

# **NORWOOD PUBLIC SCHOOLS**

*Superintendent: Dr. Dave Thomson*  
*Assistant Superintendent: Dr. Alec Wyeth*



## **DR. PHILIP O. COAKLEY MIDDLE SCHOOL** **Student, Parent, and Guardian Handbook**

Principal: Dr. Margo Fraczek  
Assistant Principal: Anthony Freeman  
Assistant Principal: John Greeley

**2017-2018**

August 31, 2017

Dear Coakley School Community,

It is with excitement and enthusiasm that I begin my tenure at the Coakley Middle School. I have already been welcomed by so many individuals and groups that it is clear I am coming into a caring community dedicated to educational excellence.

I also know that this community has been through several changes in a short period of time, and I will work hard to develop stability and trust through learning about CMS, the staff, the students, and the larger Norwood community. This year I plan to learn as much as possible about our school, its strengths, and the challenges that we face in providing every middle school student in Norwood with an excellent education. I am excited to spend time in classrooms, meet with parents, learn from my colleagues, and gain a greater understanding of the Norwood community. All of this listening will coalesce into a long range plan for the Coakley Middle School created with input from staff, students, families, and the communities.

Summer always goes by so fast with so much to be done to get ready for the new year. Every member of the Norwood Public Schools has dedicated much time and effort to create the best experience possible for the new year. We look forward to seeing you all on the first day!

Welcome to the 2017-2018 school year.

Sincerely,

Dr. Fraczek

## **Table of Contents**

### **ATTENDANCE**

<b>School Attendance</b>	<b>5</b>
<b>Tardiness</b>	<b>6</b>
<b>Dismissals</b>	<b>7</b>
<b>MCAS/PARCC Testing and Absences</b>	<b>7</b>

### **ACADEMICS**

<b>Academic Expectations</b>	<b>7</b>
<b>Academic Responsibilities</b>	<b>8</b>
<b>Midterm Progress Reports</b>	<b>9</b>
<b>Report Cards</b>	<b>9</b>
<b>Aspen Parent Portal</b>	<b>9</b>
<b>Homework</b>	<b>9</b>
<b>Incomplete Grades</b>	<b>10</b>
<b>Failing Grades and Summer School</b>	<b>10</b>
<b>Extra Help/Make-up Work</b>	<b>10</b>
<b>Honors Criteria</b>	<b>10</b>
<b>Academic Contracts</b>	<b>10</b>
<b>Textbooks</b>	<b>11</b>
<b>Teacher Recommendations for Private School</b>	<b>11</b>
<b>Exploratory Classes</b>	<b>11</b>
<b>Physical Education</b>	<b>11</b>

### **CONDUCT**

<b>Behavioral</b>	<b>12</b>
<b>Use of Phones</b>	<b>12</b>
<b>Electronic Devices</b>	<b>12</b>
<b>Computer Use</b>	<b>13</b>
<b>Dress Code</b>	<b>13</b>
<b>Cafeteria Expectations</b>	<b>14</b>
<b>Assemblies</b>	<b>15</b>
<b>Respect for School Property</b>	<b>15</b>
<b>Passing from Class to Class</b>	<b>15</b>
<b>Bus Rules</b>	<b>15</b>
<b>Student Activities</b>	<b>16</b>
<b>Intramural Sports</b>	<b>16</b>
<b>Other Activities</b>	<b>16</b>
<b>Mustang Block Enrichment Program</b>	<b>16</b>

### **SCHOOL PROCEDURES**

<b>School Arrival</b>	<b>17</b>
<b>Bicycles, Skateboards, and Other wheeled modes of Transportation</b>	<b>17</b>
<b>Lockers</b>	<b>17</b>
<b>Lost and Found</b>	<b>18</b>

