus High School Faculty on June 2012



Learning Expectations

Academic

At Saugus High School *WE BELIEVE* that our students can reach their full potential. Through the educational process students will think critically and communicate effectively. Meeting this expectation will produce students who are 21st century learners.

Connecting Education to the Future

At Saugus High School *WE BELIEVE* that our students' actions have a direct effect on their future. Through the educational process students will be responsible, prepared, and motivated. Meeting this expectation will produce students who are college and career ready.

Building Relationships

At Saugus High School *WE BELIEVE* that our students' social interactions connect to their educational success. Through the educational process students will build effective relationships through respect, tolerance, and courtesy. Meeting this expectation will produce students who are thoughtful global citizens.

Rubric for Learning Expectations

Score/Category	Mastering	Proficient	Needs Improvement
Academics	A student meets and surpasses expectations by exemplifying a strong sense of academic seriousness.	Student meets the expectations by exemplifying a sense of academic seriousness that is common among his/her peers.	A student does not meet the expectations of exemplifying a common sense of academic seriousness.
Connecting Education to the future	Student not only understands the connection between his/her cumulative effort in school and his/her future, but also uses that understanding to help guide his/her decision making.	A student seems to understand the connection between his/her cumulative effort in school and his/her future. She/he may also understand how that connection might impact his/her future.	A student does not understand the connection between cumulative effort in school and his/her future.
Building Relationships	A student builds and maintains strong relationships with peers, staff members, and others associated with our school or community.	A student attempts to build relationships with peers, staff members, and others associated with our school or community.	A student does not have, nor has he/she attempted to build, relationships with peers, staff members, and others associated with our school or community.

Current Middle School Vision Statement

The Saugus Middle School is a diverse partnership of students, staff, parents and community members dedicated to the establishment of a safe and nurturing environment in which all try to become lifelong learners.

We will strive to advance the intellectual, social, emotional, and physical development of all our students. Technology, hands-on activities, and interdisciplinary instruction will enhance teaching and learning. Curriculum development will be an ongoing process geared to the needs of the children in accordance with state-mandated standards. Faculty will recognize the skill levels, learning styles, and uniqueness of its students while servicing each individual's immediate needs within an environment that promotes success for all students. Faculty, students, families, and the community will be actively involved in the educational process to create a safe, supportive environment where students are motivated to learn and believe that success is attainable. Everyone will honor and respect the differences and uniqueness of each individual while developing a sense of responsibility toward themselves, their school community, and the community at large. We, at the Middle School, envision that our mission, in partnership with the total school-community, is to provide students with a middle school program which will meet the unique needs of preadolescence. Programs strive to recognize academic and cognitive development, while also addressing social/emotional and physiological characteristics of developing preadolescence. We strive to create engaged learners reaching their highest potential.

Keys to Educating Young Adolescents: Association for Middle Level Education
Essential Attributes: We Believe an Education for Young Adolescents Must Be:
Developmentally Responsive
Challenging
Empowering
Equitable

General Information for Students

Safety and Security

Your child's safety is a major concern of our school. The cooperation and understanding between parents and the school is necessary to build proper habits. Some sound rules for developing safety habits are listed below. It would be helpful if parents would discuss these with their children.

- Start to school early enough so you will not have to run to arrive on time.
- Walk on the sidewalk or off the roads at all times.
- Cross streets only at intersections where a crossing guard has been assigned by the school department.
- Obey the police officer and the crossing guard at all times.
- Proceed directly to school and return home immediately after being dismissed.
- Refrain from throwing snowballs on the way to and from school and on school grounds
- Refuse to enter or approach strange automobiles or to ride with strangers.
- Remain off the road while waiting at the stop.

Our school has a Building Crisis Response Team (BCRT) composed of administrators and teachers. The BCRT enhances the school's ability to respond to emergencies, threats to students and other staff safety, and assists students and staff to respond to events such as the death of a school community member, natural disasters, or acts of violence.

It is unfortunate, but true, that we live in a time when the safety of our children is threatened even at school. Even though the chance of your child being harmed while in school is minimal, since the possibility exists these precautions and procedures have been implemented.

Preventing violence and threats of violence must be a community project. All students, parents and educators must be constantly vigilant and report people and events that seem to threaten the safety and tranquility of our schools.

Students and parents need to know that Saugus's Chief of Police and Superintendent of Schools are jointly committed to aggressively investigating all student-to-student death threats, and to find, arrest, and prosecute any student who calls in a bomb threat or pulls a fire alarm unnecessarily.

Parents need to ensure that students understand the seriousness of these acts as well as the consequences associated with them. No one should tolerate this type of behavior and students need to know that. If parents have specific concerns they may obtain further information about the school's action plans for crisis management and a building crisis team by contacting the principal.

Fire Drill Regulations

Students are to leave the building as quickly as possible following the regulations posted in each room. All students should acquaint themselves with the exit plan from each room in which they attend class. Upon exiting the building no student is to leave school property until official notification from an administrator.

Crisis Drill Procedures

There will be Crisis Drills planned much like the Fire Drills. At that time the following procedures and terminology will be used to provide staff and students with the knowledge and preparation in the event of an incident. It is important to note that the Saugus School Committee has voted to adopt ALICE starting in the 2019-2020 school year. Training of faculty, staff and students will take place when the Coronavirus Pandemic is completed. The procedures below will change once everyone has been trained.

Security and Safety Procedures and Terminology

Our schools in Saugus have begun the process of transitioning to ALICE as a protocol, but at this time the training has been limited to online staff training.

Lock-in

- Will be called when the outside doors must be locked because of an incident outside of the school.
- All outside doors should be secured and any students outside (gym class) should enter and remain in the school.
- Classes and the daily schedule will continue unchanged.
- The Central Office will be notified and students will remain at the Middle-High School complex until it is called off.

Lock-down

- This typically occurs as a method to clear the hallways in the event of a medical or student emergency.
- Will be called to get everyone out of the halls and common areas. All students and staff should be locked in rooms and remain within these rooms until the “lock-down” is terminated.
- No student or staff member should leave their rooms and the hallways should remain empty until the incident is over.
- Although this is serious; classroom instruction may continue within the room.

Secure-in-Place

- This is the old Operation Birdcage.
- This follows the lock-down procedure but goes far beyond.
- Shades should be drawn.
- Lights should be off.
- Everyone should attempt to stay away from the doors and windows. Staff and students should remain silent.
- Red or green cards should be put on windows and under doors.
 - Green means everyone in the room is okay and the room is secured.
 - Red means that there is an active problem in the room.
 - No card – you are unable to get the cards to indicate a major issue or the room is unoccupied.

Identification Badges

The Saugus School Committee is committed to maintaining safe and secure schools. Its ability to identify individuals within our schools is critical towards establishing that safety. Hence, the Committee has mandated that all students, parents, and staff wear identification badges upon entering any Saugus Public School facility. The following requirements apply:

- All staff, PK-12, will wear identification badges that include their picture, name, title, and bar code in school facilities and on school grounds during the work day.
- All volunteers, contracted employees, guests, and parents will wear a VISITORS identification badge while in school facilities.
- Students in grades 6-12 will be required to wear identification badges that include their picture, name, and bar code in school facilities
- Identifications will be provided annually by the Committee for all students, parents, and staff that apply. Any student or staff member that has their identification badge stolen or lost must report such incident to the principal and replace their badge at the current cost of duplication.

No School Notification

Students and parents should refer to the local news stations for announcements regarding school cancellations. Also a Black Board Connect message will be sent when possible.

Passes

Any student who is in the corridor during class time must have a floor pass or a one way pass indicating his or her destination, indicating the date and time, with a teacher/administrator signature. It is the student's responsibility to obtain the required pass. Students will be considered truant from class if they do not have the appropriate pass.

The Learning Commons

To begin the 2022-2023, school year, the SMHS Learning Common will operate following the school day schedule: 7:50 am-2:15 pm. During the school year, the school may extend/adjust the hours (either before and/or after school).

Students may go to the learning common individually with permission from a teacher in order to do school work during the school day. Students must sign into the learning common when they come individually. Students do not need to sign into the learning common before and after school and when they come to the learning common with a class.

Books are available for checkout; students may check out up to 4 books for one month at a time. Electronic resources are also available through the learning common for student research.

Cafeteria/Food in School

All food, including snacks purchased from the snack bar, must be consumed while seated at tables. Food is not to be consumed on the way to a table. Students may not sit or congregate in groups along the walls or window areas, in the snack bar area or near vending machines.

Before the lunch period ends, all debris should be placed in designated receptacles. Custodians will be available to clean up any accidental spillage, but students are responsible for keeping their tables and the area around their tables clean. If a student or a group of students is identified as littering or misbehaving in the cafeteria, they may be given the option of helping to clean the cafeteria for a period of time in lieu of Session or In-School Suspension for breaking the rules of conduct in the cafeteria. Disorderly students may have the privilege of eating in the cafeteria suspended.

The Saugus School Board has implemented a Health and Wellness policy. With this policy, non healthy items such as coffee, and other drinks except water will be disposed of as your student enters the building. Please remind your student of this policy.

Technology for School and Home Communication

Follet Aspen (formerly X2), the industry's most secure and timely school-to-home portal closes the gap between the school and home, encouraging effective, efficient, and immediate communications with parents so they can fully participate in their child's education. Follet Aspen is interesting, informative, useful, and completely secure. It is updated with fresh data every day so the information is always current and relevant. All report cards and other letters will be sent via the Follet Aspen parent and student portal. Any parent who does not have computer access should contact the school for a hard copy to be sent.

Follet Aspen empowers students to learn. Students receive feedback on their progress and can take action to improve their status. They can see their grades, attendance, homework assignments and messages from the school, which enables them to organize their schedule, homework and priorities. This proactive approach to performance management influences their overall grades and empowers students to concentrate on subjects or topics of challenge. Parents can contact highschoolx2@saugus.k12.ma.us or middleschoolx2@saugus.k12.ma.us with Follet Aspen questions and password issues. Please utilize this service to stay current with your child's progress. Visit the website: <https://ma-saugus.myfollett.com/aspen/login.do>.

Tobacco, Alcohol, Drugs

It is illegal to possess or use tobacco, alcohol or drugs on school property or at school events or at any other time due to state law chapter 71. This includes extra-curricular events.

This would include, but not be limited to, possession on one's person and/or in one's locker. Student will be considered smoking when but not limited to:

- Smoke is coming from a stall in the bathroom,
- Seen in possession of a tobacco product, and
- Multiple students in an area where smoke is noticed.

Visitors

For security and safety, all visitors must enter the building through the main entrance (facing Pearce Memorial Dr.). All visitors must report to the office upon entering the building and must provide valid identification. The Saugus Middle High School is pleased to announce that we will begin using the Raptor Visitor Management System our Saugus Middle High School Complex to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times, and the Raptor system will allow us to do that. The Raptor system will better allow us to screen visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff.

Upon entering the Saugus Middle High School Complex, all visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge. *The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency.* Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of their visit. A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. Anyone without identification will not be allowed access to the Saugus Middle High School Complex.

The safety of our students is our highest priority and the Raptor visitor management system allows us to quickly identify those that may present a danger to our students. Thank you in advance for your understanding and your support in enhancing the school safety protocols in our district.

Asbestos Hazard Emergency Response Act

To: Personnel and parents of students
From: Dr. David DeRuosi, Superintendent

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act).

Asbestos Management Plans have been developed for each school building. These plans are available and accessible to the public at the district administrative office.

General Academic - Guidance Information for Students

Guidelines for Student Rights and Responsibilities

- School committees are legally responsible for the establishment of school policy, and every effort should be extended to include in the formulation of school policy consideration for the developing maturity of the student. Concomitant responsibilities flow from the exercise of rights and privileges. Tantamount among these are: (1) respect for oneself; (2) respect for others and their rights; (3) respect for individual dignity; (4) respect for legally constituted authority and the legal responsibility of those in authority.
- All rules and regulations to maintain the process of education must be common knowledge. Orientation programs and free student handbooks should provide this information in clear and understandable language. Any changes should be widely publicized in print in both school and community media, and no regulation should be summarily drafted and enforced.
- School Committees, professional staff, and student governments should work cooperatively within the limitations prescribed by law in the establishment of these regulations. The amending, appeal, and enforcement of these rules should be clearly defined and made available to all interested and affected parties.
- Students must be free to establish and should be encouraged to participate in student governments that provide all students, through a representative system, a voice in school affairs. Students passing with 25 credits are eligible to hold office.
- Schools are for education and students should be involved in the educational process in their schools. Professional staff should solicit student suggestions and recommendations concerning curriculum offerings. Curriculum offerings in schools should strive to meet the needs and interests of all students.
- A committee of students and professional staff should be formed to plan and organize school assembly programs. Suggestions from non-committee members should also be encouraged and considered. Such assemblies are an important part of the total instructional program and topics or speakers should be presented whenever possible. In cases of controversial topics or speakers, presentations should be a balance in terms of existing major points of view.
- Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not interfere with the educational process.
- Teachers should, at all times, strive to promote tolerance for the views and opinions of others and for the rights of individuals to form and hold differing views and opinions. The views and opinions of others and to encourage students to examine, analyze, evaluate, and synthesize all available information about such topics and materials.
- School newspapers, yearbooks, literary magazines, and other publications, should be guaranteed the right of freedom of the press, subject to existing laws of libel and obscenity. As learning experiences within the schools, the staff should have qualified advisors and should seek the highest publication standards. Other non-school sponsored student publications should be subjected to locally determined procedures for distribution on school premises.
- Students should be allowed the use of school facilities for extracurricular activities, and should be encouraged to participate in these, including clubs, recreational events, and other such related activities. These activities must be scheduled in keeping with normal school committee regulations and provide for supervision according to school rules.
- Students have a right to an education and to the equality of educational opportunity. Disciplinary measures that deprive him of this right should be utilized only in extreme cases. Disciplinary actions of administrators and teachers should be fair and consistent in all cases and resorted to only when the student, by his conduct, reveals his inability to recognize the rights of others. In cases of suspension, prior notification of parents or guardians should be attempted whenever possible and a definite period of time should be stated. A parent conference will be held as soon as possible.
- The school should publish a clearly defined procedure for the consideration of student problems and the processing of student complaints. Students should be guaranteed the right of Due Process.

Academic Honor Code

Saugus Middle-High School's Academic Honor Code defines academic violations and prescribes consequences. Academic violations are usually categorized as cheating or plagiarism. Other offenses, however, may be classified as academic violations. Academic violations may also carry additional disciplinary consequences (see Rules of Student Conduct in this handbook).

Cheating embraces any action wherein a person defrauds, deceives, or violates regulations unfairly.

- Cheating consists of any schoolwork a student submits for evaluation that is not done by him/her. Cheating is an act of dishonesty and deceit.
- Cheating includes, but is not limited to, the following:
 - Copying homework
 - Use of online translators
 - Use of cellphones in class
 - Cheating on quizzes/tests
 - The use of talking, signs, or gestures during a quiz/test
 - Copying from another student or allowing the copying of any assignment
 - Passing test or quiz information to others in another class period with the same teacher or course
 - Submitting a pre-written writing assignment at times when such assignments are supposed to be written in class
 - Unauthorized use of study aids, notes, books, data, or other information
 - Sabotaging the projects or experiments of other students
 - Lying or failing to give complete information to a teacher for purpose of gaining academic advantage
 - Feigning illness to gain extra preparation time for tests, quizzes, or other assignments

Plagiarism is the act of stealing the language, ideas or thoughts of another and representing them as your own original work. Plagiarism consists of the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Plagiarism includes, but is not limited to, the following:

- Submitting an assignment in whole or in part that has been copied from a published source or downloaded from computer software or the Internet
- Borrowing the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgment
- Having a parent or another person write an essay or do a project that is then submitted as one's own work
- Failing to use proper documentation and/or bibliography

Consequences

First Offense:

The student:

- Receives no credit for the work involved.
- Will jeopardize eligibility for any leadership positions.
- Will forfeit Eligibility for Honor Roll

The teacher will:

- Call the parents/guardians.
- File a report with the student's assistant principal. The incident will become part of the student's disciplinary record kept by the vice principal.
- Remind the student of the consequences of another offense.

Second Offense:

The student:

- Receives no credit for the work involved, ten points will be deducted from the term grade in that course.
- Forfeits any leadership positions along with removal from National Honor Society, be ineligible for Honor Roll.
- Will receive one day out of school suspension

The teacher will:

- Call the parents/guardians.
- File a report with the student's guidance counselor and assistant principal. The incident will become part of the student's disciplinary record kept by the assistant principal.
- Remind the student of the consequences of a third offense.

Third Offense

The student:

- Will receive an "F" for the term grade in that course.
- Will receive three day out of school suspension.
- Will be ineligible for any future leadership positions, National Honor Society membership, Honor Roll, or any academic award and academic scholarships.

The teacher will:

- Call the parents/guardians.
- File a report with a guidance counselor and assistant principal. The incident will become part of the student's disciplinary record kept by the assistant principal.

In all cases involving academic integrity, the administrator will hold a conference with the parent, student and staff member so that all facts are clear and consequences are known.

You may appeal second and third offense consequences to an administrator-selected committee of teachers/counselors. An incident in one class may affect your record in another class. Cumulative first offenses in a variety of classes, however, are disruptive of the educational process and may result in further disciplinary action

Grading System

The Saugus Middle High School grading system will be reported numerically on report cards in the following way: criteria. Final grades will be calculated in the following manner:

- Term I 25%
- Term II 25%
- Term III 25%
- Term IV 25%

Semester courses will include a cumulative examination at the end of the respective semester. A final grade will be calculated in the following manner:

- Term I or Term III 50%
- Term II or Term IV 50%

GPA Scale High School

Grade	AP	H	CP
(97-100)	5.3	4.8	4.3
(93-96)	5.0	4.5	4.0
(90-92)	4.7	4.2	3.7
(87-89)	4.3	3.8	3.3
(83-86)	4.0	3.5	3.0
(80-82)	3.7	3.2	2.7
(77-79)	3.3	2.8	2.3
(73-76)	3.0	2.5	2.0
(70-72)	2.7	2.2	1.7
(67-69)	2.3	1.8	1.3
(65-66)	2.0	1.5	1.0
(Below 65)	0.0	0.0	0.0

Middle School Grading Scale

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

Graduation Requirements High School

In order for a student to participate in graduation exercises that day, he/she must be in compliance with established academic requirements and be in conformity with school regulations. Each year all students should carry a minimum of five major subjects. To maintain regular class membership, it is recommended that grade 10 students pass 25 credits to be a sophomore, grade 11 students must pass a minimum of 50 credits and seniors **must** have a minimum of 75 credits to be a member of the class. All students must accumulate 110 credits and pass the required courses listed below along with earning a competency determination on MCAS in order to graduate. Only students meeting all requirements will be eligible to walk in graduation.

Courses to be passed:

- English 20 credits 4 years
- Math 20 credits 4 years
- Social Studies 15 credits 3 years (*U.S. History I, U.S. History II, and World History II*)
- Science 15 credits 3 years (*Biology, Chemistry, and a third year of Science*)
- Wellness 10 credits 2.5 per year.
- Fine Arts 5 credits 1 year

Strongly Recommended:

- World Language 10 credits 2 years (*Required for admission to most four year colleges and universities*)

Community Service Requirement

- All students are required to complete 48 hours of documented community service in order to graduate. Students must complete 12 hours of community service each year while at Saugus High School. Provisions for transfer students and additional information on Community Service Requirements are available in the Guidance Office.

All seniors must pass a minimum of 20 credits senior year to be eligible for graduation.

Promotion Requirements Middle School

Students are expected to successfully complete their four core academic areas, Math, Science, Social Studies and Language Arts with a minimum grade of 60%. Failure to do so will require the student to attend summer school, or, in some cases, be retained. Students who fail one or two core subjects for the year must have an average no lower than 45 in that class in order for the student to be academically eligible to attend summer school. If the average is lower than a 45, in one or more classes, that student may be retained. Also, if you fail more than two core academics the student also may be retained. At the discretion of the principal, in consultation with the teacher(s) and parents, a student may be promoted at any time.