<b>Library</b>	<b>18</b>
<b>Passes</b>	<b>18</b>
<b>Communication</b>	<b>18</b>
<b>Evening Events</b>	<b>19</b>
<b>Field Trip</b>	<b>19</b>
 <b>STUDENT HEALTH</b>	
<b>Health Services</b>	<b>19</b>
<b>Required Health Screenings</b>	<b>20</b>
<b>When to Keep your Child Home</b>	<b>21</b>
<b>Wellness Policy</b>	<b>22</b>
 <b>ANTI-BULLYING POLICY</b>	
<b>Norwood Public Schools Anti-Bullying Policy</b>	<b>23</b>
<b>Peer Aggression, Harassment and Bullying Definitions</b>	<b>24</b>
 <b>DISCIPLINARY ACTIONS</b>	
<b>Classroom Consequences Protocol</b>	<b>27</b>
<b>Office Consequence Protocol</b>	<b>27</b>
<b>Office Lunch Detention</b>	<b>27</b>
<b>Office Detention</b>	<b>27</b>
<b>Suspension Protocol</b>	<b>28</b>
<b>Due Process</b>	<b>28</b>
<b>Discipline of Students with Disabilities</b>	<b>31</b>
<b>Sample Notice of Alleged Offense Letter</b>	<b>35</b>
<b>Fighting and Assault</b>	<b>38</b>
<b>Cheating and Plagiarism</b>	<b>38</b>
<b>Behavioral Contract</b>	<b>38</b>
 <b>POLICIES</b>	
<b>Child Abuse and Neglect</b>	<b>39</b>
<b>C.O.R.I. Requirements Policy</b>	<b>39</b>
<b>Emergency School Closing Procedures</b>	<b>39</b>
<b>Family Educational Rights and Privacy ACT (FERPA)</b>	<b>39</b>
<b>Photographing &amp; Videotaping of Students</b>	<b>40</b>
<b>Hazing</b>	<b>40</b>
<b>Massachusetts Education Reform Act of 1993</b>	<b>40</b>
<b>Memorandum of Understanding (M.O.U.)</b>	<b>40</b>
<b>Policy Regarding Discrimination and Harassment</b>	<b>40</b>
<b>Special Education</b>	<b>42</b>
<b>Section 504</b>	<b>42</b>
<b>Response-To-Intervention (RTI)</b>	<b>43</b>
<b>Emergency Lockdowns and Drills</b>	<b>43</b>
<b>Weapons</b>	<b>43</b>
<b>Responsibility of a Noncustodial Parent to Receive Student Records</b>	<b>44</b>
<b>Transfer of Records</b>	<b>44</b>
<b>Destruction of Student Records</b>	<b>44</b>
<b>Educational Rights and Privacy Act (FERPA)</b>	<b>44</b>
<b>Parental Notification Law</b>	<b>45</b>



**SIGNATURE SECTION**

<b>Acknowledgement of Receipt of Handbook</b>	<b>46</b>
<b>Responsible Use of Agreement for Technology</b>	<b>46</b>
<b>Media Refusal Signature Form</b>	<b>47</b>

## SCHOOL ATTENDANCE

### Relevant State Laws

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

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

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

### Excused Absences

An absence is noted as '**excused**' when the parent/guardian has contacted the main office by 9:00 am on the day of the absence, at 781-762-7880, identifying the student, his/her grade, and the reason for the absence. It is expected that all students who are out of school return to school with a note from their parent or guardian stating the reason for the absence.

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

### Unexcused Absences

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

### Medically Excused Absences

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

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

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

- Permission to participate in physical education;
- Permission to use crutches, to use the elevator and/or to leave class earlier to meet their health needs; (\*\* Students will NOT be allowed to use crutches without a doctor's note);

- Whether transportation is needed to qualified temporarily handicapped students;
- Initiate home tutoring in the case of excessive absences; and/or
- Administration of medications. (\* note- no medications can be issued by the school nurse without current doctor's orders)

#### Family Trips

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

All work and/or assessments missed during the absence must be completed within five (5) school days, and as with any absence, it is incumbent upon the student and the parents or guardians to approach his/her teachers to inquire about what he/she has missed, and to also take advantage of the available resources that will expedite his/her transition back to the class' current curriculum.

#### Absenteeism and Truancy

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

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

#### **TARDINESS**

After 7:25, students are considered tardy and must report to the office for a pass before going to homeroom or to class. Students should have a note from home explaining their tardiness. The office logs all tardies as **“excused” or “unexcused.”**

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

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

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

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

Please note that the number of tardies are re-set at the end of each quarter. Please also note that tardies that extend beyond 9 a.m. are considered official tardies under the state attendance guidelines and are handled under those provisions.

## **DISMISSALS**

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

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

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

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

## **MCAS/PARCC TESTING AND ABSENCES**

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

## **ACADEMIC EXPECTATIONS**

### Classes

Students take four core academic classes: English Language Arts (ELA), Mathematics, Science and Social Studies. In addition, many students take a variety of exploratory classes for 1 to 4 quarters of the year. These may include: foreign language, art, music, physical education, STEM and computer courses. Some students also participate in special education or take classes with the reading or math specialist depending on their needs. Specific classroom and homework expectations will be discussed with students during the first week of school. Many teachers use teacher web sites to post homework. Please check with individual teachers as to the best method for obtaining information about your child's homework assignments.

### Teams

Teachers want to help the students do well in their major job, which is learning. Having teams is a great way to do this. Each student will become a member of a team, just as they are a member of their family at home. The English, math, science, and social studies teachers are the teacher members of each student's team and meet regularly to plan academic activities and to help each student achieve to the best of his or her ability. Teams may conduct activities outside of class, such as field trips and special assemblies. These activities give students a greater opportunity to interact with the other students on their team. Students will be placed on different teams each year in order to meet their needs. Team Placements letters will be posted by August of every year.

### Homework Guidelines and Expectations:

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

- The purpose of homework is to "improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student" as well as foster other important middle school "habits of mind" including independence, time management and self-reflection;
- Homework should be clear, meaningful, student-centered and assigned so that students can complete it independently;
- Homework should take into consideration the varied needs of students including home access to needed resources and incorporate student choice whenever possible.

- Homework should be assessed for effort more than accuracy.
- Homework should be utilized to inform individual student interventions and whole class instruction;
- Homework success is most easily achieved when the CMS Community works in collaboration with parents, teachers and students.

#### Teacher Responsibility:

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

#### Student Responsibility:

- Record daily homework assignments in agendas provided by the school and pay for a replacement agenda if lost;
- Use online resources when available to support in class learning such as Google Docs and Google Classroom;
- Put forth daily effort on homework completion and record any questions about the assignment to ask the teacher the next day;
- Advocate for their learning needs by seeking clarification and extra help from teachers in class, during Mustang Block and after school as needed to support understanding;
- Work with parents and teachers on organization of learning materials and time management;

#### Parent/Guardian Responsibility:

- Check your child's agenda on a daily basis for homework assignments;
- Monitor your child's homework completion;
- Create a quiet space for your child to complete homework and organize materials;
- Help your child with time management and organization of learning materials;
- Encourage your child to speak with his/her teacher with any questions and advocate for their learning needs;
- Contact the teacher or guidance counselor with any concerns regarding your child's ability to complete homework assignments.

### **ACADEMIC RESPONSIBILITIES**

#### Students' responsibilities are to:

- try their best
- bring their planners to each class
- write down assignments, including all directions, in their planners
- ask questions when needed to clarify assignments

- keep materials organized in their binders
- hand in work done thoughtfully and on-time
- plan carefully for long-term assignments
- call a classmate for assignments when absent
- request assignments and follow-up instruction, as needed, after any missed classes
- make arrangements to meet with a teacher after school or during Mustang Block for extra help.

Parents’/Guardians’ responsibilities are to:

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

### **MIDTERM PROGRESS REPORTS**

Midway through each quarter, a mid-term report will be issued by each teacher to keep parents informed of their child’s progress. Students will be sent home with these reports approximately 4 weeks into the term. Mid-term reports are not meant to be the sole vehicle for parent/teacher Mr. Chisholm needs to demonstrate efforts to engage parents and students in the instrumental program and work with parents to keep students motivated to participate in band or orchestra by working to overcome any barriers they might encounter.

. If you have questions or concerns, please contact individual teachers.

### **REPORT CARDS**

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

### **Grading System**

Although Coakley Middle School utilizes a standards-based education model and has in the past used a numerical grading system to communicate student achievement, at this time, we recommend changing our grading policy to use of letter grading in order to align with the policies of Norwood High School and the traditional grading system that is generally recognized by colleges and universities. The recommended changes in our grading system and alignment of letter to numerical grades are indicated below:

GRADE	NUMERICAL VALUE
A+	98-100
A	93-97
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	Below 60

The only exceptions to the chart above are physical education courses, educational support programs for regular or special education students, all of which are graded on a Pass/Fail basis. Our policy with regard to “Incomplete”

grades remains the same. If a student has “excused absences” that prevent the completion of work for an academic quarter, the teacher may grant that student an “incomplete,” noted as “I” on the report card. The student will be given 10 days to make up missing work, at which time the teacher will assign the student a grade based upon the work completed for the term.