Exemptions may be granted based on:

- A special education student's Individualized Education Program (I.E.P.)
- An eligible student's Section 504 Accommodation Plan
- The recommendation of the principal/superintendent for physical, psychological, or intellectual issues.
- Student's demonstration of proficiency in courses to permit enrollment in sequential or advanced work.
- Satisfactory completion of an approved summer school for the equivalent course hours. (The grade a student earns in a summer school course may replace one Semester's grade.)

Class Rank (*High School Only*)

Rank in class is determined on the basis of a quality point weighted system. Those subjects which require more concentrated work and which are more difficult will be given a higher point rating in determining the class rank. **The minimum passing grade is 65%.** Class rank is computed by: Multiplying the numerical value of a grade by the credit of the subject and dividing this total by the sum of the credits as indicated below. Class rank is cumulative over four years and is weighted on the basis of achievement level.

Class rank is based on GPA.

- Minimum requirements, 30 class periods weekly
- Pass-Fail and all non-weighted courses are not included in class ranks.
- The computation for final determination of Valedictorian and Salutatorian will be completed following Term III of the senior year. This will also apply for the selection for Class Marshals at graduation, which will be the third and fourth ranked students in the graduation class. The selection of the North Shore Honor Scholars will be determined after term II of the senior year.
- Only students with a minimum of two full years as members of Saugus High School will be included in class rank. If under 2 years, transfer students will receive a G.P.A. but not a rank in class.
- Only students with a minimum of two full years as members of Saugus High School will be included in the determination of Class Valedictorian/Salutatorian and Class Marshals.
- To be considered an Honor Graduate, seniors must obtain a 3.5 GPA.

Honor Roll

The honor roll is computed each quarter on the basis of reported grades. Students with incompletes cannot qualify unless the teacher reports grades promptly. Pass-Fail courses are not included in determining the honor roll. Only major subjects are considered for the honor roll.

- High Honors All 90's in major subjects
- Honors No grade less than a 80 in major subjects

Graduation Decorum

The graduation ceremony is primarily designed to provide sufficient recognition of the achievements of the graduates of Saugus High School. There is a general expectation that the individuals being honored with awards or scholarships, all of the graduates who are receiving diplomas, invited guests, officials of the Town of Saugus and school administrators will be accorded attention and respect. Appropriate dress is required at all events (no sneakers, shorts, jeans, etc.) It is not unrealistic to expect that the behavior of the graduating class members will be appropriate to the occasion. As such, extraneous articles will not be allowed at the graduation ceremony (air horns, beach balls, balloons, bubbles, etc.). Inappropriate behavior will not be tolerated. Any violation of the expectations outlined above will result in a forfeiture of the right to receive the diploma certificate during the graduation ceremony. Any dispute arising from an enforcement of those expectations will result in forfeiture of the right to participate in the ceremony. In the event of any such forfeiture, diploma certificates can be picked up in the Principal's office on the following day or after consequence(s) are served. Participation in graduation is not required of students. If students choose not to participate, their diplomas, similarly, may be picked up on the school day following the graduation ceremony.

Summer School Requirements

Saugus High School will not be offering Credit Recovery Summer School. Saugus High School students who fail classes for the school year will not be able to make up the course for credit during an abbreviated summer session.

Tutorial Service

Students are encouraged to stay with their teachers for extra help after school above all other services. If a student is out for medical reasons and cannot attend school, parents/guardians should contact PPS. Medical documentation will be required in such cases. Please note: tutoring may only be available in certain subject areas. Saugus High School offers free tutorial services through the National Honor Society. Please contact the NHS Advisor directly, or complete the online tutoring form on the SHS website to receive information.

Admission of Transfer Students

File: JFABC

A student may withdraw from a Commonwealth charter school at any time and enroll in the school district in which said student resides. The Saugus school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the Saugus school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement.

The time of the school year when enrollment is sought shall be a factor in determining the student's grade level placement. The Saugus school district may determine that a student seeking enrollment after the midpoint of the academic year may not be eligible for promotion or graduation in that academic year.

To the same extent provided for other students enrolling in the school district, students who enroll in the Saugus school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district.

LEGAL REFS.: Chapter 12, Section 11 of the Acts of 2010

SOURCE: MASC February 2011

SC First Reading: May 12, 2011

SC Second Reading and Adoption: May 26, 2011

McKinney-Vento Homeless Education Assistance Act

File: JFABD

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

- Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.
- Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. Transportation may not be provided once permanent housing is found.
- Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them.
- If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records.
- A child who is homeless and attending any school served by the local educational agency is eligible for Title I services.
- A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

For further information, please contact Ellie Marino, Coordinator for the Homeless, at (978) 374-5773 or on the following website: <http://www.doe.mass.edu/hssss/program/homeless.html>.

Destruction of School Records

In accordance with Department of Education regulations, the temporary student record will be destroyed within seven years from the date of graduation. The information to be destroyed may include: test scores, report cards, and attendance data. The permanent student record may only be destroyed after sixty years and contains the following: identifying information regarding student and parent or guardians; course titles and grades received; grade level completed and year completed and date of graduation. Parents and students have the right to examine and receive a copy of any or all of the above information at any time prior to its destruction.

Dropping Courses

All students elect their programs in March prior to the fall opening of school. Our counselors encourage good course selection. It is recognized that students who are misplaced academically are moved, based on teacher recommendation as soon as possible during the school year. Student requests for social, personal or peer pressure reasons will not be honored.

Once the Master Schedule is balanced, the number of seats for students per section and the number of sections to be run is fixed. A constant request for change in the fall creates disruption to class. Therefore, it is imperative that students be aware of prerequisites, which must be met, and be serious in their selections in order to avoid unnecessary requests for change. There will be no changes in a student's schedule after the school year has begun, unless it has been determined that the student has been misplaced.

Nondiscrimination

The Saugus Public Schools does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age.

The following individuals have been designated to handle inquiries regarding the District's non-discrimination policies in education-related activities, including but not limited to inquiries related to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act.

Should you wish to file a complaint alleging discrimination of student or an employee based on disability, age, race, color, gender, national origin, religion gender, sexual orientation, or gender identity you may contact:

Dawn Trainor
Executive Director of Pupil Personnel Services & Special Education/Civil Rights Coordinator,
Saugus Public Schools, 23 Main Street, Saugus, Massachusetts 01906
(781) 231-5000, Ext. 105

Parent Notification Regarding Sexual Education and Human Sexuality Issues

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

Permanent Departure from School (Ch. 76 & 18)

No student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with the consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meetings shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent or guardian if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

School Visitor Chapter 71B

While the Saugus School Department encourages the involvement of the parents and community members in the education of Saugus students, Saugus has a duty to protect the safety and confidentiality of its students, as well as to ensure that the educational process is not unnecessarily disrupted. As a result, certain rules and procedures must be followed to ensure that visits are beneficial to the visitors and not harmful to the students or the educational process.

Visitors will only be allowed to enter school buildings for the purpose of pre arranged meetings, visits, or observations. The only exception shall be for a "quick visit" by parents, guardians, and caretakers for the purpose of dismissing a student, bringing in medication, dropping off forgotten lunches, gym clothes, etc. Such "quick visits" need not be pre-arranged; however, such visitors

may not be allowed beyond the main office depending on the circumstance. For additional information and procedures, please contact the school principal.

Guidance Counselors

The Saugus Middle-High School Guidance Department takes great care in working with students, families and faculty. In addition to developmental group guidance presentations, all students will meet with their counselor on a yearly basis at least once. During this meeting the student and counselor will work on academic interests/concerns and future planning.

Additionally, students and parents should know that the Guidance Staff is pleased to be able to help all of our students as soon as they can. With classroom presentation commitments, workshop presentations, scheduled meetings and various crisis situations, guidance counselors are very busy people. Parents and students who wish to see a counselor are encouraged to contact the guidance office by email/phone to arrange an appointment rather than stopping in unannounced.

Help Sessions

Two days a week teachers remain until 2:50 PM at the High School and 2:50 PM at the Middle School for help and make-up. Students should note each teacher's make-up days and room. Following an absence the student should report to the next help-session. All make-up work must be conducted during after school hours or during another mutually agreed upon time between the teacher and the student.

The Family Education Rights and Privacy Act (FERPA) and Student Education Records

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

As parents or eligible students you have the right to inspect and review the student's education records maintained by the school within 45 days of the day the school receives a request for access. Parents or eligible students should submit a written request to the building principal identifying the specific record(s) they wish to inspect. Principals will make notification of time and place for access. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. A fee may be charged for processing.

Parents or eligible students also have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still does not amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

A student record consists of the transcript and the temporary record, including all information, recording or computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such a student may be individually identified, and that is kept by the Saugus Public Schools. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04. The temporary record consists of all the information in the student record which is not contained in the transcript. Such information is important to the educational process and may include standardized test results, class rank, extracurricular activities, and evaluations of the student by school staff.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to the 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 state law.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Reasonable attempt to notify the parent or student of the records request will be provided.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA may be filed with the Office for Family Compliance Policy, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under MGL c. 71, §34D which directs that “the Board of Education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth,” and under MGL c. 71, §34F which directs that “the Board of Education shall adopt regulations relative to the retention, duplication, and storage of records under the control of School Committees, and except as otherwise required by law, may authorize the periodic destruction of any such records at reasonable times” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June, 1995. 603 CMR 23.00 is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

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

The Saugus Public Schools reserves the right, under 603 C.M.R. 23.07(4)(g), to forward the educational record to authorized school personnel of a school to which a student seeks or intends to transfer without the consent of the parent or eligible student.

Protection of Pupil Rights Amendment (PPRA)

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

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

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 Saugus Public Schools will provide parents, within a reasonable period of time prior to the administration of the survey and activities, notification of the surveys and activities and provide an opportunity to opt their child out, as well as an opportunity to review the surveys. If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the building principal. The principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to the student.

Parents who believe that their rights have been violated may file a complaint with the Office for Family Compliance Policy, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Student Photographs and Issues of Privacy

File: JRD

Individual schools may arrange, in cooperation with the school’s parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents on a voluntary basis. The building principal or his/her designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- enhance the safety of students through visual identification in an emergency situation,
- facilitate the social, educational, and administrative activities conducted in the school,
- provide a service to parents and students, and
- allow any excess monies realized from the picture-taking program to be used by the sponsoring group as authorized by the building principal

Sec. 9528 Armed Forces Recruiter Access to Students and Student Recruiting Information

- Access to student recruiting information – Notwithstanding section 444(a)(5) (B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.
- Consent - A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request: and shall comply with any request.
- Same access to students - Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.
- Notification - The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of enactment of the No Child Left Behind Act of 2001, notify principals, school administrators, and other educators about the requirements of this section.
- Exception - the requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.
- Special rule - A local educational agency prohibited by Connecticut State Law (either explicitly by statute or through statutory interpretation by the State Supreme Court or State Attorney General) from providing military recruiters with information or access as required by this section shall have until May 31, 2002, to comply with that requirement.
- Parents please see check off box on the sign off page to either approve or disapprove release of your child's information. If not returned, information will be released by law.

Other State and Federal Laws and Programs

The Education Reform Act

School Councils are composed of school Principal, parents, teachers, and community members.

The Principal, in consultation with the school council, (1) adopts goals for the school; (2) assesses the needs of the school in light of these goals; and (3) prepares a school improvement plan, which is reviewed and approved by the school committee.

Saugus Middle High School has a Student Advisory Committee established under the guidelines promulgated by M.G.L. Ch. 71:

Section 8 Ma, which states:

School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.

The members of such Student Advisory Committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who will serve for a term of one year. Said chairperson shall be an ex-officio, non voting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee.

Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation.

Special Education

Special education services are provided to students found eligible after an initial Team meeting. To be found eligible for services, a student must have one of the following disabilities: autism, developmental delay, specific learning disability or an intellectual, sensory, neurological, emotional, communication, physical, or health impairment. It is also necessary for eligibility, that the disability prevents the student from making effective educational progress, and for the student to require specially designed instruction or related services in order to access general education.

The district offers an array of services designed to meet student needs. Special education services and placement determination are the responsibility of a multi - disciplinary team composed of professionals who have assessed the student in any areas of suspected need, a regular education teacher, administration and, most importantly, the student's parent or guardian.

Upon completion of an initial evaluation, if found eligible by the Team, the Team develops an individualized educational program (IEP) that highlights, among other things, the student's strengths, areas of concern, strategies for accommodating for the students disability, modifications to the curriculum, services that the student will receive and important goals and objectives developed to ensure student progress. Parent involvement during the evaluation and IEP development is an integral part of the process. Copies of the *Parent's Rights Brochure* are available in the special department located at Roby School or from the school buildings' Evaluation Team Facilitator.

In accordance with Massachusetts General Law 71B:3, and as promulgated into law on January 8, 2009, the Saugus School Committee shall ensure that parents of children with disabilities in a public school have the right to observe their child in the school setting without restriction of duration and extent of observation. Such standard shall be applied with exception to the following protections: (1) the safety of children in the program during observation; (2) the integrity of the program during observation; and (3)

the children in the program from disclosure by an observer of confidential or personally identifiable information that may be obtained during the observation.

“The complexities of the child’s needs, as well as the programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it.” Requests for an observation are to be initiated by the parent by contacting the building administration to begin the process and to obtain procedural information as established by the Office of Pupil Personnel Services.

Section 504 of the Rehabilitation Act of 1973

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

The United States Department of Education, Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the U.S. Department of Education. Recipients of this federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met. OCR enforces Section 504 and Title II of the Americans with Disabilities Act of 1990 (Title II), including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

Section 504 also protects employees: “No qualified individual with a disability shall, on the basis of his or her disability, be subjected to discrimination in employment under any program or activity” receiving federal financial assistance.

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

Sheltered English Immersion

In accordance with state laws and regulations, Saugus provides instruction in the English language for students whose English proficiency level is limited. Potential students are identified through a testing program administered to those whose home language is not English and who demonstrate to teachers a language need.

The program, known as the Sheltered English Immersion Program, provides specialized instruction for students according to the intensity of their need. Students who speak no English or very limited English receive high intensity English language instruction for the greater part of the school day, until they reach a point when their oral English is sufficient for them to receive sheltered English instruction in a partially integrated setting. Sheltered English instruction means that students study the same subjects as their peers, but with simplified language and audio-visual material presented in a comprehensible manner, to make information clearer and more understandable. The material used includes, but is not limited to, pictures, graphs, videos, computer programs, and manipulatives. Lessons and activities are designed so that the English language development of the student is addressed.

Students are not expected to remain in high intensity classes for more than a year. Students receiving sheltered instruction are integrated with their peers as much as possible for subjects such as mathematics and science, and receive specialized instruction in more difficult subjects such as English Language Arts, reading and social studies, until they are ready for unsupported instruction in the mainstream in those areas. For further information on the Sheltered English Immersion Program please contact the principal of your school.

School-Wide Educational Service Plan

As required by the changes in laws regarding suspension and expulsion, this plan must be offered to students/families if a student is being suspended for 10 or more consecutive days of school, up to and including expulsion. These laws went into effect on July 1, 2014.

If a student is suspended for ten days or more consecutively, Saugus Public Schools will work with the student and family to identify opportunities for the student to make academic progress. SPS works with various certified teachers as well as SEEM and Shore Educational Collaborative to ensure that students are offered an opportunity that is appropriate for them, depending on the severity

of the student behavior and the individual needs of the student. Programs considered by Saugus Public Schools will include the following:

Direct Saugus Public Schools Academic/Social Support Program(s)

For students suspended for more than 10 consecutive days but less than 90 days., academic work is provided and evaluated by SPS teachers. SPS teachers and/or contracted staff, will work, support and supervise students during this suspension to ensure availability of instruction, additional therapeutic service and the engagement of learning. The Direct Academic/Social Support programming is located at the Saugus Public School Administration Building, 23 Main Street Saugus, MA 01906. Students are provided with a detailed schedule of expected attendance by the school principal. The school principal communicates directly with the PPS Director to coordinate the individual needs of identified students for the purpose of planning for direct service, therapeutic service, transportation (if agreed upon), staff communication, materials and supplies and access needs. Student attendance is reported daily to the appropriate school building. SPS also has Edgenuity as a tool to support online academic course work for students. Edgenuity can be accessed and student support provided under the direction of SPS staff while attending direct SPS academic/social support.

Shore Educational Collaborative & SEEM Educational Collaborative

When deemed necessary and depending on the duration of the suspension or expulsion, as well as the needs of the student, a more restrictive and intensive educational program environment may be offered to students. Therapy and counseling can be a daily component of the curriculum and instruction. Shore and/or SEEM teachers and staff provide the work and therapy.

PROUD AND STAR Programs

A long-term academic and therapeutic setting located within the public school at the Middle School and Saugus High School operated by Saugus Public Schools. All course work is assigned and taught by teachers on site. Therapy and counseling are a part of the structure of the program. Individualized education and behavioral supports are embedded in the methodology of the program.

Policies and Procedures

Attendance Policy

File: JHABC

Consistent attendance is critical for students to achieve in the classroom. Our attendance policy is designed to promote the development of responsible, dependable, and punctual students, recognize the role of the student, family, and school in maintaining appropriate attendance, and enforce Massachusetts Laws with respect to school attendance. The following policy outlines definitions for excused and unexcused absences, protocols for reporting absences, and potential consequences for failure to adhere to the policy or follow school protocols. The accumulation of both excused and unexcused absences may cause a student to not receive credit towards graduation, even with an earned passing grade. The threshold for this determination is

- **20 or more (excused or unexcused) absences for a yearlong course or (Allowed 19 before an appeal)**
- **10 or more (excused or unexcused) absences for a semester course (Allowed 9 before an appeal)**

Excused Absences

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

The state statute further points out that good attendance is the joint responsibility of the student, the parent/guardian, and the school. Therefore, students may be excused temporarily from school for the following reasons.

- Personal illness, quarantine or other medical condition with verifiable parental or medical documentation **(1-2 day absent requires a note from a parent/guardian) (3 consecutive days absent requires a medical note and the student must report to the nurse)**
- Bereavement or serious illness in the family.
- Observance of major religious holidays.
- Court appearance/subpoena.
- College or military recruiter visits, limited to two, with previous approval from the administration. – Seniors only (Juniors 4th Quarter only)
- School activities, which were approved by the administration.

Parents/Guardians should provide documentation verifying these absences **either prior to the absence or upon the student's return.** *These notes should be turned into the Main Office, assistant principal, and/or the nurse; depending on the nature of the absence.* Valid absences will be denoted as excused.

Unexcused Absences

Absences, including not limited to, oversleeping, missing a bus or ride, **family vacations**, and unauthorized events, will be counted as unexcused absences.

Appeal Process

To insure fairness, an attendance review may be conducted to evaluate any extenuating circumstances relating or pertaining to absences, prior to final marks being recorded. A hearing will be conducted to review any appeal and notification will be given to the student and his/her family after a determination has been made.

Students exceeding the absence totals may appeal by completing an **attendance appeal form and submitting this form to his/her assistant principal.**

- **Attendance appeal board meetings will be held twice a year.** Once during **Mid Year Exam week** and another during **Final Exam week.**
- Students with **10 absences as of January 1st** will present their case (with a parent/guardian) to an attendance appeal board the week of Mid Year Exams
- **Paperwork for appeals must be in the Monday before Mid Year Exams and the first week of June.**
- **If no appeal is made or the appeal is denied; the student may be eligible to attend summer school to regain their credit.**
- The appeal board will be made up of classroom teachers and one (1) administrator.
- The administrator shall be a non-voting member of the committee.
- Appeals will be approved or denied by a majority vote. In the event of a tie, the appeal is granted.
- The chairperson of the appeals board will be determined by a vote at the beginning of the first appeals board meeting during mid-year exams.
- Letters informing both the parent/guardian and the student of the date and time of the appeals board meeting will be sent home with two days notice.