#### **ASPEN**

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

#### **INCOMPLETE GRADES**

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

#### **FAILING GRADES AND SUMMER SCHOOL**

Students who fail up to two major academic subjects (English, mathematics, social studies, and science) may be required to attend summer school at the discretion of the principal. If a student has an Attendance Action Plan and has missed 25 days of school for non-medical or non-religious excused reasons, they may be required to attend summer school.

#### **EXTRA HELP/MAKE-UP WORK**

Students who need extra help should arrange a time to meet with their teachers. Teachers may be available for extra help from 2:05 p.m. until 2:25 p.m. or sometimes later on Mondays through Thursdays when the late bus is also available for students who have paid for the bus. Alternative times may be discussed with individual staff members. Often teachers arrange for one day a week to offer extra help after school. Additionally, teachers are available during Mustang Block to offer extra help to students. Students will need to sign up for extra help with individual teachers and obtain a pass to go to that teacher’s room prior to Mustang Block.

#### **HONORS CRITERIA**

Students who receive 90 or above in **all** subjects and have not received an unsatisfactory conduct grade will receive first honors. Students who receive 80 or above in **all** subjects and have not received an unsatisfactory conduct grade will receive second honors.

#### **ACADEMIC CONTRACTS**

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

A contract is until the end of the next term. The terms of each contract will be laid out in detail for each student. These contracts can include restrictions preventing the student from participating in after-school or enrichment activities, including field trips, at the discretion of the principal. It will be signed by the student, the parent, and the administrator. Additionally, any student who is placed on two separate contracts during the course of an academic

year may become automatically ineligible for after-school or enrichment activities, including field trips, at the discretion of the principal. At the end of the contract, a student's performance will be evaluated and will either enter a new contract or exit the academic contract protocol.

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

## **STUDENT SUPPORT TEAM**

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

The membership of the Student Support Team at the Coakley School includes the Vice Principal of Curriculum and Instruction, a Reading Specialist, one exploratory teacher, and both the guidance counselor and one academic teacher of the student under discussion. While parents are not typically included in the first SST meeting on a student, they will be invited to participate in subsequent meetings in the SST process.

The Goals of the Student Support Team are

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

## **TEXTBOOKS**

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

## **TEACHER RECOMMENDATIONS FOR PRIVATE SCHOOL**

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

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



## EXPLORATORY CLASSES

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

## PHYSICAL EDUCATION

### Gym Clothes - Dress Code

Students are expected to bring sportswear for all physical education classes. This includes athletic pants or shorts, a tee shirt or sweatshirt, and properly laced athletic sneakers. No jewelry may be worn during class. No shirts with buttons. Students should leave books or personal items in the lockers that are located in the locker rooms, and are expected to bring their own locks to secure their belongings. Students not appropriately dressed for PE class will be asked to sit out and complete an alternate assignment.

### Non-Participation Consequences:

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

## BEHAVIORAL EXPECTATIONS

### Student Code of Cooperation

At Coakley Middle School we have 2 primary school values: Respect and Responsibility.

**Respect:** Respect yourself and others. If you are respectful, then you will: be kind and considerate to everyone; be prepared to help others; understand, appreciate and accept the differences among all of us in the Norwood Middle School; respect the property of others and the school building; and behave properly at all times.

**Responsibility:** Assume responsibility for your own belongings; for your homework; for being prepared for class work and assessments; for being in control of your actions; for being honest.

*Following these values will help each student to reach the level of independence that becomes so important at this age. It will also engender a positive school climate in which everyone has the opportunity to reach his/her academic potential, develop new friendships, and become self-confident in a safe environment.*

In following these values, there are some school expectations that help us to function as a community and allow students and teachers to feel comfortable in the school. These school expectations will be adhered to at all school events as well as during the school day.