Protocol for Reporting an Absence

The school will contact homes of students who are absent on a daily basis through our automated announcement system. The parent is urged to contact the appropriate Administrative Office upon receipt of this call if they are unaware of this absence. Students and parents may access the class and daily attendance through our administrative software. *All notes documenting absences must be taken in to the respective Administrator for approval within 48 hours of an absence. Documents received after the 48-hour period may be determined to be unacceptable.*

Chronic Absenteeism

If a student under the age of sixteen accumulates seven (7) absences for the year, either excused or unexcused, a letter will be sent out addressed to the parent/guardian outlining the school's attendance concerns and arrange for a mandatory meeting with administration to come up with a plan to address the absenteeism discuss the reasons for the absence, and plan for improved attendance going forward.

If the student reaches 15 absences for the year, the Assistant Principal or Principal may choose to involve the Department of Children and Families and/or the Juvenile Court by filing a CRA or 51A as appropriate.

No student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the Superintendent or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meetings shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent or guardian if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

Attendance Procedures

Absences

Students are absent from school only in the case of personal sickness or death in the family, unless arrangements are made at the office on the day of the absence.

Any student absent from school for unsatisfactory reasons is subject to disciplinary actions.

- A student reporting to school after **an absence of three (3) days or more must bring a medical note and report to the nurse.** In the event the nurse is not readily available, the student will then report directly to the Assistant Principal Office for admission. A student returning after an absence caused by the following must present a doctor's certificate to the office:

- Streptococcal infections (scarlet fever, strep throat, MRSA, etc.)
- A suspected case of ringworm
- A suspected case of impetigo
- All students returning from an absence of five (5) consecutive school days or fewer must make up work within ten (10) school days, except for seniors during the fourth term when make-up work must be within (5) five school days. Make-up work after an extended period of absences must be made up by arrangement with the subject teacher and Assistant Principal.
- No student is to attend or take part in a dance, athletic contest, or any other school activity on the day he or she is absent from school without first obtaining permission from the Principal/Assistant Principal.
- Dismissals for reasons other than sickness or death may be granted if a note has been brought from home and approved by the Assistant Principal. A phone call will be made from the school to verify these notes. Parents are asked not to make requests for a dismissal by telephone.
- Telephone dismissals will not be honored unless the Assistant Principal speaks to a parent/guardian and only in an emergency situation. Only a person on a student's X2 account can dismiss a child with proper identification.
- **Students dismissed before, or admitted after 10:50 AM, will be considered absent for the day**
- Students must be in school by 7:45 AM to participate in any extra-curricular activities unless this tardy is excused by the Assistant Principal/Director.
- The notes presented to the Assistant Principal are not to be confused with any documentation for medical excuses needed by a student for the Attendance Review Board.

Parents are urged to contact the Assistant Principal when they become aware that their child has accumulated three or more absences from a class.

Dismissals

- If there is a valid reason to be dismissed from school during school hours, a student must bring a note from his parent or guardian stating the reason, the time of dismissal, and a home and work phone number. This must be brought to the main office before **7:50 AM**. Once verified, a dismissal slip will be issued. A call will be made from the school to determine the validity of the dismissal note. Parents are asked not to make requests for a dismissal by telephone. Telephone dismissals will not be honored unless the Assistant Principal speaks to a parent/guardian and only in an emergency situation. Parents will need to come in to dismiss a student if a note is not presented prior to **7:50 AM**.
- **Dismissed before 11:15 AM will result in an absence unless there is a medical note**
- School Administrators reserve the right under school attendance statutes to deny requests for dismissal, which by their pattern constitute a violation of those school attendance statutes.
- In order to dismiss a student, the person must be listed as a contact in Aspen. Please make certain to update these contacts via email or written documentation.
- Registry appointments and other personal business should be planned for after school hours. In no instance is working an excuse for absence, dismissal or tardiness. Parents are urged to make dental and doctor appointments that are not emergencies at times that will not interfere with the school program.
- Any student who is dismissed prior to the end of the day will not be eligible to participate, that day, in athletics, band, club or school sponsored activities. Exceptions will only be made by the Principal or Assistant Principal in the absence of the Principal.
- Leaving the building without being dismissed by either the nurse or the Assistant Principal will be considered class cutting/out of bounds and will be dealt with accordingly.
- We ask the cooperation of parents to insure prompt and regular attendance throughout the school year.

Dismissal from Health Facility

If possible, students will obtain a pass to go to the health room; however, they are not forbidden to go there without one. If a student deems it necessary to see the nurse, he or she may go to the health room and WILL NOT be admitted without a pass, unless it is an emergency situation. The nurse will then call the student's teacher to let his/her whereabouts be known. Dismissal forms similar to those described for absence are then given to the student. No one will be dismissed until a parent or authorized adult has been contacted and will assume responsibility. Students deemed too sick to stay in school by the nurse will receive an excused dismissal, however; they will be ineligible to return to participate in any athletic or extracurricular activity that day. Frequent visits to the nurse (more than 3 times per term) require the school nurse to contact parents or guardians. In addition, a professional medical follow-up will be required of the student to justify any continuance of successive visits to the health room.

Tardiness

Student tardiness to school or class hinders the maximum educational opportunities available. In order to discourage tardiness, the following procedures are in effect:

Tardy to school:

- Students who arrive after the start of school are considered to be tardy to school and must sign in at the designated area. Teachers are not to allow students into class after the late bell has rung unless a student has a "Late Arrival Pass".
- Students who arrive 20 minutes after the start of the school day will be asked to bring a note from their parent/guardian to verify the tardy.

- After the student's 3rd tardy to school, **regardless of arrival time**, in a quarter, he/she will be assigned an Office Session. An additional Office Session will be assigned for each subsequent tardy for that term.
- Students who are tardy on Friday will serve their Session on Monday. For further disciplinary actions based on tardiness, please refer to the Discipline Infractions/Consequences.
- **Tardiness counting towards the Attendance Policy:**
- For every three days tardy after 7:45 AM (without a medical note), will count as an absence.

Tardy to class:

If a student is tardy to class (not in the classroom when the bell rings) the student will stay after school on a day assigned by the teacher. If the student does not report after school, the student will be referred to the Assistant Principal. Three tardy arrivals shall equate to one absence and be counted into the existing attendance policy as an unacceptable absence.

Bullying Intervention and Prevention Plan 2021

File: JICFB

Statement of Purpose:

The Saugus Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Saugus Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

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

The Saugus Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Saugus Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principals are responsible for the implementation and oversight of the Plan at their respective buildings.

PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-- related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and (ii) at a location, activity, function, or program that is not school-related including through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINITIONS

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

Aggressor

is a student or school staff member who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property; ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.
- vi. Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.
- vii. Hostile environment, as defined in M.G.L. c. 71, § 37O, is 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 a student's education. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- viii. Victim/Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

TRAINING AND PROFESSIONAL DEVELOPMENT

The Saugus Public Schools will meet the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

ANNUAL STAFF TRAINING ON THE PLAN

Annual training for all Saugus Public Schools faculty and staff on the Plan will include staff duties under the Plan, an overview of the steps that the Principal or designee will follow upon receipt of a report of bullying or retaliation,

and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last year.

WRITTEN NOTICE TO STAFF

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

ACCESS TO RESOURCES AND SERVICES

Identifying resources. Resources for targets, aggressors, and their families may include, but are not limited to: adopting new curricula, establishing safety planning teams, and identifying other agencies that can provide services.

Counseling and other services.

The Saugus Public Schools has a variety of appropriate resources within the district. This includes utilizing adjustment counselors, youth counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Saugus Public Schools utilizes a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

Translators are provided as are translations of materials for Saugus families as needed.

Students with disabilities.

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or the student is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Referral to outside services.

The Saugus Public Schools has a referral protocol for referring students and families to access appropriate services. Referrals comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

ACADEMIC AND NON-ACADEMIC ACTIVITIES

General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the Saugus Public Schools bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline; • Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;

- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION A.

Reporting potential bullying or retaliation.

Reports of potential bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be documented in an age appropriate manner by the Principal or designee. A school or district staff member is required to report promptly to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The Saugus Public Schools will make a variety of reporting resources available to the school community including an anonymous electronic option. Use of a written form is not required as a condition of making a report. The Saugus Public Schools will take all reported incidents either verbal or written and will record necessary information to document the information as reported.

Reporting by Faculty and Staff

A Faculty or Staff member will report immediately to the Principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Principal or designee. The Principal or designee will document all reported incidents.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary for all parties involved. The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians.

Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or

guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to another school or district.

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

c. Notice to law enforcement.

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. 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 Principal or 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 aggressor. In making this determination, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and the Superintendent or designee.

Investigation.

The Principal or designee will investigate promptly all reports of bullying or retaliation 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 Principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. The Principal or designee, other staff members as determined by the Principal or designee, and in consultation with the school counselor, may conduct interviews. To the extent practicable, and given his/her obligation to investigate and address the matter, the Principal or designee will maintain confidentiality during the investigative process.

The Principal or designee will maintain a written record of the investigation, including the preservation of all email and text communications. Procedures for investigating reports of bullying and retaliation will be consistent with Saugus Public Schools policies and procedures for investigations. If necessary, the Principal or designee will, with the consent of the Superintendent, consult with legal counsel about the investigation.

d. Determinations.

The Principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal or designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Principal or designee may choose to consult with the students' teacher(s) and/or counselors, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or

retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

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

Responses to bullying.

Teaching appropriate behavior through skills-building Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the Principal or designee may consider include:

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

Taking disciplinary action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting safety for the target and others

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the Principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Principal or designee will work with appropriate school staff to implement them immediately.

COLLABORATION WITH FAMILIES

Parent education and resources.

- A. The Saugus Public Schools in collaboration with parent associations will offer education programs for parents and

guardians that are focused on the parental components of the anti bullying curricula and any social competency curricula used by the district or school.

- B. Notification requirements. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the home language.

Definition of Hazing

MASSACHUSETTS HAZING LAW

Massachusetts General Law Chapter 269, Sections 17-19 makes it a crime to participate in organized hazing and provides for a punishment of a fine, imprisonment or both.

In accordance with the laws of the State of Massachusetts, Saugus Middle-High School does not condone hazing in any activity associated with the school, including athletics, academics and co-curricular clubs and organizations.

Section 17 Definition: The term hazing as used in this section 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 weather, forced consumption of any food, liquor, beverage or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this section. [Added by St. 1985, c.536. Amended by St. 1987, c.665.]

Section 18 Reporting: Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such a crime shall, to the extent that such person can do so without danger of peril to himself or others, report such a crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars. [Added by St. 1985, c.536. Amended by St. 1987, c.665]

Section 19: Notification: This section of the Massachusetts General Laws requires this hazing law to be issued to all students and to all members of clubs, teams and organizations. Organizers and participants of hazing shall be disciplined in accordance with the measures set forth in the student handbook "Student Discipline Code."

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

Section: AC (also GBAA)

Prohibition of Hazing Policy

File: JICFA

I. Rationale of Policy

Saugus Middle-High School is first and foremost an educational institution. Its hazing prevention policies and response procedures for hazing incidents must grow from and embody its educational mission.

Membership in extracurricular activities, clubs, and interscholastic athletics can increase leadership and service potential, recreational, intellectual, and artistic opportunities, and otherwise contribute positively to personal and social development. When membership is linked with involvement in hazing activities, the safety of students is endangered and the educational purpose of the endeavor is compromised. Saugus Middle-High School has therefore adopted a policy of zero tolerance for hazing as defined in the Massachusetts General Laws, Chapter 269, Sections 17, 18, and 19. This law is duplicated in the Saugus Student Handbook.

II. Statement and Definition of Policy

In accordance with the laws of the State of Massachusetts, Saugus Middle-High School does not condone hazing in any activity associated with the school, including athletics, academics, and co-curricular clubs and organizations.

"Hazing" means any intentional, knowing, or reckless act committed by a person, whether individually or in concert with others, against a student in connection with being initiated into, affiliated with, holding office in, or maintaining membership in any organization, club, athletic team, or activity and that is intended, or should reasonably be expected to have the effect of humiliating, intimidating, or demeaning a student, or endangering the mental health or physical health of that student.

Hazing also includes soliciting, directing, aiding or otherwise participating actively or passively in such acts. Hazing occurs regardless of the consent or willingness of a victim to participate in the activity. Hazing may occur on or off the school's campus. The

school discourages activities of clubs and teams that are not sanctioned by the school and is not responsible for incidents that might arise from participation in non-school sanctioned events. However, this does not prevent the school from imposing this policy and holding students accountable if events of hazing occur at non-school sanctioned events.

It is the policy of Saugus Middle-High School that no student or adult shall participate in or be members of any secret fraternity, sorority or secret organization that is in any degree related to the school or to a school activity. No student or adult organization or any person associated with any organization sanctioned or authorized by the School Committee shall engage or participate in hazing.

Examples

The following list is intended as a **guideline only** as to some of the activities that will be considered hazing at Saugus Middle-High School.

- Any physical brutality directed at a student such as whipping, beating, paddling, striking, restraining, touching, piercing, tattooing, shaving or placing of a harmful substance on a student.
- Any type of physical activity that subjects a student to an unreasonable risk of harm or adversely affects the student's mental health or safety. Such activities would include "dares", forced calisthenics, riding on the hood of a car, or "cramming" people into unusual places (car, closet, showers, lockers, etc.).
- Any type of activity involving the consumption of food, liquid, alcohol, drugs or any other substance which can subject a student to an unreasonable risk or harm or adversely affect the student's mental or physical health or safety.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, humiliation or that adversely affects the mental health or dignity of the student or discourages the student from remaining in school. Such activities would include, but not be limited to, psychological abuse, simulated sexual acts, harassment, being tied up, taped, or confined in a small space.
- Any activity that induces, causes, or requires someone to perform a duty or task that involves a violation of the state or federal penal code. (Such examples would include, but not be limited to, shoplifting, driving recklessly, kidnapping, nudity in public places, stealing.)
- Any other activity the administration deems detrimental to the mental and/or physical health of a student regardless of his/her consent.

It should also be noted that there are a wide array of activities in which student members of clubs, organizations and athletic teams can engage that positively nurture camaraderie and team building, develop unity, connectedness, and a sense of belonging and promote the development of self-esteem. Examples of such activities may include:

- Participating in team or club fund-raising activities
- Doing community service projects
- Arranging and performing clinics for youth programs
- Participating in benefit programs and exhibitions
- Arranging supervised pasta or pizza parties
- Promoting your activity over the school's public address system
- Wearing the "colors" of your sport, or sponsoring appropriate team/activity dress up days.
- Modeling "Good Character, Sportsmanship, Tolerance" as a goal of your group.
- As a group, attending school sponsored events such as dances, athletic events, plays, concerts, art shows, science fair, banquets, honor society inductions, etc. which display your group's interest in school-wide activities.

Non-School Sanctioned Events:

Because it is not always clear to students which activities are unacceptable and constitute hazing, student leaders and members of such groups are strongly encouraged to consult their parents, advisors, coaches, teachers, administration, or other officials responsible for the activity in advance of the planned event. It is not recommended that these activities conflict or interfere with a student's pursuit of academics. (Ex: After-practice pasta parties or sleepovers are discouraged on school nights.)

III. Reporting Hazing Activities

Police will be notified of any hazing acts that may violate criminal law. If there is evidence of sexual or indecent assault and battery as defined by Massachusetts General Law, Chapter 265, Section 13H, the incident should be reported to legal authorities as mandated under Chapter 269, Section 18 of the Massachusetts

General Laws.

Massachusetts General Law 269, Section 18 requires that "whoever knows another person is the victim of hazing 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 a crime shall be punished by a fine of not more than one thousand dollars."

Any person may report hazing directly to any school official, the principal, and/or superintendent of schools.

Students should responsibly report hazing incidents to a parent, teacher, administrator, coach, advisor, guidance counselor, local police, or other responsible adult. These reports should include time, place, people involved, and as much specific information as possible about the hazing event as to facilitate an investigation.

Any such person who receives a report of, observes, or has other knowledge of conduct that may constitute hazing shall inform the building Principal immediately.

Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or activity participation (i.e. clubs, athletics, band, etc.).

IV. Consequences.

If a student is found to have organized or actively participated in the hazing of another student, through admission of guilt or through investigation by school officials or law enforcement officials, that student will immediately forfeit membership in all academic clubs, extracurricular groups, and athletic teams for a period of ninety (90) school days. The student will face school suspension for a period of up to five school days for minor involvement and five to ten days for organizing and participating. Counseling, community service and/or enrollment in diversionary programs may also be assigned at the discretion of the school administration, police, or courts. If an investigation of a hazing incident is not completed within the scope of a sport season, club duration, or activity period, persons found guilty of hazing will forfeit participation in that sport, club, or activity the next year and/or extracurricular activities for the current year at the discretion of the administration, including, but not limited to dances, plays, concerts, athletic events, senior week activities, proms, and graduation. Any student found guilty of hazing will relinquish all leadership positions such as class officer, sport captain, student council representative, etc., for the remainder of the academic year. If the hazing incident involved enough members of the club, activity, or athletic team as participants, and there is concern for the safety of the students, the administration can cancel the club, activity, or athletic team for any period of time up to one year. If the hazing involved any type of sexual assault or indecent assault and battery as defined in Chapter 265, Section 13H of the Massachusetts General Laws, the student will be suspended and may be subject to expulsion hearings which could result in either exclusion and/or expulsion from school.

V. Reprisal

In accordance with the school district's harassment policy, the school district will discipline or take appropriate action against any student, teacher, coach, advisor, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VI. Dissemination of Policy

Reference to these regulations will appear in both the school's student handbook and teacher handbook. Prior to participation in any school club, organization, or athletic team, the student must sign and date an Activity Participation Form that includes information about hazing referencing this policy.

References:

M.G.L. CH 265, Section 13H

M.G.L. CH 269, Sections 17, 18, 19

Saugus Middle-High School Harassment Policy

Saugus Middle-High School Student Handbook

Saugus Middle-High School Teacher Handbook

APPENDIX

THE HAZING TEST *

The following questions are intended to help student leaders to think about issues of hazing when planning activities for their organizations.

1. Would you have any reservations describing the activity to your parents, a teacher, or a school administrator?
2. Would you object to the activity being photographed for the school newspaper or local TV news?
3. Is there a risk of injury or a question of safety?
4. Is this a team or group activity in which members are encouraged or expected to attend and where minors are consuming alcohol?
5. Will current members refuse to participate with the new members?
6. Does the activity risk emotional or physical abuse?

Approved by the School Committee: 3/10/05

Harassment Policy

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

Definitions

For the purposes of this procedure:

- A. "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. "Discrimination" means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.
- C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the

individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendos, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.

- D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

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

Harassment and Retaliation Prohibited

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

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

Reports of Discrimination or Harassment

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

Investigation

If any individual or his/her representative, complains that he/she has been harassed (or who has witnessed or learned and reported an incident of harassment) based on a protected class in the educational environment, appropriate school officials will investigate the facts and circumstances as reported. In assessing such reports school officials will be careful to consider the viewpoint of the complainant, or reporter, especially in cases involving small children. The complainant will be informed of the grievance procedure.

School officials will promptly look into each complaint of harassment. Such inquiries will be handled at the lowest possible level, most ordinarily at the building level. Central Office staff routinely will serve only in an appellate capacity. If a determination is made that harassment has occurred, school officials will take any appropriate aforementioned action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained consistent with the school system's obligations under law and under applicable collective bargaining agreements.

In certain cases, the harassment of a student may constitute child abuse by a "caretaker" (e.g. by a school staff member) and under Massachusetts General Law Chapter 119, section 51A, school administrators, teachers, and other school staff must report the suspected child abuse to the Department of Social Services.

Students and employees are encouraged to utilize the District's Complaint Procedure. Students and employees are hereby notified that they also have the right to report complaints to the agencies listed below. The state agency responsible for enforcing laws prohibiting harassment is the Massachusetts Commission Against Discrimination ["MCAD"], which is located at One Ashburton Place, Boston, Massachusetts. The agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission, which is located at One Congress Street, Boston, Massachusetts. Students and employees are hereby notified that they also have the right to report complaints to: Individuals may also file complaints with the United States Department of Education, Office for Civil Rights, 5 Post Office Square, 8th Floor, Boston, Massachusetts 02110-1491.

Complaints Relative to Identification, Evaluation and Placement of Students with Disabilities

Both Section 504 of the Rehabilitation Act of 1973, M.G.L. c. 71B and the Individuals with Disabilities Education Act set forth specific procedures for disputes regarding the identification, evaluation and placement of students with disabilities. Concerns about the identification, evaluation and educational placement of students with disabilities are not addressed through this procedure, but in accordance with the procedural safeguards set forth in IDEA and Section 504, respectively. Specifically, concerns about identification, evaluation and placement of students under the IDEA and M.G.L. c. 71B may be addressed through the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure rather than this grievance procedure.

Additionally, concerns about identification, evaluation and placement under Section 504 may be addressed through the procedural safeguards specified at 34 C.F.R. 104.36.

A copy of the Parents' Rights Brochure and/or the procedural safeguards under Section 504, please contact:

Ms. Dawn Trainor, Executive Director of Pupil Personnel Services (Special Education)
Saugus Public Schools
23 Main Street
Saugus, MA. 01906
781-231-5000

A person with a complaint involving discrimination on the basis of a disability other than that described above may either use the grievance procedure or file the complaint with the U.S. Department of Education at the address provided at the end of this grievance procedure.

Where To File A Complaint

Any student or employee who believes that the Saugus Public Schools has discriminated against or harassed her/him because of her/his race, color, religion, national origin, sexual orientation, or disability in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Building Principal and/or the Executive Director of Pupil Personnel Services. These individuals are hereinafter referred to as "Grievance Administrators".

Contents of Complaints and Timelines for Filing

In order to ensure an effective investigation, complaints should be filed as promptly as possible. An alleged grievance should be filed with the appropriate Grievance Administrator (principal or designee) in writing within 180 calendar days of the last act of alleged discrimination. The District strongly recommends that a complainant submit his or her allegations to the appropriate Grievance Administrator in writing as it will assist the District in its investigation of such an allegation and the District should request that any such allegations are submitted in writing. Nonetheless, the District will still respond appropriately to allegations of harassment or discrimination of which it is on notice whether or not those allegations are submitted in writing. Any grievance about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. The written complaint should include the following information:

- The name, school, and grade level (or address and telephone number if not a student or employee) of the grievant.
- The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
- A description, in as much detail as possible, of the alleged discrimination or harassment.
- The date(s), time, and location of the alleged discrimination or harassment.
- The name of all persons who have knowledge about the alleged discrimination or harassment (witness), as can be reasonably determined.
- A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrators deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

After the Grievance Administrator is notified of the complaint, he or she may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

If the Complainant elects not to pursue an informal resolution or the Grievance Administrator determines that an informal resolution is not appropriate, he or she will interview witnesses whom she/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. An individual alleging discrimination or harassment has the right to an impartial investigation, the right to present witnesses and other evidence as part of the investigation, and the right to the protection from retaliation for reporting harassment and/or cooperation with this investigation. The person who is the subject of the grievance will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration. Such interviews and gathering of information will be completed within fifteen (15) school days of the receiving of the complaint.

Within twenty (20) school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or her/his representative to review information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by the Saugus Public Schools involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action. Unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment,) or if knowledge of this information is necessary to protect the health or safety of the student or other individuals. Nothing in this

grievance procedure shall prohibit the school district from notifying law enforcement, the Department of Children and Families or other agencies in a manner consistent with 603 C.M.R. § 23.00.

Any disciplinary action imposed upon an individual is subject to applicable procedural requirements.

All the timelines indicated above will be implemented, as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of the grievant/respondents and witness will be maintained, to the extent consistent with the Saugus Public Schools' obligations relating to investigation of complaints and the due process rights of individuals affected. Complainants should be aware that during the course of an investigation, it will likely become necessary to disclose the complainant's name and allegations to the alleged perpetrator and to the witnesses that are interviewed as part of the investigation. If a complainant requests confidentiality or asks that the complaint not be pursued, the school will still take all reasonable steps to investigate the allegations and respond to the complaint while maintaining that request for confidentiality. Without the ability to reveal the complainant's name or other personally identifiable information, however, the school district's ability to investigate and respond to these reports of the harassment or discrimination may be limited. The school district reserves the right, in certain cases, to proceed with an investigation of reports of harassment or discrimination even if the complainant has requested confidentiality.

Retaliation against someone because he/she has filed a complaint under the grievance procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Superintendent with fifteen (15) school days of receipt of the disposition by the Grievance Administrator, as listed below:

Ms. Erin McMahon, Superintendent of Schools
Saugus Public Schools
25 Dow Street
Saugus, MA 01906
(781) 231-5000

The Superintendent will issue a written response on the appeal to the grievant and the respondent within ten (10) school days of receiving the appeal.

Physical Restraint and Behavior Support Policy

*This policy complies with the revised physical restraint regulations at 603 CMR 46.01 et seq.,
Effective on January 1, 2016*

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student, oneself and / or others from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to staff and made available to the parents of enrolled students.

- I. OVERVIEW
- II. DEFINITIONS
- III. PROHIBITIONS
- IV. SPECIFIC RIGHTS
- V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT
- VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT
- VII. ENGAGING PARENTS/GUARDIANS AND YOUTH IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE
- VIII. REPORTING PHYSICAL RESTRAINT USE
- IX. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
- X. TRAINING REQUIREMENTS
- XI. GRIEVANCE PROCEDURES

I. OVERVIEW

The Saugus Public Schools ("the District") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be

administered only when necessary to protect a student, oneself and/or others from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Physical Restraint and Behavior Support Policy, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

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

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

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

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

Principal: instructional leader of a public school education program or his or her designee.

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

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

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

Inclusionary time-out: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

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

III. PROHIBITIONS

Medication restraint, mechanical restraint and seclusion are **prohibited** in all public school education programs, as defined by 603 CMR 46.02.

Prone restraint, as defined in 603 CMR 46.02, shall not be permitted in the Saugus Public Schools.

IV. SPECIFIC RIGHTS

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

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"Inclusionary time-out": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

"The use of 'inclusionary time-out' functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management."

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

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

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

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

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- A staff member must be physically present with the student who is in an exclusionary time-out setting;
- Students must never be locked in a room;
- An "exclusionary time-out" must be terminated as soon as the student has calmed; and an "exclusionary time-out" may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student's continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

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

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

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

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

Alternatives to Physical Restraint

Physical restraint shall not be used unless the less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff. These include:

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort as defined in 603 CMR 46.02 to a separate space for time-out

Safety

In an effort to prevent or minimize any harm to a student, staff will administer physical restraint in consideration of a student's medical or psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation, and will use only the amount of force necessary to protect the student, oneself or others from assault or imminent, serious physical harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

Forms of Physical Restraint

Forms of Physical Restraint used by the district which follow the Safety Care Protocol, include:

- 1 Person Stability Holds
- 2 Person Stability Holds
- Forward Escorts
- Reverse Escorts
- Seated Stability Holds
- Chair Stability Holds
- Leg Wraps

Duration

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

Follow-Up Procedures

After a student is released from a physical restraint, staff shall implement follow-up procedures that shall include:

- Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
- Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
- Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

VII. **ENGAGING PARENTS/GUARDIANS AND YOUTH IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE**

The Principal will follow procedures to identify students who may be at risk of restraint, and work with the student and their family, along with appropriate school personnel, to discuss behavioral supports to prevent restraint from occurring. Additionally, appropriate school staff working with the student should follow up with the student and family regarding the possible need for changes to these supports as necessary.

VIII. **REPORTING PHYSICAL RESTRAINT USE**

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

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will verbally inform the Principal as soon as possible and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. *If the Principal has administered the restraint, the Principal shall prepare the report and submit it to the Superintendent for review. The Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. The Principal shall provide this correspondence to the parent in the parent's designated language. The Principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report. The Principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request. There are no individual waivers permitted for these reporting requirements.

Contents of Written Report

The written report of any physical restraint shall include:

- Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20) minutes, if applicable.
- A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in an injury to either a student or a staff member within three (3) working days of the restraint. The District also will send DESE a copy of the record of physical restraint and the record of physical restraints for the 30-day period prior to the injury. The District will provide DESE with an annual report of its physical restraint use.

Reporting to Law Enforcement and other state agencies:

Nothing in this policy prevents an individual from reporting a crime to the appropriate authorities and nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L., c 119, s51A

IX ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

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

Weekly Individual Student Review

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

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns regarding restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

X. TRAINING REQUIREMENTS

General Training

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

a. Staff Training:

- i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- ii. Required training for all staff will include review of the following:
 - 1) Saugus Public Schools Physical Restraint and Behavior Support Policy
 - 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
 - 3) The role of the student, family, and staff in preventing physical restraint;
 - 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
 - 5) When in an emergency, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
 - 6) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
 - 7) Identification of Saugus Public Schools' staff who have received in-depth training (as set forth below in section (a)(iii)) in the use of physical restraint.
 - 8) Identification of school based Crisis Prevention/Response Teams.

In-Depth Training

1. At the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
2. Designated staff members shall participate in in-depth training in the use of physical restraint, with at least one refresher training annually.
3. In-depth training will include:
 - a. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - b. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - d. Demonstration by participants of proficiency in administering physical restraint; and
 - e. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.
 - f. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;

XI. GRIEVANCE PROCEDURES

Restraint Grievance Procedures

Any parent with concerns about the use of physical restraint at any school within Saugus Public Schools may request a meeting with the building Principal, the Executive Director of Pupil Personnel Services, or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of this Grievance Procedure.

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

1. The complaint must be submitted in writing or on audiotape to the building principal.
2. The building principal will meet with the complainant within ten (10) school days of receipt of the complaint.
3. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the building principal and the Department of Elementary and Secondary Education.
4. A written report will be developed by the building principal and provided to the complainant.

Legal Reference:

MGL-DOE Regulation 603 CMR-46.00

Adopted: 9/23/21

Drug and Alcohol Policy

File: ADB-R (Also JICH-R)

Saugus Public Schools ascribe to a “Zero Tolerance” philosophy with respect to the use and abuse of drugs and alcohol. A drug is defined as any chemical substance that alters the mood, perception, or consciousness, and is misused to the apparent injury of the individual or society. Student possession, use, sale, or transfer of drugs during the school day, at school-sponsored functions, or on school grounds is prohibited at all times. This applies to all events, regardless of location or time of the event.

Any student found to be in possession of or under the influence of a drug or alcohol, or in possession of drug paraphernalia is subject to disciplinary action:

1. Parent notification
2. A mandatory four day suspension from school and its associated activities
3. Referral to the Principal for a hearing to determine a possible expulsion from Saugus Public Schools.
4. All contraband to be turned over to the Saugus Police Department
5. Referral to the Saugus Police Department for possible prosecution
6. Student athletes are required to adhere to MIAA rules as may be amended from time to time

Amended SC First Read: May, 12, 2011

SC Approved: May 26, 2011

Tobacco Free School Policy

Section: ADC (also JICG)

The Saugus Public Schools, in accordance with the Commonwealth of Massachusetts Educational Reform Act of 1993, Chapter 71, Section 37H, prohibit the use of any tobacco product within the school buildings, on school grounds, in school buses, or at any school sponsored event. For the Purpose of this policy, tobacco products include, but are not limited to, cigarettes, cigars, pipes, chewing tobacco, and snuff. This prohibition extends to all students, faculty, staff, and visitors. Visitors include anyone not in the employ of the Saugus Public Schools, including delivery personnel, and anyone contracting with the school department to use the building.

The consequences for violating this policy will be as follows for the different groups:

Student Violations: Student violations of the Tobacco Uses Policy will be handled in accordance with the discipline code published in the student agenda books at each academic level: elementary school, middle school, and high school. In all instances the tobacco product(s) will be confiscated.

Faculty and Staff Violations: Employees of the Saugus Public Schools who are found in violation of this policy will be subject to progressive discipline which will include a verbal warning for the first offense, a written reprimand for the second offense, and an unpaid, one- day suspension for the third offense.

Visitors: Visitors found using tobacco products on school property will be asked to cease. If they persist in violating the policy, they will be asked to leave the premises.

*Approved by the School Committee:
8/30/01*

SBIRT – Screening, Brief Intervention, and Referral to Treatment

SBIRT is an evidence based practice used to identify, reduce and prevent problematic use, abuse and dependence on alcohol and illicit drugs. The SBIRT model was implemented by an Institute of Medicine recommendation that called for community based screening for health risk behaviors, including substance abuse. The premise behind SBIRT is to evoke change and get students talking and focusing on their strengths. The process is a collaboration between the professional and the student. SBIRT is an approach to the delivery of early intervention and treatment to people with substance use disorders and those at risk of developing these disorders.

SBIRT consists of 3 major components:

1. Screening – provides a quick method to identify patients who use substances at at-risk levels. The screens usually assess patient self-reported information about substance use.
2. Brief Intervention – Evidence based practices designed to motivate individuals at risk of substance abuse and other health related issues
3. Referral to treatment – Establish a clear method of follow-up with patients that have been identified as having a possible dependency on a substance or in need of specialized treatment.

The Signs of Suicide (SOS) Program

The Signs of Suicide (SOS) program has been used by thousands of schools over the past ten years as a screening tool for depression and a program to help students recognize signs of depression and self destructive behaviors in both themselves and their friends. Each semester at SHS, all students in the 9th and 11th grade who are currently enrolled in Wellness will be participating in the SOS program during one period of a class. A trained professional, along with your child's classroom teacher, will show a short video on depression and teen suicide. Students will then be assisted in processing what they have viewed. Then, students will complete a brief written screening for adolescent depression. The screenings will be collected and scored the same day by a school counselor. The score will indicate whether it is advisable that a particular student see a mental health professional for a follow-up discussion. If that is the case, the parent of that student will be contacted regarding the results of the screening by a school counselor.

If you do **NOT** wish your child to take a written screening test for depression and participate in SOS: Signs of Suicide intervention training in school, please put that request in writing and return to your child's guidance counselor by October 1, 2020. If we do **not** hear from you by **October 1**, we will assume your child **has permission** to participate in this program.

Grade Notification Policy - Grades 6 to 12

Purpose: This policy has been developed to promote and support our District's goals of family communication and transparency regarding the grading of our students. It further provides our students and their families with timely feedback related to collected/graded assignments and assessments. It is a priority for our staff to provide our students and their families with an accurate account of student performance. That said, timely input of grades in our student management is essential in this process.

Method: All teachers, grades 6 to 12, will use Aspen X2 or the currently used student management system to accurately report students' grades in a timely and accurate fashion. This will be done using the following criteria/requirements to ensure a positive line of communication:

- When an assignment is collected by teachers or an assessment is given, this assignment/assessment should be input in Aspen X2 on or before that due date. This allows students and families to be aware of when the assignment is due and or when the assessment was given to the class.
- The teachers will have the following time table for input of the grades for that assignment/assessment into the student management system:
 - Daily homework, classwork, or participation grades within two school days of the date of collection or assessment.
 - Traditional assessment, test, quiz, lab report, problem set or the like within one week, five school days of the date of collection or assessment.
 - Long term projects, papers, or essays within two weeks, ten school days of the date of collection.
- If there is an issue with the teacher's ability to complete this time table for an extenuating circumstance, the following measures should be completed by the teacher:
 - The teacher should inform an Administrator of the extenuating situation.
 - The teacher should inform the students and let them know exactly when the grades will be posted.
 - The teacher should contact the families, using Aspen X2 email, to make them aware of the situation and give them the updated time table for posting.
- Teachers who fail to comply will be subject to progressive administrative action. These measures are intended to promote

and strengthen the communication between our teachers and the students/families of the Saugus Public Schools. It further allows teachers, students, and families to use the results of these assessments to make instructional and support changes as needed.

Saugus Public Schools Technology Acceptable Use Policy

File: LJND (updated) 09-03-2020

Introduction

This Technology Acceptable Use Policy for the Saugus Public Schools ("SPS") is enacted by the School Committee to provide the parents, students, and staff of the Saugus Public Schools community with a statement of purpose and explanation of the use of technology within the Saugus learning community. This policy is reinforced by practice, acceptable use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure of the Saugus Public Schools. Students, parents/guardians and all staff members of SPS must also read and sign the accompanying Statement of Responsibilities.

Purpose

The Saugus Public Schools encourages the use of information technology to assist staff and students with academic success, preparation for the workplace, and lifelong learning. The Saugus Public Schools provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. The technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community.

Implementation of this Policy

The Superintendent of Schools or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of the Saugus Public Schools as well as with applicable laws and this policy.

Definitions

"Technology devices, digital resources, and network infrastructure" is defined as the Saugus Public Schools network, the Internet, Google Apps for Education, email, hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.

"Information technology" is defined as Internet access, blogging, podcasting, email, published and non-published documents, and various forms of multimedia technology.

"Educational use" is defined as a use that supports communication, research, and learning,

"Devices" refer to district owned/leased, staff owned devices, and student owned devices.

Children's Online Privacy Protection Act (COPPA)

Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

Saugus Public Schools works diligently to comply with COPPA requirements. Saugus Public Schools does not collect student personal information or transmit such information directly to online entities for the purpose of creating web based accounts. In cases of web based account creation, Saugus Public Schools will use an internal school district identification number to represent each student user.

Technology Related Services Provided by the Saugus Public Schools

What are Google Apps for Education?

Saugus Public Schools provides staff and students with a Google Apps for Education account. Google Apps is a free web based suite of programs provided by Google for schools to use. All staff and students in Saugus Public Schools have access to Google Apps for Education.

All of the Google Apps services can be accessed from anywhere you have an Internet connection (school, home, smart phone, etc.). This replaces the need for flash drives and/or external data drives. Since Google Apps is all online, it is the same everywhere you use it. There is no issue with having one version of a program at home and a different version at school. Google Apps allows you to easily share documents and files with teachers and other students, so you can turn in assignments electronically and collaborate on projects with classmates.

Saugus Public Schools Student Google Account Setup

SPS student accounts are created using only student local identification numbers. The student's username is their local student ID - such as 123456

Google Apps for Education include the following core programs:

- Google Drive - unlimited cloud based data storage and management
- Google Classroom - cloud based learning management solution
- Google Documents - cloud based word processor similar to Microsoft Word
- Google Presentations - cloud based multimedia presentation tool similar to PowerPoint
- Google Spreadsheets - cloud based spreadsheet program similar to Microsoft Excel
- Google Forms - cloud based survey/data collection tool
- Google Blogger - cloud based website application used for SPS Digital Student Portfolios

Gmail is a powerful Email program. SPS user access settings restrict student Gmail for communication with staff and students only within the Saugus Public Schools domain.

Google Calendar allows you to maintain multiple calendars for all your needs. SPS users can keep calendars private or share them with others. Users can also invite people to specific calendar events.

Google Drive gives all Google Apps for Education users unlimited cloud data storage. Google Drive can be accessed from any computer with an Internet connection. Google Drive allows users to access and share files from any device that has Internet connectivity.

All SPS students (PreK-12) will have a Google Blogger site that will be used as a Digital Student Portfolio. The Digital Portfolio will provide a web based location for student work, reflection, and achievements. Each student's Digital Portfolio will provide a space for student growth during their entire academic career in Saugus.

Uses for Student Gmail

Email can be a powerful communication tool for students to increase communication and collaboration. Students are encouraged to check their email at least once per day. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, and such. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student Gmail Permissions

Saugus Public Schools' Gmail system controls who email messages can be sent to and who they can be received from. SPS students cannot send email to parent accounts or anyone outside of the Saugus Public Schools domain. All SPS students cannot receive email from outside of the domain. Therefore, students should not use their SPS email for setting up accounts that need to be verified via email or receive notices via email.

Student Emails to Staff

Students are encouraged to email staff concerning school-related content and questions. However, there will be no requirement or expectation for staff to answer student email outside of their regular work day, although they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment.