**EXPECTATION 1: Respect yourself and others.**

**EXPECTATION 2: Assume responsibility for your work and your behavior.**

**EXPECTATION 3: Be responsible for attending all classes and arriving on time ready to learn.**

**EXPECTATION 4: Respect the property of the school and of others in the school community.**

**EXPECTATION 5: Respect the differences of other members of the CMS Community.**

**EXPECTATION 6: Respect the learning community by keeping all electronic equipment off and away during school hours.**

**USE OF PHONES**

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

**ELECTRONIC DEVICES**

Electronic devices and equipment (including but not limited to cell phones, iPods, Mp-3 players, Blackberry devices, iPhones, hand-held video-game systems, CD and/or DVD players, laser pointers, voice recorders, camcorders, cameras, portable radios or televisions, headphones, and beepers and their accessories) are to be turned off and stored in student lockers upon entering the building.

Cell phones and electronic devices may not be used before or after school in the building. Students needing to call home during this time should report to the main office to call from the school phone. Cell phones may not be used to take pictures or videos in the school or on school buses (as an extension of school property) without specific permission from the Principal or Vice Principals.

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

Students found using any of the aforementioned electronic devices in violation of this policy will be subject to confiscation as well as potential disciplinary action:

- First offense:               Item confiscated and returned to student at the end of the school day
- Second offense:           Item confiscated and parent/guardian is required to retrieve the item

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

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

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

### **COMPUTER USE**

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

### **DRESS CODE**

The Norwood School Committee finds that a middle school dress code is necessary to provide safety, to prevent disruption and disorder, and to facilitate the educational process. Therefore, in order to maintain reasonable standards of health, safety and cleanliness and with advice and input from the Student Handbook Committee and the Coakley Middle School Council, (consisting of students, teachers, parents, community members, and administration) the following dress code has been adopted:

The clothing of the students should be worn in the manner for which it was designed. Students’ dress should show the respect that we encourage for self and others. Since the primary function of school is educational, not recreational or social, student dress should be appropriate for the school environment and not cause a distraction within that setting. If the health and safety of the student is endangered or the proper order of school is disrupted by a student’s attire or appearance, he or she will be referred to the Principal or Vice Principals and may be sent home. Continued failure to comply with the Dress Code of Coakley Middle School could result in suspension from school pending a conference with the Principal or his designee.

Coakley Middle School Administration reserves the right to determine if certain attire is inappropriate in the school building. Inappropriate dress shall be defined, but not limited to, an article of clothing that displays or promotes, in pictures or words, any foul, obscene or offensive language; any tobacco product or the use of tobacco product; any alcohol product or the use of any alcohol- product; material of a sexual nature whether explicit or implied; any illegal substance or the use of illegal substances; acts of actual or implied violence; material reasonably likely to incite or cause disruption due to inappropriate racial, ethnic, or religious connotations.

- Tank Tops
- Halter Tops
- Spaghetti Straps
- Off the shoulder tops
- Muscle Shirts
- Bare Midriffs
- Sunglasses
- Hats
- Head Coverings
- Bandanas
- Sweat Bands
- Visors
- Spiked Bracelets
- Heavy Gauge Chains
- Pajama Pants
- Slippers

Hats must be kept in lockers. Underwear of any kind shall not be visible. Students are asked to refrain from wearing excessively short pants, excessively revealing hemlines, excessively tight clothing or clothing that allows the overexposure of a person's thighs, chest or stomach. The length of shorts, skirts, and dresses must be longer than the finger-tips when arms are held down at the side of the body.

This Dress Code shall not be enforced to the extent that it conflicts with religious observance or a documented medical condition. Dress that in any way negative impacts the school culture and climate will be prohibited. The dress code will be enforced during all school-sponsored events and field trips.

*In school, as in the workplace, we need to adhere to certain standards. We appreciate your assistance with this issue so that everyone may be comfortable in our school and focused on learning.*

#### Dress Code Violation Disciplinary Actions

If a dress code violation is extreme, the student will be asked to change his/her attire or he/she will be sent home to change.

For violations that are not extreme:

1<sup>st</sup> offense: Student will change clothing and be asked not to wear the particular clothing again

2<sup>nd</sup> offense: Student will change the clothing and a mandatory parent meeting will be required.

3<sup>rd</sup> and subsequent offenses: Student will be subject to disciplinary action.

Any coats, jackets, ski parkas, or other similar outerwear must be secured in the student's locker. If a teacher deems that cold conditions exist in a classroom exceptions may be made.