General Email and On-line Chat Guidelines

Below is a general summary of guidelines related to email and any form of on-line chat or instant Messages:

- Email and on-line chat is to be used for school-related communication .
- Do not send harassing email or instant messages or content.
- Do not send offensive email or instant messages or content.
- Do not send spam email or instant messages or content.
- Do not send email or instant messages containing a virus or other malicious content.
- Do not send or read email or instant messages at inappropriate times, such as during class instruction.
- Do not send email or instant messages to share test answers or promote cheating in any way.
- Do not use the account of another person.

Content Filtering

The Saugus Public Schools uses software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA). Saugus Public Schools is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Saugus Public Schools educates students about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyber bullying awareness and response. SPS provides these educational opportunities as part of the Saugus Public Schools K-12 Information and Digital Literacy Goals.

Monitoring

The Saugus Public Schools monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the Saugus Public Schools network. The information on the network in general files and email is not private and is subject to review by the network manager at the request of the Saugus Public Schools administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

The Saugus Public Schools will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Saugus Public Schools.

Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.

Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the Saugus Public Schools Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.

Search of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law or Saugus School Committee Policies. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Email that is sent within the SPS district is monitored and filtered based upon content. Rules/filters are set up to monitor student email for profanity, harassment, and other inappropriate content. Student email that is identified as inappropriate will be reviewed by the school administration.

User Access and Explanation of Guideline

Access to information technology through the Saugus Public Schools is a privilege, not a right. Students, parents, and staff shall be required to read the SPS Technology Acceptable Use Policy and sign and return the Statement of Responsibilities.

The Saugus Public School Acceptable Use Policy shall govern all use of technology devices, digital resources, and network infrastructure. Student use of technology resources, digital resources, web enabled devices, and network infrastructure will be governed by the Saugus School Committee disciplinary policies as outlined in the policy manual of the district and the student's school handbook.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

The Saugus Public Schools provides students access to its technology devices, digital resources, and network infrastructure, along with information technology for educational use. If a student has doubts regarding whether a resource has educational merit, he/she should ask a staff member.

Scope of Technology Policies

Policies, guidelines and rules refer to all computing devices including but not limited to computers, mobile web enabled devices, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by students and/or staff that are operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless.

This Technology Acceptable Use Policy also applies to any online service provided directly or indirectly by the district for student use, including but not limited to: Google Apps for Education accounts, Email, Calendar, and Aspen (Parent/Student Access to Student Information System).

Expectation of Privacy

At any time and without prior notice, the SPS reserves the right to monitor, inspect, copy, review, and store any and all usage of technology devices, digital resources, and network infrastructure, along with information technology as well as any information sent or received in connection with this usage. Staff and students should not have any expectation of privacy regarding such materials.

Consequences for Violation of Technology Policies

Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action.

The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed for one year or more.

Unacceptable Uses of Technology Resources

Inappropriate technology use includes but is not limited to the following:

- Interfering with the normal functioning of devices, computer systems, or computer networks.
- Damaging or theft of devices, computer systems, or computer networks.
- Accessing, modifying, or deleting files/data that do not belong to you.

- Sending or publishing offensive or harassing messages and content.
- Accessing dangerous information that, if acted upon, could cause damage or danger to others.
- Giving your username or password to any other student, or using the username or password of someone else to access any part of the system. Sharing and/or distribution of passwords or using another student or faculty member's password.
- Intentional viewing, downloading or distribution of inappropriate and/or offensive materials.
- Gaining unauthorized access to computer and or telecommunications networks and resources.
- Viewing, transmitting or downloading pornographic, obscene, vulgar and/or indecent materials. Using obscene language, harassing, insulting or bullying others, posting of private or personal information about another person, spamming of the school email system, violating any federal or state law, local regulation or school committee policy
- Violating copyright laws and/or the district policy on plagiarism. Copying software or applications from Saugus Public School devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
- Intentionally wasting limited network or bandwidth resources. Destructions/vandalism of system software, applications, files or other network resources Employing the network for commercial or political purposes. Using the network / Internet to buy or sell products.
- "Hacking" and other illegal activities in an attempt to gain unauthorized access to restricted files, other devices or computer systems. Uploading any harmful form of programming, bypassing filters, installing any type of server, aliasing / spoofing, peer-to-peer networking or remote-control software.
- Possession of and/or distribution of any of software tools designed to facilitate any of the above actions will also be considered an offense.
- Saving inappropriate files to any part of the system, including but not limited to:
 - Music files
 - Movies
 - Video games of all types, including ROMs and emulators
 - Offensive images or files
 - Programs which can be used for malicious purposes .
 - Any files for which you do not have a legal license
 - Any file which is not needed for school purposes or a class assignment

Uses that contribute to the violation of any other student conduct code including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

NOTE: If you need a file for a class project that you think may be considered inappropriate, then you need to have teacher and school administration permission prior to the class project,

Due Process

The Saugus Public Schools will apply progressive discipline for violations of the district policy and signed Acceptable Use Agreement Responsibilities Statement which may include revocation of the privilege of a user's access to technology devices, digital resources, and network infrastructure, along with information technology. Other appropriate disciplinary or legal action may be undertaken by the Saugus Public Schools administration. The nature of the investigation will be reasonable, and for staff, will reflect the contract language for each bargaining unit.

Saugus Public Schools Limitations of Liability

The Saugus Public Schools makes no warranties of any kind, implied or expressed, that the services and functions provided through the Saugus Public Schools technology devices, digital resources and network infrastructure, along with information technology will be error free or without defect. The Saugus Public Schools will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

The Saugus Public Schools, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet.

The Saugus Public Schools assumes no responsibility for any information or materials transferred or accessed from the internet.

Parents/Guardians should read this SPS Technology Acceptable Use Policy. Parents/guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Saugus Public Schools and appropriate offices.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate or illegal activities on the Saugus Public Schools network. Parents and guardians agree to reimburse Saugus Public Schools for any expenses or damages incurred in the use of district owned devices such as Chromebooks in 1:1 school deployments.

Parents and guardians will have access to optional third party insurance carriers.

Modification

The Saugus School Committee reserves the right to modify or change this policy and related implementation procedures at any time. Prior to implementation for staff, presidents of each of the bargaining units will be notified.

SC First Read: 09-03-2020 Adopted: 09-03-2020

Crisis Response Readiness Policy

File: EBCAB

The Saugus School Committee is dedicated to creating a safe learning environment for all students and staff. In compliance with the federal mandated regulations requiring that crisis response systems be in place for all school systems, the Committee authorizes the Superintendent to develop operational plans for crisis intervention and response, and to effectively communicate such plans to the students and staff of the school district. The Committee further requires the plans for closure and follow-up be implemented.

As assurance that such plans exist, a district crisis response team will be organized by the Superintendent to oversee the development, training, preparation, management and communication of the district's crisis response system. This team will oversee a comprehensive approach to crisis readiness in all schools and provide guidance and resources for the building level.

It is further noted that the Saugus Public Schools will coordinate its crisis readiness efforts with the Town of Saugus Emergency Management Agency to assist in the establishment and maintenance of a broader, collaborative crisis response system for the town.

Gang Activity/Secret Societies

File: JICF

The goal of the School Committee is to keep District schools and students free from the threats or harmful influence of any gang. For purposes of this policy, a gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessories, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises in individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

Secret Societies

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner. A student may be suspended or expelled for failure to comply with the provisions of this policy.

SOURCE: MASC

Replica Weapon Policy

Section: JICI

No toy, imitation or replica weapon of any kind, including guns and knives, will be permitted or be in the possession of a student, on school premises, at school sponsored events and/or at school related events, including athletic games or school buses or other school transportation. Items such as these will be confiscated and may result in suspension or expulsion if they are determined by the Principal of the school to be in violation of this Expulsion Policy.

The use or possession of any such toy, imitation or replica weapon or instrument, by a student in a threatening way or used or possessed to give the appearance of being a dangerous weapon that could cause death or great bodily harm, shall result in expulsion.

Contraband items, which, though not defined as weapons under the Massachusetts General Law, Chapter 269, Section 10, are not permitted on school premises grounds, at school sponsored and/or at school related events, including athletic games and school buses or other school transportation. Use or possession of said items will result in suspension and may result in expulsion from school. The following are examples of prohibited contraband items:

- Knives of any kind, shape or length; including key chain knives, drafting knives
- Blades of any size
- Razors, box cutters
- Chains, whips or any other metal objects of no academic purpose.
- Other ordinary items, that may become dangerous when used in a threatening way; use of these items in that manner may result in suspension or expulsion from school. Such items include:
- Pencils, scissors, pins, nails, carpentry tools, piping, glass objects, bats, clubs, sticks, etc.

Military-Connected Students Policy

File: JHABCD

Saugus Public Schools has adopted a policy for military-connected students. It permits a student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting to be granted additional excused absences at the discretion of the superintendent or designee.

SC First Read: May 26, 2011

SC Second Read and Adoption: June 13, 2011

Observations of Special Education Program

In accordance with Massachusetts General Law 71B:3, and as promulgated into law on January 8, 2009, the Saugus School Committee shall ensure that parents of children with disabilities in a public school have the right to observe their child in the school setting without restriction of duration and extent of observation. Such standard shall be applied with exception to the following protections: (1) the safety of children in the program during observation; (2) the integrity of the program during observation; and (3) the children in the program from disclosure by an observer of confidential or personally identifiable information that may be obtained during the observation.

“The complexities of the child’s needs, as well as the programs to be observed, should determine what the observation will entail and what amount of time is needed to complete it.” Requests for an observation are to be initiated by the parent by contacting the building administration to begin the process and to obtain procedural information as established by the Office of Pupil Personnel Services.

Section: JLCCB

Child Abuse

All staff are aware of the signs of child abuse and neglect, and the Principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect as specified in M.G.L. Chapter 119, §51A-51F and M.G.L. Chapter 71, §371.

Electronic Device Policy

The use or possession of electronic devices is permitted only in designated areas during the school day. Acceptable use of these devices during non-instructional time is limited to the cafeteria during lunch and in hallways during passing periods. Use of electronic devices within the classroom will be at the sole discretion of the classroom teacher. Failure to follow the directives of the classroom teacher will result in disciplinary action, as outlined in the individual school’s handbook.

Use of the electronic devices to take and/or transmit pictures or videos of others without the person’s consent is prohibited. Students violating this policy will be subject to disciplinary action. In areas of the school in which there can be a reasonable expectation of privacy, such as restrooms, locker rooms, and the Nurses’ office, use of electronic devices for any purpose including, but not limited to, social media, camera use, and text messaging is prohibited at all times.

Disclaimer: Students bring electronic devices on school property at their own risk. The school is not responsible for lost, stolen, or damaged electronic equipment.

*Confiscated electronic devices may be subject to search by school officials.

SC First Reading: June 24, 2014

Approved and Accepted by the SC: August 14, 2014

Collection of Payment for School Meals Policy

File: EFD

I. Purpose/Policy

The purpose of this policy is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department. The goals of this policy are:

- To establish a consistent district policy regarding charges and collection of charges.
- To treat all students with dignity in the serving line regarding meal accounts. To treat any student receiving an alternative lunch as a result of this policy with discretion and make every attempt to protect the privacy of the student.
- To support positive situations with district staff, district business policies, students, and parent(s)/guardian(s) to the maximum extent possible.
- To establish policies that are age appropriate.
- To encourage parents/guardians to assume the responsibility of meal payments and to promote self-responsibility of the student.

II. Scope of Responsibility:

- The Food Service Department: Through its manager and clerk the food service department is responsible for maintaining charge records and notifying the School District of outstanding balances. The Food Service Department is also responsible for notifying the student's parent/guardian of low or outstanding balances.
- The School District: Responsible for supporting the food service department in collection activities.
- The Parent/Guardian: Immediate payment.

III. Administration

1) Free and Reduced Lunch Students

- Free Lunch Status Students will not be allowed to have a negative account balance. Free lunch status allows a child to receive a free meal every day. A la carte items are not part of the USDA program.
- Reduced Lunch Status Students will be allowed to have a negative account balance up to a maximum dollar equivalent of (5) reduced priced meals which will be known as the "account cap".

2) All other Students:

1. Elementary students: will be allowed to charge up to a maximum dollar equivalent of five (5) meals which will be known as the "account cap".
 - a. These meals will include only items that are part of a reimbursement meal. No snacks may be purchased.
 - b. Notices of low or deficit balances will be mailed or sent to parent(s)/guardian(s) via Blackboard Connect message with instructions on how to pay debt, and informing parents students will receive an alternative lunch if applicable, and information regarding application for free or reduced lunch. These notices will be at regular intervals during the school year.
 - c. When the child reaches the "account cap" they will only be offered a designated menu alternative. Sample: Cheese sandwich + milk vegetable or fruit. This designated menu alternate will be charged to the child's account at the standard lunch rate. It will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement.
 - d. Once the child reaches the maximum meal charge, no a la carte items will be sold to the child **and all transactions will become a cash basis transaction or prepaid through "my school bucks.com"**.
2. Middle School Students: Will be allowed to charge up to a maximum dollar equivalent of two (2) meals which will be known as the "account cap". When the child reaches the "account cap" they will only be offered a designated menu alternative. (Sample: Cheese sandwich +milk +vegetables +fruit.) This designated menu alternate will be charged to the child's account at the standard lunch rate. It will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement.
3. High School Students: Will be allowed to charge up to a maximum dollar equivalent of two (2) meals which will be known as the "account cap" When the child reaches the "account cap" they will only be offered a designated menu alternate. (Sample: Cheese sandwich +milk +vegetables +fruit.) This designated menu alternate will be charged to the child's account at the standard lunch rate. It will be reported as a meal to the state and federal school lunch authorities and thus will be eligible for reimbursement.

3) Balances Owed: Collection of Balances owed will follow School Committee Policy.

Balances may be checked at any time by logging into Whitson's Site. All accounts must be settled at the end of the school year. Accounts not settled will carry over into the next year's account. Students will not be allowed to accrue any overages. Payment plans may only be approved by the Executive Director of Finance and Administration.

1. **Checks Returned for Non-Sufficient Funds (NSF):** When a check is returned to the Treasurer's Office for "NSF", a letter will be sent to inform the parent(s) from the Food Service Director. Payment must be received within ten (10) days of the date of the letter. Any penalty fee will be made payable to the Town of Saugus and sent to the Food Service office. The penalty fee and the amount of the check will be deducted from the child/children's lunch account immediately upon notice from the bank and the above mentioned rules will take effect. Second requests will follow M.G.L. Chapter 93 40 A.
2. **Balances Owed with no response by Parent/Guardian:** If the payment is not received, the Superintendent or his/her designee may take one or more of the following actions, unless or until prohibited by state law regulation:

3. Prohibit participation of the student or other students in the student's household from participating in any future fee based program until or unless outstanding balances are resolved.
4. Prohibit student participation in senior activities or graduation exercises.
5. Referral to a collection agency or DCF or small claims court.
6. All charges not paid before the end of the school year will be carried forward into the next school year.
7. Seniors must pay all charges before receiving their cap and gown.
8. All seniors will receive a notice in May of remaining money in their lunch account. They will receive a letter to elect to move money into a sibling's lunch account or to elect a refund. All refund requests will be sent to the food service office to be processed for payment.
9. All school cafeterias possess computerized point of sale/cash register systems that maintain a record of all monies deposited and spent for each student and said record will be made available to the parents upon request. The Food Service Department shall inform parents that meals can be paid for in advance and the balances maintained in their child's account to minimize the possibility that the child may be without meal money on any given day. If a student is without meal money on a consistent basis, the principal/designee will investigate the situation more closely, including contacting the parent/guardian to bring money to the school and/or encouraging the parent to apply for free or reduced priced meals.
10. **Blocks on Accounts:** A parent may call the Food Service Director to place a block on their child's account to prohibit the purchase of a la carte items or set dollar cap. The School Business Manager may instruct the Food Service Director to place a block on a student's account due to non-payment of district fees or other collection issues.
11. **Refunds**
12. **Withdrawn Students:** For any student who is withdrawn, a written request for a refund of any money remaining in their account must be submitted. An e-mail request is also acceptable.
13. **Graduating Students:** Students who are graduating at the end of the year will be given a refund. Funds can also be transferred to a sibling's account with a written request.
14. **Unclaimed Funds:** All refunds must be requested within one year. Unclaimed funds will then become property of the Saugus Public School Food Service Program.

Legal Reference: 7 CFR 210, Office of Management and Budget Circular A-87

M.G.L. Chapter 71 Section 72. Sale of lunches

M.G.L. Chapter 71: Section 68. Duties of towns to maintain schools/ transportation of children; school building committee representation

M.G.L. Chapter 71: Section 37K. Business demonstration projects, disposition of proceeds

M.G.L. Chapter 44: Section 69. Municipal or district services, fees or charges; insufficient funds checks; penalty

M.G.L. Chapter 60: Section 57A. Payment by check not duly paid; penalty

M.G.L. Chapter 93: Section 40 A. Dishonored checks; demand for payment

Voted: Adopted 8/16/2016

Parking Policy

Section: JLIE

Students who drive cars to school are required to register their car by the second week of school. A fee, approved by the Saugus School Committee, is required to register a car. Students will be required to display a tag that must be visible at all times while on school property. The school administration will assign spaces to students who register their cars. No car is allowed in the parking lot without a tag. All cars that are driven to school by a student must be registered. Cars that do not have a valid school registration will be towed at the owner's expense. Students who violate the policy will be subject to the school discipline code.

Parking privileges are afforded to seniors first, then juniors and sophomores via lottery (if necessary) as space becomes available. Parking privileges may be revoked for, but not limited to speeding, parking illegally, reckless driving, being in the parking lot during class time, tardiness, or leaving the school grounds in the automobile during the day, unless on an authorized school activity.

Students must park in the student parking lot in their assigned space and are restricted from parking in the faculty parking lot, the visitor parking area in front of the building, or the side parking lot along the school

Once students arrive at school, they must park immediately and proceed to enter the building. Students should not congregate in groups in the parking lot. Once at school, students must remain on the school grounds. Students who do not follow these rules will be subject to the prescribed disciplinary action.

Students who lose the privilege to bring a vehicle on school property will forfeit their sticker and will be placed on the bottom of any existing waiting list to regain their privilege.

School Committee Policy

Approved: August 26, 2004

Restricted Food Policy

Section: JLIG

The School Committee is committed to maintaining a food policy that addresses obesity amongst children and provides preventative measures to avoid allergic reaction resulting from food. To that end, the Committee has adopted a restricted food policy that prevents food at school functions such as birthday parties, holiday celebrations, or classroom rewards.

Exceptions to the rule would be school sponsored activities or events where food is part of the program. Circumstances that are acceptable include: Ice Cream Socials, Pizza Parties, or Field Day. In all instances, the Principal must approve requests to have food in school. Such requests must be done in advance and are approved in accordance with the school district wellness policy.

Saugus School Committee Policy
Approved: December 10, 2009
SC First Reading: November 12, 2009

File: JICA

Student Dress Policy

The Saugus School Committee believes that students should comply with guidelines below for the health and safety of students and staff. Student attire should not interfere with or be disruptive to the educational process. Upon defiance of the following guidelines, administration will explore the nature of the concern, employ discretion, and respond appropriately.

The Following are guidelines for student dress:

1. Students should not wear attire which promotes , advertises, or displays drug, alcohol, or tobacco use. Additionally, violent , obscene, offensive, or sexual symbols, messages, or language will not be premitted.
2. Students have the right of freedom of expression and the responsibility for the dress and appearance of the student rests with the individual students and guardians. They have the right to determine how the student will dress to fulfill their academic requirements at school and dress in a way that corresponds with their values , while maintaining standards of health and safety.
3. Students will not be penalized for wearing attire that affirms their religious and cultural beliefs.

Medical Policies and Regulations

Medication

The Commonwealth of Massachusetts has put into law the following policies regarding the administration of medication in school.