#### **CAFETERIA EXPECTATIONS**

Students are expected to go directly to the cafeteria at the time that their grade eats lunch. Upon arrival, students are to sit down and wait for their table to be called up to order lunch. All students are expected to be polite, to practice good table manners, and to clean up after themselves. Any inappropriate behavior may result in assigned seating in the cafeteria, or possibly being excluded from eating lunch in the cafeteria for a period of time.

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

Monthly lunch menus are posted in school. The price for these lunches is fixed and will be \$2.75. Each family will receive information on how parents can set up a pre-paid lunch account with our school dining service so that students do not need cash to pay for lunch.

#### **ASSEMBLIES**

Assembly programs for enrichment and enjoyment are held in the auditorium throughout the school year. The programs are varied and have included guest speakers, musical concerts, student performances, and motion pictures. It is expected that students will display good manners while attending assemblies: keeping their feet on the floor; not talking during the program; and showing appropriate applause in response to a performance. During assemblies, students will sit in assigned areas with their teachers. Students who do not meet these expectations may be subject to disciplinary action.

#### **RESPECT FOR SCHOOL PROPERTY**

Students may not damage or deface ANY school property at ANY time or they will be faced with disciplinary action and will be responsible for replacement of any items damaged. Students must demonstrate respect of school

property by cleaning up after themselves. Students who do not meet these expectations may be subject to disciplinary action.

#### **PASSING FROM CLASS-TO-CLASS**

Each passing period is 3-4 minutes in length. Students can help to maximize safety and minimize hallway congestion by doing the following:

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

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

#### **BUS RULES**

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

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

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

#### **STUDENT ACTIVITIES**

There are numerous activities in which students can participate. They represent opportunities for students to follow a particular interest or to take a risk and try something new. Some of the organizations are listed below. In order to participate, students must maintain appropriate academic and behavioral standards. Students may be removed from any activity (club, musical, play, student council, sports, etc.) or not allowed to join an activity, if their grade in any course drops below C or they are placed on a behavior contract. Please note that after-school activities are not

considered part of the school day and restrictions in attendance are not subject to due process.

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

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

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

#### INTRAMURAL SPORTS

Supervised intramural sports are offered after school (on afternoons to be determined) in the gym, unless there is a notice of cancellation. A small fee is charged. All students may participate, unless they are on an academic or behavior contract or have another commitment (detention, required after-school academic help, rehearsal, etc.). Intramurals dismiss at 3:00 p.m. for the late bus. Students who have spent time after school with a teacher may join intramurals with a pass from that teacher to the staff member responsible for the intramurals.

<i>Flag Football</i>	<i>Soccer</i>	<i>Cross Country</i>	<i>Tennis</i>	<i>Basketball</i>
<i>Gym Games</i>	<i>Floor Hockey</i>	<i>Ping Pong</i>	<i>Frisbee</i>	<i>Volleyball</i>
<i>Olympics</i>	<i>Wrestling</i>			

#### OTHER ACTIVITIES

<i>Student Council</i>	<i>Drama and Musicals</i>	<i>Jazz Band</i>	<i>Honors Band</i>
<i>Honors Chorus</i>	<i>Artist's Circle</i>	<i>Cartooning Club</i>	<i>Animal Rights Club</i>
<i>National History Day Club</i>	<i>Different But Equal Club</i>	<i>Friendship Club</i>	<i>SEARCH Club</i>
<i>The Coakley Insider TV Program</i>			

#### LITERACY BLOCK EXPECTATIONS

Beginning in the 2016-2017 school year, every student and faculty member will participate in a daily 20 minute reading period at the beginning of Mustang Block. The following are the expectations for the reading block:

- Every student will have an independent reading book or other approved reading material such as a publication or content reading.
- Students MAY NOT use this reading time to go to the library to select a book. They must arrive to their Mustang Block Class with that book already selected.
- Students who do not have a book will be given a selection from the classroom library of the teacher's choice.
- Students who disrupt the silent reading time will face office disciplinary consequences.

#### MUSTANG BLOCK

The purpose of Mustang Block is to provide the space for targeted support, the development of the advisory program, and enrichment opportunities for students.

- Duration of 30 minutes.
- Following reading block – last 30 minutes of the day.