1. A parent, guardian or designated responsible adult shall deliver all medication to the school nurse to be administered by the school nurse.
 - a. The medication must be in a pharmacy labeled container.
 - b. No more than thirty school day supply of medication shall be stored at school.
 - c. Medication will be destroyed if not picked up within one week following termination of the order or by the close of school in June.
2. Long Term Medication (i.e. Asthma or Psychotropic drugs).
 - a. A written medication order from a licensed prescriber, which is renewed as necessary, including the beginning of each school year.
 - b. A signed consent by the parent/guardian, which contains approval to have the school nurse or school personnel designated by the school nurse, administer medication.
3. Short Term Medication (i.e. Antibiotics).
 - a. A pharmacy labeled container.
 - b. A signed consent as above.
4. The school nurse shall provide a training, review and informational update, at least annually, for those school staff authorized to administer medication.
5. Upon completion of the medical section of the field trip form, medication may be administered by a faculty member.

Role of the Nurse

The professional school nurse is an essential member of the educational team responsible for protecting, promoting and improving the health status of all students. The unique contributions of the school nurse lie in his/her ability to provide professional health care and to coordinate the resources of the school, home and community as they pertain to the total health of the students and staff. The school nurse is strategically located to maximize each child's potential to learn and grow by providing the best possible health care. Health care in school, as provided by school nurses, includes identification of health problems, preventive health measures, health maintenance care and necessary therapeutic intervention.

Any student entering the Saugus School System must have a completed physical and immunization record. All third grade students currently enrolled in Saugus Public Schools must have a physical completed by their physician and returned to the school by September of the fourth grade. Students with crutches ordered by a physician must have a note stating ability to use them in school on stairs. Health modification forms must be completed and returned to school at the beginning of each year.

Communicable Diseases

The following medical problems must be reported to the school nurse.

1. Strep infection throat, scarlet fever, scarlatina, and conjunctivitis – Students may return to school after being on antibiotics for 24 hours.
2. Chickenpox – Students must remain at home until all lesions are crusted over.
3. Hepatitis, Ringworm, Impetigo and Scabies – a written confirmation from the attending physician is required before readmission to school.
4. Poison Ivy and Poison Oak should be treated at home with proper medication.
5. Pediculosis (head lice) – If your child has head lice, please notify the school nurse immediately. Your child must remain out of school until all nits have been removed and must be checked by the school nurse before readmission.

Pandemic Influenza

Section: JLCCB

A pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then spreads easily person-to-person worldwide. Local Educational Agencies play an integral role in protecting the health and safety of district staff, students, and their families. To that end, the Saugus School Committee, in concert with the local Board of Health, the Saugus Emergency Management Agency (SEMA), and the State Department of Elementary & Secondary Education (DESE), is committed to working together to develop a readiness plan for schools.

School Guidance during an Influenza Pandemic includes school action steps, a pandemic planning checklist, public health instructions, factual information about pandemic flu, and processes for expeditious communication to the public during a pandemic. This guide is integrated into existing local district emergency plans and operational procedures.

In the event of a pandemic, any decision for an emergency school closing will be made by the school district with consultation, or at the direction of the local health department, SEMA, and State DESE.

The expectations and management processes will be communicated by the Superintendent to the entire school community as necessary.

Saugus School Committee Policy
SC First Read: November 12, 2009
Approved: December 10, 2009

Acquired Immune Deficiency Syndrome (AIDS)

Saugus Middle-High School is consistent with the recommendations of the Medical Update of Massachusetts Policy Guidelines (June 1989). This policy offers recommendations for universal precautions when dealing with blood/other body fluids spills in a school setting. Further, it includes procedures regarding disclosure within a school of a student's AIDS diagnosis or HIV infection status in keeping with laws requesting the confidentiality of this information.

Student Growth Screening Program

Saugus High School health office is very interested in making sure that all students are healthy and ready to learn. All students in grade ten (10) in every school in Massachusetts must screen and record the height, weight, vision, hearing and postural findings. These mandatory health screenings will be supervised by the school nurse and the student's privacy will be respected at all times. The results of your screenings are strictly confidential. These results will be kept restricted in your school health record and sent to parents/guardians by mail if any potential health issues are identified.

Student Readmission to School Following Medical & Psychological Hospitalization

The School Committee is committed to maintaining the safety and welfare of all students and staff in its schools. In order to avoid or prevent risk to self and/or others caused by students returning to school following medical or psychological hospitalization, the Committee requires that these students provide appropriate medical documentation prior to doing so.

The parent/guardian must submit in advance of their child's re-entry to school said documentation as required to the building principal. A written statement from the attending physician must accompany the re-entry request indicating that the child is well enough to return to school. If continued medication or treatment is required following re-entry, the parent/guardian must obtain a Release of Medical Information Form from the school nurse so that the attending physician can communicate the necessary medical or treatment needs.

Those students that are deemed dangerous to themselves or others will be required to take a risk assessment prior to re-admission. The Office of Pupil Personnel Services will oversee the assessment and determination.

Students with Comfort Care / Do Not Resuscitate Orders

Section: JLCF

It is the policy of the Saugus School Committee that all students will receive immediate treatment and first aid, including CPR, and activation of 911 emergency medical services (EMS) if they suffer a medically life threatening event at school. An exception to this policy occurs when a student's physician has issued a written Comfort Care/Do Not Resuscitate (CC/DNR) Order with written authorization of the child's parent(s)/guardian(s), or by the student himself if 18 years of age or older, and with expressed written instruction that school and staff not to resuscitate. The order will be maintained within the student's records and can be rescinded at any time with the written request of the parent(s)/guardian(s) or the student himself if 18 years of age or older.

When CC/DNR is ordered by a physician, special consideration must be given to meeting the student's and family needs as well as the needs of the other students and staff. Respecting the family's wishes involves extensive pre-planning in the school setting. The student should be placed only in a school that has a full-time school nurse. The school nurse, with written permission from the parent/guardian, will inform the local EMS that there is a child in a specific school building with a CC/DNR Order.

Students with a CC/DNR will have an individualized health care plan (IHCP), including an emergency response plan, should be developed by the school nurse in collaboration with the family, the child's physician, the school nurse leader and the school physician. The school nurse leader and school nurse, with written permission from the parent/guardian, will convey the IHCP to the Superintendent, administrators, and appropriate school staff, and serve as a resource for concerns and/or questions.

Student confidentiality must be maintained. The parent/guardian has the ultimate authority to decide who is to be informed. The parent/guardian should be advised that anyone who is not directly informed about the CC/DNR Order would otherwise follow the Saugus School Committee policy and initiate CPR.

School Committee Approved:

March 25, 2010

Communicable Disease Chart

Disease	Exclusion	Re-admission
Chicken Pox	7 – 10 Days	When lesions have scabbed
Conjunctivitis	Based on presence of discharge	24 hours after treatment started
COVID-19	Yes	Per School nurse and Board of Health regulations
Hepatitis	Yes	Note from MD approving return
Impetigo	If lesions are widespread, if not covered by dressing	Based on school nurse exam
Measles	Students not vaccinated or inadequately so.	Vaccine record MD note
Pediculosis (Lice)	Evidence of nits.	After all nits are removed and school nurse exam or MD note
Ringworm	Yes	MD note
Scarlet Fever	Yes	24 - 48 hours after antibiotic started
STD	No	
Strep Throat	Yes	After being on antibiotics for 24 hours

Student Activities, Organizations, and Athletics

Co-Curricular and Extracurricular Activities

File: JJ

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The schools will observe a complementary relationship to the home and community, planning activities with due regard for the widespread and rich facilities already available to students.
2. The assistance of parents in planning activity programs will be encouraged.
3. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
4. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
5. All activities will be supervised; all clubs and groups will have a faculty advisor.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:47

603 CMR 26:06

File: JJ-E

1. Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted at such schools which restrict students' participation on the basis of race, color, sex, religion, disability, sexual

orientation or national origin. 603 CMR 26.06(1) does not prohibit School Committees from allowing the use of school premises by independent groups with restrictive membership.

2. No student shall be denied the opportunity in any implied or explicit manner to participate in an extracurricular activity because of the race, color, sex, religion, disability, sexual orientation or national origin of the student except as provided in 603 CMR 26.06(7).
3. Each school system shall provide a fair distribution of athletic expenditures. Each school within such a system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
4. In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
5. In order to insure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and sex.
6. A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
7. Teams comprised primarily or solely of persons of one sex shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite sex.
8. Participation in extracurricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extracurricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one sex or any racial, religious, or ethnic group represented in the school from participation in specific athletic or other extracurricular activities cannot be permitted.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:47

603 CMR 26.06

Athletics

All policies and procedures are in accordance with the MIAA and Saugus High School.

Saugus High School is a member of the Massachusetts Interscholastic Athletic Association (M.I.A.A) and Northeastern Conference (NEC). Therefore, as well as school eligibility standards, there are also state requirements. These requirements are set for all levels of competition.

Please note that the MIAA Standards represent the minimum requirements. Saugus High School in conjunction with the building Principal, may impose more stringent standards when necessary. (Please refer to the Saugus High School Student Handbook)

Athletic Eligibility

- A student-athlete may receive no more than one failing grade on the most recent report card.
- A student must register on FamilyID
- Receive a valid physical exam (within 13 months) prior to the season and submit physical to the athletic department
- Complete payment of specific user fee or be put on a payment plan.
- Be enrolled in at least 30 credits.
- Be in good standing in school and in the community as determined by the building principal and athletic director. Students deemed not to be in good standing will be removed or suspended from team(s).
- Fulfill all school obligations
- **An athlete must not have reached the age of 19 prior to September 1.**
- **Adhere to all policies/procedures within the SHS Athletic Handbook**

Athletic Fan Behavior

Saugus Middle-High School fosters positive fan behavior at all co-curricular events. Unfortunately, there are times when situations occur where fan behavior needs to be addressed. Fans that act inappropriately during events will have the following actions applied to the discipline code: 1st offense – 30 day suspension from all events, 2nd offense – 60 day suspension from all events and be placed on social probation, and any subsequent offenses minimum of 1 year from all school functions along with a school suspension of 5 days.

Chemical Health Rules for Student-Athletes

In this policy, it is the school's attempt to treat the matter of substance use or abuse seriously. It is believed that a student-athlete who uses alcohol or drugs is in need of assistance, direction and support.

Drug/Alcohol/Tobacco Rule for Athletes:

Saugus Middle-High School defines a violation of the Drug/Alcohol/Tobacco policy as (but not limited to) use, possession, and in the presence of. Student-athletes are to refrain from being anywhere drugs/alcohol/tobacco may be in the vicinity. The use of tobacco products such as cigarettes, e-cigarettes, or chewing tobacco will not be permitted during any sporting activity.

The Chemical Health Rule has been extended to be inclusive of the period from: the first allowable day of fall practice, through the end of the academic year or final athletic competition of the year, whichever is later. (Broadening this window from "in season" to the entire academic year reflects that chemical health of our students is not simply a seasonal concern.)

First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. During the suspension the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 25% of the season.

Second and Subsequent Violations: Penalty: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season. If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season. Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of the same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, a student *in the presence* of alcohol, drugs, etc. shall lose 10% of their full season. Additional penalties may occur and the penalty could go from one season to the next. When the Principal confirms, following an opportunity for the student to be heard, that a 2nd violation occurred, a student in the presence of alcohol, drugs, etc. shall lose 50% of their full season. Additional penalties may occur and the penalty could go from one season to the next.

National Honor Society

Purpose: To create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership and to encourage the development of character in students of Saugus High School.

Requirements: Candidates must have a scholarship grade point average of 3.5, submit a resume, an application, and an essay outlining their completion of scholarship, service, character, and leadership to school and community. Candidates must meet the approval of a faculty selection committee. Candidates must prove scholarship, service, character, and leadership to school and community. After initiation all members shall be required to show evidence of continued participation in the aforementioned. Candidates will be asked to apply during the first term of her/his junior year. Candidates who applied and are unsuccessful in the fall may have their candidacy reviewed on April 1 to determine for entrance but will be inducted in the fall ceremony. Students who fall below the 3.0 grade point average twice during their membership will be removed from the society membership.

Article X: discipline and dismissal

- *Section 1:* The Faculty Council, in compliance with the rules and regulations of the National Honor Society, shall determine the procedure for dismissal. A written description of the dismissal procedure shall be available to interested parties. 3. Article X, Section 1. To maintain compliance, all local procedures must conform to the full provisions of this article. Faculty Councils can consider disciplinary actions that are less severe than dismissal if circumstances warrant.
- *Section 2:* Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency, except that in the case of flagrant violation of school rules or the law, a member does not have to be warned.
- *Section 3:* The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings.
- *Section 4:* In all cases of pending dismissal, a member shall have a right to a hearing before the Faculty Council. (*Note: This hearing is required and is considered "due process" for all members –Ed.*)
- *Section 5:* For purposes of dismissal, a majority vote of the Faculty Council is required.
- *Section 6:* A member who has been dismissed may appeal the decision of the Faculty Council to the principal and thereafter under the same rules for disciplinary appeals in the school district.
- *Section 7:* NASSP shall hear no appeals in dismissal cases.

Participation in school and community activities is strongly recommended for all students; freshmen and sophomores especially should begin involvement early in their high school careers.

Meetings: As assigned

Dues: Dues are determined annually by a vote of membership

Officers: President, Vice President, Treasurer, and Secretary.

National Junior Honor Society

- The NJHS is much more than an honor-roll celebration. It is one of the highest honors that can be awarded to a student.
- NJHS Members are ***EXEMPLARY ROLE MODELS*** at The Saugus Middle School in every single way; in the classroom, in the halls and cafeteria, on the playground and walkways surrounding the school and on the bus before school, during school and after-school.
- NJHS Members are ***EXTREMELY ACTIVE*** in the Saugus Middle School Community; by participating in school sponsored clubs, activities, organizations and sports.
- Membership is based on five criteria: citizenship, service, leadership, character and scholarship. In addition to having a stellar academic record and being extremely involved at SMS, NJHS students are well rounded individuals outside of school. Students who are selected as members are recognized by their teachers as participating in class daily, modeling outstanding classroom behavior, going out of their way to be helpful to their teachers and peers and being kind to others at all times. Potential candidates have school spirit, continuously seek ways to be more involved at SMS and encourage their peers to do the same.

WHAT ARE THE 5 PILLARS (CRITERIA) FOR ELIGIBILITY & SELECTION?

Scholarship

Students who have a cumulative grade average of 93 percent in all courses, including Encores, or higher meet the scholarship requirement for membership. Anyone who receives an invitation has already met this threshold.

Character

Students of good character consistently exemplifies desirable qualities of behavior, listen and cooperate with teachers, comply with school regulations concerning property, programs, office, halls, regularly ***shows courtesy, concern, and respect for others***, have powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies, demonstrate self control and ***good personal habits in the classroom***, do not have a discipline record including sessions, suspensions, and warnings.

Citizenship

The student who demonstrates citizenship understands the importance of ***civic involvement***, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through ***involvement with school clubs and organizations*** in addition to ***community groups such as scouting, girl scouts, religious organizations*** and the like.

Leadership

Student leaders successfully hold school offices or positions of responsibility such as Team Captains, WEB Leaders, Stage Managers and/or Homeroom Representatives. They demonstrate initiative in promoting school activities, ***are leaders in the classroom***, and in other school or community activities, exercise positive influence on peers in upholding school ideals, ***participate by attending school programs***, speak with respect concerning the school, teachers and students, inspire positive behavior in others, demonstrate positive behaviors in the classroom and outside, carry no sessions and/or in-school suspensions, be present during school hours and demonstrate self control.

Service

This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit. Students provide service by participating in ***organized charitable activities*** outside of school in which they are helping people in the community who are less fortunate than themselves, helping with any request made by staff to help support our school community, and by participating in SMS service organizations. (PLEASE NOTE: Volunteering and Service are NOT THE SAME. There must be a "helping someone less fortunate/ in need" than yourself component to be considered service. Ex 1: Giving up an afternoon to keep score at youth sports game = VOLUNTEERING, not service. Ex 2: Giving up an afternoon to collect blankets for your local youth group to donate to the homeless = SERVICE. Ex 3: Giving up an afternoon to help clean up the fields around town with your softball field = VOLUNTEERING, this is an activity done as part of the sports program that you will directly benefit from.)

APPROXIMATELY 30 STUDENTS ARE SELECTED

How do you "sign up" for NJHS?

Eligible 7th graders are ***invited*** to apply sometime in the Spring. ***Only*** students who receive an invitation may apply for NJHS.

Who is eligible?

7th graders who have a cumulative grade average of 93 percent in all courses will be ***invited*** to begin the selection process. After meeting academic eligibility students must demonstrate excellence in the areas of character, leadership, service and citizenship.

What is the selection process?

Students who are academically eligible for NJHS:

1. Must attend one of the informational meetings.
2. Complete a Candidate Information Packet.
3. If a student submits their completed packet by the Due Date:
 - a. All middle school faculty are asked to evaluate each candidate
 - b. The NJHS Faculty Council meets to pool all the information gathered and make selection decisions

4. Candidates who earn a majority vote from the Faculty Council are offered membership

The academic component of a student's candidacy is worth 20% of their overall profile. The activities and accomplishments listed on the candidate information form are worth 80% of a student's profile.

What is the time commitment for students who are selected?

Students who are selected as members must commit to

- Member **meetings one afternoon every other week** throughout the school year
- School service events – **monthly** (inside the building)
- Individual Community Service events **throughout the school year**
- Group service **events outside of SMS** (once or twice per year)
- **Induction Ceremony** – late May / early June

Where are meetings / events held?

Most member meetings are in Room 314. School service events take place in and around Saugus Middle School. Outside events are held at various places (Salem Willows, Quincy Hall, etc.) we sometimes take a school bus to outside events, if the venue is nearby we may ask that students secure a ride there and back.

Class Dues

Class dues will be the following: \$25 per year plus graduation expenses with an additional cost for a yearbook. All dues must be paid before a student is eligible to purchase tickets to events, graduate or participate in any co-curricular activities.

Election of Class Officers

The Assistant Principal will set a date and time for the election. No class elections will be held after the Junior Year unless the officers fail to uphold their duties as required by the class advisor and administration. Below describes an approved election procedure. Other procedures may be used if approved by the administration and advisors. Students will elect the following officers:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Board of Directors (up to eight)
6. Representative to the School Committee

Nomination

Each candidate must have the proper nomination sheet signed by twenty classmates.

Primary Elections

The purpose of the primary election is to determine the candidates to run in the final election.

Final Election

When the office is to be filled by only one elected official, the winner for that office will be the candidate receiving the majority vote in the final election. Class Advisors in the presence of the Assistant Principal will count ballots in the final election.

Absentee Ballots

Absentee ballots are to be issued only in the case where a student is out of school on the day of an election due to a school sponsored event.

Student Election Rules

1. No election posters allowed until nomination papers are completed, signed and approved.
2. No "copy" machine posters are allowed. All posters must be individually hand drawn.
3. Posters must be approved and signed off by an Assistant Principal.
4. All posters must be hung in the cafeteria and library.
5. Dates for nominations and final elections will be coordinated on the same dates for all classes concerned, with the exception of the freshman class, which will hold elections at the Middle School or in the fall of their freshman year.
6. Accepted election procedures must be followed or ballot will be disqualified. (e.g. ballots or nomination papers that are mutilated, or have double checks or erasures will be disallowed; nomination papers must be signed by classmates only and complete signatures must be written.
7. All posters must be removed by unsuccessful candidates after the primary, and by all candidates immediately after the final election.
8. A student may run for only one major office (President, Vice President, Secretary, Treasurer) as well as for the Board of Directors, but if elected must serve in the higher office.
9. Any student running for class office should be able to carry out the time requirements needed to perform the duties of the office, which include weekly meetings.
10. If the successful candidate fails to attend three of the meetings called by the class advisor, the office holder's performance will be subject to review and the individual could be replaced.
11. Class officers should be prepared to participate in all class activities and show leadership attitude, which will encourage other students to assist in projects.
12. Officers' academic achievement (a minimum of 20 earned credits per marking period) and discipline must be in good standing at all times.
13. No candidate may run for or serve in an office unless he/she is in a mentor room of that respective class. An officer can and will be removed from an elected office or appointed office if he/she violates any of the above commitments.

Bulletin Board

The Assistant Principal must approve all notices before being posted. No posters advertising outside social functions other than those sponsored by the school or an organization made up of students within the school are to be posted. There is to be no use of thumbtacks and no posting on painted areas.

Co-Curricular Activities

1. Students involved in co-curricular activities must secure during the past marking period preceding the contest a passing grade in at least 25 credits of prepared work. Prepared work is defined as any subject or course in which credit is allowed toward the high school diploma. A student cannot at any time represent a school unless that student is taking at least 30 credits of prepared work. To be eligible for the fall marking period, students are required to have final passing grades for the year in the required number of periods of prepared work. The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to the parents of all students.
2. A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.
3. A student cannot count for eligibility any subjects taken during the summer vacation, unless that subject has previously been pursued and failed.
4. Students must be in good standing in school and the community as determined by the principal to be eligible. Students deemed not to be in good standing will be removed or suspended from activities.
5. Principal, Assistant Principal and the Athletic-Director will check all report cards of those students involved in their respective activity. If a student fails to qualify to participate in extracurricular activities under the above regulations, the student will not be eligible until the next report card is issued. Frequent failure to attend extra-curricular activity meetings and maintain good citizenship will warrant a review of reason for absences to determine if excuses are acceptable for continued participation. The appropriate Assistant Principal must approve all non-enrolled students invited to attend extra-curricular school activities five (5) school days before the day of the function and prior to the function and prior to the purchase of the tickets.

Publications

The Tontoquonian

The SHS yearbook called the Tontoquonian is published at the end of the school year. It contains a pictorial account of the activities of all four classes for the entire year. Other features of this attractive book are full color accounts of the graduating class, summaries and illustrations of social and club affairs, signature page, drawings, and a section devoted to sports. Only pictures from our official school photographer will be published free of charge. Boys must wear a shirt and tie and girls must be dressed appropriately in all senior portraits. Yearbook editor has complete editing rights to all material to be included in the publication.

Vistas

Purpose: To publish an annual literary magazine for which all pieces are submitted and judged by students.

Meetings: Editorial Board meets bi-weekly September - December, weekly thereafter.

Membership: The reading staff or editorial board is open to all students who are interested in literature.

Sachem Times

A weekly/monthly page in the Saugus Advertiser, this publication is the official newspaper of Saugus High School. The page is written and edited by students in accordance with Hazelwood School District V. Kuhlmeier, 488 U.S. 260 (1988)

Gender & Sexuality Alliance

The Gay and Lesbian Student Rights Law guarantees the right of gay and lesbian students to participate fully and equally in all school activities and to have the full advantages of a public school education. An important right that is now protected by law MGL Chapter 76, section 5 and the related regulations of 603 CMR26.00 Access to Equal Education Opportunity is the right to form gay, lesbian, and heterosexual support groups called Gender and Sexuality Alliance.

School Sponsored Activities

- All dances, proms, and other extracurricular functions are restricted to members of the student body unless otherwise approved by the Assistant Principal using the guest form. All guests must be under the age of 21 unless approved by the Principal or Assistant Principal. Students who bring an outside guest will be held liable for any school violation that the guest incurs.
- Anyone determined to be under the influence of alcohol and/or an illegal substance will not be admitted to an extra-curricular event. Parent and police notification will take place immediately, and the student will be subject to the previously outlined drug and alcohol policy.
- All students are to remain in the designated area. No one is allowed to go to the parking area or to leave the event and return.
- Since extra-curricular activities are school sponsored; all school rules and regulations will be in effect.
- To be eligible to purchase tickets for a class event, students must earn the following number of credits: Sophomore 25, Juniors 50 and seniors 75.
- Freshmen are not allowed at the senior prom.

- Seniors are not allowed at freshman dances.
- Seniors suspended after April 1 may lose one or more senior privileges.
- All students and guests are required to pass a breathalyzer to be admitted.
- Students must be in good standing in school and the community as determined by the principal and/or assistant principals to be eligible. Students deemed not to be in good standing will not be allowed to participate.

School Function Dress Code

The school dress code is still in place for students and guests during proms, dances, and other school sponsored events. For proms and dances, the school will indicate the level of dress expected (formal, semi-formal, casual). Students and families are responsible for picking attire that meets the school dress code and is appropriate for the occasion.

Student Discipline and Interventions

Laws Pertaining to Student Conduct

State and federal laws governing the conduct of students in school include, but are not limited to the following:

Student Discipline Policy

File: JK

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

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

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

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.

Student Discipline – Due Process

Short Term Disciplinary Sanctions: Except where circumstances require the student's immediate removal from the school environment, prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the principal determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing. There will be a meeting scheduled for all external suspensions.

Long-Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that would result in the student's suspension for more than ten (10) consecutive school days or expulsion, the parent(s)/guardian(s) will be given written notice of a hearing at which they may be represented by an attorney (at private expense) and may examine and present witnesses and documentary evidence. Following this hearing, the hearing officer (principal/school committee) will issue a written decision. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term exclusion from school. Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the superintendent of schools. For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the superintendent. For exclusions imposed by the school committee in accordance with M.G.L. c.76 §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c.76 §17, M.G.L. c.71 §37H, M.G.L. c.71 §37H1/2. Within five (5) school days of any

disciplinary appeal hearing, the reviewing hearing officer (superintendent/school committee) will render a written decision on the student's appeal.

See also LAWS PERTAINING TO STUDENT CONDUCT

Discipline and Students with Disabilities

Students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

- The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
- In-School Suspension for Special Needs Students
 - If a student is monitored, the LEA will touch base with assigned students during In-School Suspension.
 - Students' Individualized Education Plan (I.E.P.) accommodations will always be met.
 - Administration will consult with the Special Education liaison regarding discipline if he/she believes it needs to be modified.
 - Special Education services will be provided during all In-School Suspensions.
- Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement", building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During days of disciplinary exclusions exceeding ten (10) school days in a single school year, special education students have the right to receive services necessary to provide him/her with a free appropriate public education.
- If building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment.
- If building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent(s)/guardian(s) consent to, a new placement or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
- If a special education student possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. Currently illegal drug users are not protected under Section 504 when the school district takes disciplinary actions on the basis of such use.

Searches and Interrogations

File: JIH

Searches by Staff

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

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

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

Interrogations by Police

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

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

SOURCE: MASC

Saugus Student Code of Conduct

File: JIC

Good citizenship in Saugus schools is based on respect and consideration for the rights of others.

Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated on school premises, school property, school-sponsored or school-related events, including athletic games. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Any of the following actions may subject a student to expulsion by the Principal under the terms of M.G.L. 71:37H; 71:37 ½ H.; or any other state or regulatory agencies or governing body that governs student activity:

1. Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
2. Who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff member on school premises or at school-sponsored or school-related event including athletic games

See also LAWS PERTAINING TO STUDENT CONDUCT

Any of the following actions will subject a student to suspension, expulsion, subject to School Committee action, or other disciplinary measures:

- Intentionally causing or attempting to cause damage to school property; or stealing or attempting to steal school property.
- Intentionally causing or attempting to cause damage to private property; stealing or attempting to steal private property.
- Intentionally causing or attempting to cause physical injury to another person except in self defense.
- Using or copying the academic work of another and presenting it as his own without proper attribution.
- Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.

The above prohibited actions will be printed in a handbook or other publication and made available to students and parents.

School building administrators will not suspend a student, or recommend a student for suspension or expulsion, unless the student the conduct occurred while on school property, taking part in a school activity off school grounds, any other prohibited action as stated in the handbook, or the out-of-school conduct has caused or will foreseeably cause a substantial disruption or disorder within the school.

The school district reserves the right to suspend, expel or take other disciplinary action against a student for serious conduct that is not specifically enumerated in this student handbook.

SOURCE: MASC

LEGAL REF: M.G.L. 71:37H, M.G.L. 71:37 ½ H, Goss v. Lopez

School Committee 1st read March 10, 2011

School Committee 2nd read and adoption March 24, 2011

Teacher Session

A familiar deterrent in school circles involves detaining students during non-school hours. It is frequently required for those who are repeatedly tardy or who arrive in class without assigned work completed, but is also assigned as a deterrent for further minor misbehaviors. To be effective, session assignments must be carried out and accounted for. However, repeated infractions cannot be tolerated. Students who do not attend a teacher session will be referred to the administration for further action and still be held accountable for the assigned teacher session.

After School Office Session

A student receiving an Office Session will be detained from 2:25 PM to 2:55 PM on the assigned day. Students are not allowed to leave the building prior to the Office Session. No electronic devices will be allowed in Office Session. Sessions are held in a classroom to be announced at a later date.

Only the Principal or Assistant Principal may excuse a student for tardiness to Office Session. Office Sessions take precedence over all other after school activities; e.g. athletics, make-up and other activities. Students who do not attend an Office Session will be subject to further action per the discipline code and still be held accountable for the assigned Office Session.

Students cannot leave the building and return to fulfill their session; they have 10 minutes between the bell and the time session begins.

Before School Office Session

A student receiving a Before School Office Session (AM Session) will begin at 7:10 AM to 7:40 AM on the assigned day. No electronic devices will be allowed in AM/PM Office Session. Sessions are held in a classroom, the specific location will be announced..

Only the Principal or Assistant Principal may excuse a student for tardiness to Before School Office Session. Office Sessions take precedence over all other after school activities; e.g. athletics, make-up and other activities. Students who do not attend a Before School Office Session will be assigned a Saturday suspension and must repeat their Before School Office Session the next day and may be subject to further action per the discipline code. Before School Office Session will be mainly for students who are chronically late to school or a special circumstance as determined by the Administration.

Social Probation

Students who have violated the code of conduct are subject to being placed on Social Probation. Social Probation limits the student's privilege of attending school-sponsored events such as dances, proms, and other related activities. Students who have incurred multiple infractions and/or suspensions are subject to being placed on Social Probation. Seniors, who are suspended after April 1st, may lose one senior privilege up to all senior privileges depending on the infraction. Only the Principal can remove a student from this list.

Suspension

Suspensions are of several types and severity depending on the nature of the problem. The types, in order of severity of the penalty, are as follows:

In-School Suspension

Students are suspended from class and all activities and must report to the In-School Suspension room upon assignment. Students will be in In-School Suspension from 7:25 AM until 2:45 PM and are required to complete all assigned work. Work not turned in to the In-School Suspension teacher will be graded as a zero. Students serving an In-School Suspension are not eligible for any activities that day. Tardy students will be sent home and be rescheduled to serve In-School Suspension on the next day. No electronic devices will be allowed but computers are provided for instruction support, with permission. Students will eat lunch under the supervision of the In-School Suspension Director. Disruptive behavior may result in a repeat of the In School Suspension assignment on the next school day or the student may be given an out-of-school suspension. Students suspended externally may be required to fulfill the original obligation of the In School Suspension assignment. Failure to comply with the In-School procedures will be subject to further disciplinary action per the discipline code. Students must stay until 2:45 and failure to do so will lead to student repeating full IHS

Saturday School Session

In order to provide educational access to all students, Saugus Middle and High School offer **Saturday School Session** which may be implemented in place of student suspension. Although intrusive to both students' and parents' lives, it is used to deter offenders of the attendance policy and discipline code. Saturday School Session begins at 8:00 AM. No excuses for tardiness will be accepted. The program ends at 11:00AM. During Saturday School Session, students are expected to complete academic/school assignments and/or participate in community service. No electronic devices will be allowed but when required, computers are provided

Students who fail to attend a Saturday School Session will be subject to further consequences, including but not limited to: suspension or additional Saturday Sessions, in accordance with the due process procedures set forth above. Students that fail to attend Saturday School Session must be accompanied by a parent/guardian when they return to school on Monday.

Students who are concerned about not being able to attend an assigned Saturday morning should make certain that their behavior does not bring them to that point. The school reserves the right, depending upon the severity of the offense and the number of times the offense has been repeated, to assign any combination of suspensions and/or Saturday School Session.

Disruptive behavior will result in further consequences, including but not limited to: suspension or additional Saturday Sessions. Parents/guardians should accompany his/her student on Monday. Students suspended externally may be required to fulfill the original obligation.

Out-of-School Suspension

This is reserved for serious violations and/or excessive number of minor violations. Before re-entry to regular classes the student will have a meeting with his/her parent/guardian and the Assistant Principal. Students who are suspended out of school are not to

be on school property for any reason during the period of suspension. Violation of this policy will be subject to an increased number of days that the student is suspended. Suspended students will be allowed to make up work missed during suspension by referring to X2, emailing their teachers, and/or contacting their guidance counselor.

NOTE: Students who are suspended for any length of time are not allowed to participate in or attend any school activity until they return to school the next school day.

Long-Term Suspension and Expulsion

A long-term suspension is defined as a suspension of more than ten (10) school days. Expulsion is defined as the permanent exclusion of a student from the Saugus Public Schools. As stated in the Educational Reform Act of 1993, the Principal has the authority to long-term suspend and/or expel any student who is found on school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance, who assaults school personnel, or who is convicted of a felony. The decision to expel a student for any other reason is reserved for the School Committee.

PASS (Positive Alternative to School Suspension) Program

(High School Only) - As of 9/1/2021, SMHS has not confirmed if this program will be running in 2021-22.

The P.A.S.S. program is a program run jointly by the Beverly YMCA and the Northshore Recovery High School at the McPherson Youth Center in Beverly Massachusetts. The program is designed as a positive therapeutic learning opportunity for students to participate in therapy and tutoring. Being sent to the program does not count as a suspension on a student's record, and counts as a school day because of the educational opportunities provided. Participation in this program is limited to non-violent offenders only and is completely at the discretion of the principal or his designee. Failure to fully participate in the program will result in the consequence that is associated with the student's offense to be reinstated.

Saturday Credit Retention

In an attempt to increase student engagement and allow for timely instructional intervention, we are able to offer a grant funded Saturday Intervention Program. Students who received a failing grade in a course for the previous term, will have the opportunity of grade recovery for one failed course through this program. Students participating in the program will receive targeted instruction using Edgenuity under the direct oversight of an SMHS teacher. The curricula covered in these sessions will be closely aligned to the work that was failed for term one.

Students will be required to attend at least 4 of the 6 sessions provided. Each session is 3 hours long and students may complete their 3 hours on Saturday morning between the hours of 8:00 AM and noon. Students must receive at least a grade of 80 and complete twelve active hours in their targeted program on Edgenuity, otherwise their term one grade will remain unchanged. While attendance is a requirement, mere attendance is not grounds to receive the credit. Any violation of the SMHS disciplinary code will result in the student's removal from this program.

After successful completion of the program:

Original term grade 0-39 New term grade 55

Original term grade 40-64 New term grade 65

Dangerous Weapons

The determination of what constitutes a dangerous weapon shall be within the discretion of the building principal.

No toy, imitation or replica weapons of any kind, including guns and knives, will be permitted or be in the possession of a student, on school premises, at school-sponsored events and/or at school related events, including athletic games or school buses or other school transportation. Items such as these will be confiscated and may result in suspension or expulsion if they are determined by the Principal of the school to be in violation of this policy.

The use or possession of any such toy, imitation or replica weapon or instrument, by a student in a threatening way or used or possessed to give the appearance of being a dangerous weapon that could cause death or great bodily harm, shall result in expulsion.

Contraband items, which, though not defined as weapons under the Massachusetts General Law, Chapter 269, Section 10, are not permitted on school premises grounds, at school sponsored and/or related events, including athletic games and school buses or other school transportation. Use or possession of said items will result in suspension and may result in expulsion from school. The following are examples of prohibited contraband items:

- knives of any kind, shape or length; including key chains, drafting knives
- blades of any size
- razors, box cutters
- chains, whips or any other metal objects of no academic purpose

Other ordinary items that may become dangerous when used in a threatening way; use of these items in that manner may result in suspension or expulsion from school. Such items include: pencils, scissors, pins, nails, carpentry tools, piping, glass objects, bats clubs, sticks, etc.

See also, M.G.L. c. §§ 37H, 37H and 1/2, and 37L, below.

Procedures for Disciplinary Actions

Procedures for Short-Term Suspension (exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten cumulative 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:

- Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - The disciplinary offense
 - The basis for the charge
 - The potential consequences, including the potential length of the suspension
 - 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
 - The date, time, and location of the hearing
 - The right of the parent and student to interpreter services at the hearing; and
 - If the student may be placed on a long-term suspension following the hearing with the principal:
 - The rights set forth under the "Procedures for Long-Term Suspension"; and
 - The right to appeal the principal's decision to the superintendent.
- 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.
- 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 notice 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.
- 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, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) 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 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 an In-School Suspension

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 reasonable efforts 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 parents 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 a meeting has not already occurred.

Procedures for Long-Term Suspension

(exclusion of a student from school premises and regular classroom activities for more than ten cumulative 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 handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

- 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:
 - The disciplinary offense;
 - The basis for the charge;
 - The potential consequences, including the potential length of the suspension;
 - 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;
 - The date, time, and location of the hearing; and
 - The right of the parent and student to interpreter services at the hearing.
- 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.
- 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.
- 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.
- 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.
- 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.
- The principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
 - The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - The key facts and conclusions reached by the principal;
 - The length and effective date of the suspension and the date of return to school;
 - The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - 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 superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - The superintendent shall make a good-faith effort to include the parents in the hearing.
 - 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.
 - 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.
 - 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.
 - The decision of the superintendent shall be the final decision of the school district.
- 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.
- Any student exceeding 10 cumulative days of suspension, will be offered educational services by the district.

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges. See also, the Policies and Laws Relating to Student Conduct section of the handbook. Procedures associated with expulsion are set forth under the Procedures for Expulsion section of the handbook.

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 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 (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, 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 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 the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, 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 his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 781-231-5000.

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 a 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, test, 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) cumulative 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 cumulative 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

Discipline Infractions/Consequences

These consequences for the infractions listed below are guidelines for the discretion of the Principal who may delegate this responsibility to the Assistant Principals. The infractions and consequences listed below are merely guidelines and do not impose any restrictions on the ability of school officials to impose more severe consequences within their discretion. Specifically, the school district reserves the right to suspend, expel or take other disciplinary action against a student for serious conduct that is not specifically enumerated in this student handbook and to impose more severe consequences as appropriate. In the absence of in-school suspension, Saturday Session or Out-of-School Suspension may be assigned. The list below gives examples of prohibited actions and their related potential consequences, this is followed by a table which gives standard consequences for offenses. Where noted, certain offenses are for middle school only.

Type 1 Prohibited Actions

Include, but are not limited to:

- Skateboarding, roller skating, rollerblading, scooter, bike, or any other type of wheeled device, riding anywhere in the building or on school grounds *unless* ridden to school and parked at a bike rack for the school day.

- Using/wearing radios, iPods, MP3 players, CD players, cell phones (*Middle school only*), or any other communication or music related devices during school hours. NOTE: Cell phones and all other telecommunication devices **must be shut off** at all times and concealed. *Middle School Only*
- Possession/use of “playthings” (i.e. cards, toys, water balloons, snappers etc.)
- Playing cards, gambling, or betting
- Chewing gum or candy (cough drops are allowed with permission from the nurse or parent/guardian) *Middle School only*
- Eating or drinking outside the cafeteria without permission (students may carry water)
- Littering anywhere in school or on school grounds
- Tardiness to school
- Tardiness to class without a pass
- Using a locker or being in a corridor at any time other than passing between classes except with a valid pass
- Being in building before or after school, unsupervised
- Behavior not conducive to an effective/safe learning environment
- Inappropriate language, swearing, etc.
- Instigating, or being involved in inappropriate/disruptive behavior and/or activity, including physical contact “playful altercations,” in hallways, stairwells, classrooms, common spaces (theater, gym, cafeteria), entering/leaving school, on school property, or on a school bus
- Inappropriate show of affection
- Inappropriate school attire
- Wearing hats, hoods, bandanas or other types of headwear (unless used for religious purposes)
- Wearing backpacks or sling bags between classes (from 7:50 a.m. - 2:10 p.m.) *Middle School Only*
- Skipped detention

Consequences for Type 1 Behaviors

May include, but are not limited to:

- Verbal warning
- Parental notification
- Conference
- Written apology
- Teacher session
- Silent Lunch Session
- Office session, or in-house suspension, including re-entry meeting with the student and parent(s)
- Saturday School Session
- Confiscation (possibly until conclusion of school year)
- Restricted lunch privileges/cafeteria clean-up
- Filing of 51As (Department of Social Services) or CRA (District Court)
- **NOTE: A second offense for a Type 1 prohibited action could result in a Type 2 consequence**

Type 2 Prohibited Actions

Include, but are not limited to:

- Threats, teasing, harassment, verbal abuse, bullying, retaliation or intimidating behavior of any kind. This includes verbal, visual symbols, cyber bullying or any electronic communication.
- Instigating, or being involved in inappropriate/disruptive behavior and/or activity, including physical contact “playful altercations,” in hallways, stairwells, classrooms, common spaces (theater, gym, cafeteria), entering/leaving school, on school property, or on a school bus
- Dishonesty, lying, cheating/plagiarism
- Forgery of signatures, or dishonesty in notes or passes
- Throwing of any objects including, but not limited to, snowballs, water, or food
- Leaving any group, or exhibiting inappropriate behavior, while under the supervision of a faculty member or authorized chaperone on a field trip or other event
- Possession of a chain, including chain wallets
- Possession of any lighters and or matches
- Theft of any personal, private, or school property
- Disrespectful gestures, profanity, or injurious behavior directed at another person, including misbehavior towards/insubordination of any staff member, including substitute teachers
- Any action, including vandalism and graffiti, which results in injury or damage to property, whether intended or not (full restitution is required)
- Truancy or class cutting
- Fighting, in which a person makes physical contact with another person
- Bringing to school any animals or live organisms without prior permission from the main office
- Unauthorized use or entry of any school building or property (trespassing)
- Violation of the school internet policy
- Skipped office session
- Inappropriate behavior at any athletic or other event or rally (whether at home or at another site) including, but not limited to, profanity, taunting, threats, and fighting

Consequences for Type 2 Behaviors

May include, but are not limited to:

- Parental notification
 - Conference
 - Written apology
 - Office session, or in-house suspension, including re-entry meeting with the student and parent(s)
 - Silent Lunch Session
 - Saturday School Session
 - Confiscation (possibly until conclusion of school year)
 - Restricted lunch privileges/cafeteria clean-up
 - Exclusion from school-sponsored activities and field trips
 - Out-of-school suspension, including re-entry meeting with the student and parent(s) on the day that the student is scheduled to return to school
 - Police notification
 - Recommendation for expulsion, including a hearing with the student and parent(s)
 - Filing of 51A (Department of Social Services) or CRA (District Court) forms
 - Police notification
- *NOTE: A second offense for a Type 2 prohibited action could result in a Type 3 consequence. Type 2 violations that are determined by the principal to be egregious may also result in a Type 3 consequence.*
-

Type 3 Prohibited Actions

Include, but are not limited to:

- Pulling a fire alarm
- Posing a threat to, jeopardizing the safety of the school community (threatening actions or letters)
- Possession, use, or providing of tobacco, nicotine delivery systems, vaping, alcohol, drugs and/or controlled substances, or drug paraphernalia as defined by M.G.L. Chapter 94C and other statutes
- Possessing or displaying sexually explicit material
- Harassment/Bullying/ Cyber Bullying second time or more
- Assault and/or battery of any staff member or student on school premises or at a school sponsored or school related event or athletic game
- Possession of dangerous weapons including, but not limited to, a gun or a knife (this includes the use of any device that could be construed as a weapon, i.e. fake guns and knives etc.)
- Possession or use of fireworks, smoke bombs, stink bombs, propellants, or any other explosive or flammable devices or materials
- Use of a lighter or matches

Consequences for Type 3 Behaviors

May include, but are not limited to:

- Parental notification
- Exclusion from school-sponsored activities and field trips
- Saturday School Session
- Out-of-school suspension, including re-entry meeting with the student and parent(s) on the day that the student is scheduled to return to school
- Police notification
- Recommendation for expulsion, including a hearing with the student and parent(s)
- Filing of 51A (Department of Social Services) or CRA (District Court) forms.

Infraction	Consequence(s)	
Arson	Up to but not limited to 10 days out-of-school suspension, possible long-term suspension or expulsion, and referral to police and/or fire departments.	
Assault (verbal assault and/or threat to school personnel or students. These include those made in person, in writing, or through social media)	Up to but not limited to 5 days out-of-school suspension, possible long-term suspension or expulsion, parental meeting and police referral.	
Assault (physical assault of school personnel)	Up to but not limited to 10 days out-of-school suspension, possible long-term suspension or expulsion, parental meeting and police referral.	
Breaking and Entering	Up to but not limited to 10 days out-of-school suspension, long-term suspension, and/or possible expulsion; parental visit, restitution, police referral. Community service may also be required as well as social probation.	
Bullying	Up to but not limited to 10 days out-of-school suspension, possible long-term suspension or expulsion, parental visit and police referral. In addition, the district will utilize the procedures outlined in the district's bullying plan.	
Cafeteria Etiquette	If a student or a group of students is identified as littering or misbehaving in the cafeteria, they may be given the option of helping to clean the cafeteria for a period of time in lieu of Session or In-School Suspension for breaking the rules of conduct in the cafeteria. Disorderly students may have the privilege of eating in the cafeteria suspended.	
Cheating (in general, including but not limited to specifically plagiarism)	1st offense	No credit for the work involved, referral to Assistant Principal, and parental meeting /call with teacher and potential forfeit of any leadership positions along with removal from National Honor Society.
	2nd offense	Up to but not limited to 1 day in-school suspension, no credit for the work involved, referral to Assistant Principal, parental meeting, and potential forfeit of any leadership positions along with removal from National Honor Society.
	Each subsequent offense	Up to but not limited to 3 days out-of-school suspension, no credit for the work involved, referral to Assistant Principal, parental meeting and loss of eligibility for any future leadership positions including National Honor Society.
Creating a Major Disturbance (in the cafeteria, assemblies, rallies, and/or hallways)	1st offense	Up to but not limited to 3 days out-of-school suspension and parental meeting.
Creating a Major Disturbance (in the cafeteria, assemblies, rallies, and/or hallways)	1st offense	Up to but not limited to 3 days out-of-school suspension and parental meeting.
	2nd offense	Up to but not limited to 5 days out-of-school suspension and parental meeting with the Principal.
Disrespectful and/or Disruptive Behavior	1st offense	Up to but not limited to 1 to 4 office sessions and parental notification.
	2nd offense	Up to but not limited to 1 day in-school suspension or Saturday School Session and parental meeting.
	3rd offense	Up to but not limited to 1 day out-of-school suspension and parental meeting.

	4th offense	Up to but not limited to 2 days out-of-school suspension and parental meeting.
	Each subsequent offense	Up to but not limited to 10 days out-of-school suspension, possible long-term suspension or expulsion, parental meeting and police referral.
Disruptive during Office Session	Up to but not limited to 1 day in-school suspension or Saturday School Session and parental notification.	
Disruptive in In-School or Saturday Suspension	Up to but not limited to 3 days out-of-school suspension and parental meeting.	
Dress Code Violation	1st offense	Students will be required to remove or change the improper clothing item. Students will be required to make up any time/work missed. Parents/Guardian will be notified.
	Each subsequent offense	Up to but not limited to 1 day in-school suspension or Saturday School Session. Office session(s) may be assigned in place of suspension depending on the nature of the infraction. Students will be required to make up any time/work missed. Parents/Guardian will be notified.
Driving and/or Parking Violations	Students who abuse driving/ parking privileges will receive consequences varying from sessions to suspension, including loss of driving privileges on school property. Abuses include but are not limited to the following: speeding, reckless driving, parking in unauthorized locations and excessive tardiness to school. Cars in the wrong parking spots may be towed at the owner's expense.	
Excessive Tardiness to School	On the 6th and 7th tardy	Either 1 office session or 1 morning session and parental notification.
	After 8th offense	Saturday School Session and parental meeting.
	After serving the Saturday School Session continued excessive tardies will result in any of the following: filing of a CRA, social probation, and/or additional community service hours.	
Failure to Attend (assigned teacher session)	1st offense per term	1 office session and the student must serve the original teacher session.
	2nd – 4th offense per term	Multiple office sessions and the student must serve the original teacher session.
	Each subsequent offense for the term	Up to but not limited to 1 day of in-school suspension or Saturday School Session.
Failure to Attend (assigned office session)	1st offense	Up to but not limited to 1 day of in-school suspension or Saturday School Session and parental notification.
	2nd offense	Up 2 days of in-school suspension or Saturday School Session and parental notification.
	3rd offense	Up to but not limited to 2 days of out-of-school suspension and parental notification.
Failure to Attend or Complete (in-school suspension or Saturday School Session)	1st offense	Students must serve/complete the original consequence and an additional in-school suspension or Saturday School Session will be assigned.
	2nd offense	Up to but not limited to 1 day of out-of-school suspension and parental notification.

	3rd offense	
Failure to Have Proper Identification	Up to but not limited to multiple office sessions.	
Failure to Identify Oneself	1st offense	Up to but not limited to 2 days in-school suspension or Saturday School Session and parental notification.
	2nd offense	Up to but not limited to 2 days out-of-school suspension and parental visit.
	Each subsequent offense	Up to but not limited to 4 days out-of-school suspension, parental visit, and possible police referral.
Failure to Sign in for School (A student late for school must report to the Main Office and sign in)	1st offense	Office session and parental notification.
	2nd offense	1 day in-school suspension or Saturday School Session and parental visit.
	Each subsequent offense	2 days in-school suspension or Saturday School Session and parental visit.
Failure to consent to search	Each offense	Students will be subjected to the maximum penalty for the offense that is causing the search. (Example: A student suspected of theft that refuses a search will be subject to the maximum penalty for theft.) Parent notification, potential police notification, removal from school
Fighting	1st offense	3 days out-of-school suspension. Return to school requires a parental re-entry meeting
	2nd offense	5 days out-of-school suspension. Return to school requires a parental re-entry meeting.
	Each subsequent offense	Up to but not limited to 10 days out-of-school suspension, long term suspension, and possible expulsion.
Forgery (notes)	1st offense	1 day of in-school suspension, parent notification
	2nd offense	Up to but not limited to 3 days of in-school suspension, parental notification and parental re-entry meeting.
Harassment	1st offense	Up to but not limited to 3 day out-of-school suspension and parental visit
	Each subsequent offense	Up to but not limited to 5 days out-of-school suspension, long term suspension and possible expulsion.
Hazing	1st offense	Up to but not limited to 5 days out-of-school suspension, parental visit, removal from the club/team/organization, long term suspension, police referral, and/or possible expulsion.
	Each subsequent offense	Up to but not limited to 10 days out-of-school suspension, parental visit, removal from the club/team/organization, long term suspension, police referral, and/or possible expulsion.
Improper (Poor) Classroom Behavior	1st offense	Teacher session and parental contact.
	2nd offense	Multiple teacher sessions and parental meetings with the teacher.
	3rd offense	Referral to the Assistant Principal. Up to but not limited to 1 day of in-school suspension or Saturday School Session and parental visit.
	4th offense	Referral to the Assistant Principal. Up to but not limited to 1 day of out-of-school suspension and parental visit.

	Each subsequent offense	Referral to the Assistant Principal. Up to but not limited to 2 days of out-of-school suspension and parental visit.
Improper Use of Electronic Devices (In classrooms. This includes but is not limited to cell phones, iPads, iPods, laptops, and other electronic devices)	1st offense	Teacher session, confiscation of the device to be returned at the end of the class.
	2nd offense	Confiscation of the device to be turned in to the main office for parental retrieval, referral to the Assistant Principal and 2 office sessions.
	3rd offense	Confiscation of the device to be turned in to the main office for parental retrieval, referral to the Assistant Principal and 1 day in-school suspension or Saturday School Session.
	Each subsequent offense	Confiscation of the device to be turned in to the main office for parental retrieval, referral to the Assistant Principal and 1 day out-of-school suspension.
Insubordination	Up to but not limited to 4 days of in-school or Saturday School Session or out-of-school suspension and parental notification. This will be at the administration's discretion based on the specifics of the infraction.	
Opening Exterior Doors (without permission or reason.)	1st offense	Up to but not limited to 3 office sessions.
	Each subsequent offense	Up to but not limited to 2 days in-school suspension or Saturday School Session and parental notification.
Possession, Use, Dealing or Distributing either Weapons and/or Drugs (This would include, but not be limited to, possession on one's person, backpack, vehicle, and/or locker. This includes over the counter narcotics, alcohol, and controlled substances)	Four (4) days out-of-school suspension (a combination of Saturday, in-house and/or out-of-school suspension), parental visit, police referral, possible long term suspension, and/or possible expulsion. Also consequences related to athletics (MIAA) and co-curricular groups will be given as required.	
Possession and/or Use (Fireworks)	Up to but not limited to 4 days out-of-school suspension, parental visit, confiscation of materials, and referral to police and fire departments.	
Possession and/or Use (Any tobacco or nicotine products, or e-cigarettes. This would include, but not be limited to, possession on one's person, backpack, vehicle, and/or locker. Students are considered to be "smoking" in such cases as: in a bathroom stall with smoke coming from it, seen in possession of a tobacco/nicotine product, and/or in an area with multiple students where smoke is observed. Other instances not specifically described may be considered at administrative discretion)	1st offense	Three (3) days of suspension (a combination of Saturday, in-house and/or out-of-school suspension), confiscation of materials, and parental visit. Also consequences related to athletics (MIAA) and co-curricular groups will be given as required.
	2nd offense	Four (4) days of suspension (a combination of Saturday, in-house and/or out-of-school suspension, confiscation of materials, and parental visit. Also consequences related to athletics (MIAA) and co-curricular groups will be given as required.
	3rd offense	Five (5) days of suspension (a combination of Saturday, in-house and/or out-of-school suspension, confiscation of materials, and parental visit. Also consequences related to athletics (MIAA) and co-curricular groups will be given as required.
	Each subsequent offense	Five (5) days of suspension (a combination of Saturday, in-house and/or out-of-school suspension, confiscation of materials, and parental visit. Also consequences related to athletics (MIAA) and co-curricular groups will be given as required.

Possession and/or Use (Smoking paraphernalia, such as matches and lighters)	1st offense	Two (2) days in-school suspension or Saturday School Session, confiscation of materials, and parental notification.
	2nd offense	Three (3) days in-school suspension or Saturday School Session, confiscation of materials, and parental visit.
	3rd offense	Four (4) days in-school suspension or Saturday School Session, confiscation of materials, and parental visit.
	Each subsequent offense	Five (5) days in-school suspension or Saturday School Session, confiscation of materials, and parental visit.
Stealing (A student who misappropriated school property or the property of others will be held to strict accountability regarding restitution.)	1st offense	Up to but not limited to 5 days out-of- school suspension, long-term suspension, and/or possible expulsion; parental visit, restitution, police referral.
	Each subsequent offense	Up to but not limited to 10 days out-of- school suspension, long-term suspension, and/or possible expulsion; parental visit, restitution, police referral.
Stealing (Specifically food from the cafeteria.)	1st offense	Up to but not limited to 1 day in-school suspension or Saturday School Session.
	Each subsequent offense	Up to but not limited to 3 days out-of-school suspension.
Tampering with Safety Devices (This includes but is not limited to; fire alarms, fire extinguishers, science safety equipment, security equipment, and AED equipment)	Up to but not limited to 10 days out-of- school suspension, long-term suspension, and/or possible expulsion; parental visit, restitution, police referral.	
Throwing of Food (Suspensions are based on the severity of the incident)	1st offense	Up to but not limited to 3 days in-school suspension or Saturday School Session, parental notification and 5 days of cleaning the cafeteria as community service.
	Each subsequent offense	Up to but not limited to 5 days out-of -school suspension, parental notification, 5 days of cleaning the cafeteria as community service, and 15 days of eating in an alternative environment, if the incident took place in the cafeteria.
Truancy (Cutting a class)	1st offense	Up to but not limited to 1 day in-school suspension or Saturday School Session and parental notification.
	2nd offense	Up to but not limited to 2 days in-school suspension or Saturday School Session and parental visit.
	3rd offense	Up to but not limited to 2 days out-of-school suspension and parental visit.
	Each subsequent offense	Up to but not limited to 3 days out-of-school suspension and parental visit.
Truancy (Cutting a class and leaving school building)	1st offense	Up to but not limited to 2 days in-school suspension or Saturday School Session and parental visit.
	2nd offense	Up to but not limited to 1 day out-of-school suspension and parental visit.
	Each subsequent offense	Up to but not limited to 3 days out-of-school suspension and parental visit
Truancy (failure to attend school without explanation)	1st offense	Up to but not limited to 1 day in-school suspension or Saturday suspension and parental notification.

	2nd offense	Up to but not limited to 2 days in-school suspension or Saturday suspension, and parental visit.
	Each subsequent offense	Up to but not limited to 2 days out-of-school suspension and parental visit.
Vandalism	Up to but not limited to 5 days out-of-school suspension, depending on the severity. The student will be held accountable for restitution for the repair of the damage. The student will also partake in ten (10) hours community service and a parent visit.	
Vulgarity and/or Profanity (towards school personnel)	Up to but not limited to 4 days out-of-school suspension and parental visit.	
Vulgarity and/or Profanity (toward student)	Up to but not limited to 1 day in-school suspension or Saturday School Session and parental notification.	
Vulgarity and/or Profanity (at random)	2 office sessions but up to but not limited to 1 day in-school suspension or Saturday School Session.	
Any unmentioned infraction	Office session, in-school suspension, Saturday School Session, out-of-school suspension as determined by the assistant principal based on the nature of the infraction.	
Habitual School Offender	Any student that habitually violates school rules is subject to additional discipline consequences. Parent/Guardian meeting will be required.	

Office sessions can be either AM or PM. The hours for office sessions are 7:15-7:50 AM or 2:20-2:50 PM. In lieu of any of the above mentioned consequences the following consequences may served as a substitute; social probation (athletics, co-curricular activities, school related functions/events, and/or participation in field trips), parking privileges, use of technology at lunch, silent lunch, and any other consequences deemed appropriate by administration.

All rules and regulations are in full effect at all school-sponsored and school related events. Students may be subject to social probation for any infraction and this shall be determined by administration.

Parent/Guardian/Student Sign off Sheet

To Parents/Guardians and Students:

This handbook is intended to provide communication among parents/guardians, students and faculty.

This handbook also provides students with the policies and procedures of Saugus Middle-High School. This page will verify your receipt and your understanding of the responsibilities required by our school community. If at any point you have a question, please call or email teachers. Please fill out this page and have your student return it to his/her Homeroom Teacher.

Thank you,
Mr. Brendon Sullivan
Principal

I have received and read a copy of the Saugus Middle High School 2022-2023 student handbook as so indicated by my signature below.

Student Name (Printed): _____

Homeroom: _____

**Parent/Guardian Name(s)
(Printed):** _____

**Primary Phone
Number(s)** _____

**Primary Email
Address(es):** _____

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Please review the following statements and check the appropriate boxes.

_____ I **approve** of my child using school computers and accept the "Acceptable Use Policy."

_____ I **approve** of my child's photograph being used on the school website and/or publications.

_____ I **approve** of my child's information being released under Sec. 9528 Armed Forces Recruiter Access to Students and Student Recruiting Information Act.

REQUEST/AUTHORIZATION TO RELEASE STUDENT RECORD

_____ I hereby **authorize** Saugus Middle-High School to release a copy of my high school academic record, standardized test scores, personal resume information, and letters of recommendation (when applicable) to those schools/colleges, places of employment, armed services, or government agencies to which I have applied and/or whenever these records are requested by the aforementioned or like institutions.

_____ I **approve** of my child participating in various screenings throughout the school year such as SBIRT (health screenings) and Signs of Suicide (SOS depression screenings). To opt out of these screenings at a later date, parents/guardians must email their student's Guidance Counselor before October 1st of each year. More information can be found on page 32, in the student handbook.

_____ I **DO NOT** have computer access and would like all reports mailed