- Students will continue reading, work on homework, seek extra help from teachers, make up tests or quizzes, visit the library or computer lab, participate in enrichment activities (TBD)
- Students need to obtain a specific “Mustang Block Pass” in advance of Mustang Block in order to be allowed to go to another classroom beside assigned Mustang Block class.
- Teachers will meet with individual students or groups of students who need additional support.
- Teachers may offer enrichment activities on a volunteer basis.
- Students will rotate Mustang Block groups each quarter into a different academic class and may participate in enrichment activities in that grouping.

#### **SCHOOL ARRIVAL**

Homeroom begins at 7:25 a.m. Students must be in homeroom when the bell rings in order to be marked present. Students **may not** enter the school prior to 7:05 a.m. At 7:05 a.m., students who take a bus to school will be allowed to enter the school on the side gym/cafeteria entrance. Students may not enter the school through the front door until after 7:15 a.m. Prior to 7:15 a.m., they may enter the cafeteria if they are having breakfast, otherwise, they will be directed to go upstairs to the gym to wait for homeroom. Students will be organized by grade once in the gym. Eighth graders must sit in the bleachers, 6<sup>th</sup> graders on the boys’ locker room side of the gym, and 7<sup>th</sup> graders on the girls’ locker room side of the gym.

Faculty will be present after 7:05 a.m. to supervise students. Students who walk to school must also enter through this side entrance. At 7:15 a.m., students will begin to be dismissed from the cafeteria and gym by grade. After 7:15 a.m., students may enter through the front entrance or the side gym entrance.

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

When the students step into the building for the day, electronic devices are to be powered down and all devices – and their accessories – must be put away. Students are expected to store their electronic devices in their locked lockers, as further enunciated later in this document.

#### **BICYCLES, SKATEBOARDS AND OTHER WHEELED MODES OF TRANSPORTATION**

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

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

#### **LOCKERS**

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

### LOST AND FOUND

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

### LIBRARY

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

### PASSES

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

### COMMUNICATION

#### Home/School Partnership and Communication

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

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

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

#### No School Announcements

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

#### Homeroom/ Morning Announcements

Students are to report to their homeroom by 7:25 am. Students are to remain silent during announcements as important information relevant to the school day or upcoming school events will be announced.

#### Weekly Email Updates

We publish a weekly newsletter that is emailed to parents if they provide an email address to the school. This weekly update provides details, information, and announcements of school-related items. These email updates will



also be posted on the CMS Web site.

#### Notices

Periodically notices will be sent home to parents in order to communicate about school events. Electronic notices will be made available in a hard copy by parent request; however most communication will occur via the Norwood Public Schools Blackboard Connect system. Additionally, parent information will be posted on the Coakley Middle School website.

#### Signed Notes and Permission Forms

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

### **EVENING EVENTS**

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

### **FIELD TRIPS**

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

### **HEALTH SERVICES**

#### School Nurse

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

#### Dismissal Due to Illness

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

#### Health Services

At the Dr. Philip O. Coakley Middle School, one full-time and one half-time professional registered nurses (RN) provide care to the students, staff, and faculty. The contact information for the school nurses across the district is included on the Norwood Public Schools website: <http://www.norwood.k12.ma.us/student-services/NPS-Staff.cfm>

Consistent with the role as defined by the American Nurses Association (ANA) and the National Organization of School Nurses (NASN), the school nurses are *“the leader[s] in the school community to oversee school health policies and programs. The school nurse[s] serves in a pivotal role to provide expertise and oversight for the provision of school health services and promotion of health education. Using clinical knowledge and judgment, the school nurse provides health care to students and staff, performs health screenings and coordinates referrals to the medical home or private healthcare provider. The school nurse serves as a liaison between school personnel,*

*family, community and healthcare providers to advocate for health care and a healthy school environment” (ANA & NASN, 2011).*

On a daily basis the school nurses at the Dr. Philip O. Coakley Middle School:

1. Ensure that the Norwood Public Schools are in compliance with Massachusetts General Laws mandating that student's immunizations are up to date and that proof of tuberculin testing or a TB risk assessment has been completed prior to entry into Norwood Public Schools; and that students provide documentation of physical examinations in Grade 7 and when entering the Norwood Public Schools for the first time during Grades 6-8.
2. Provide skilled nursing care, health assessment, management and counseling for chronic, acute and emergency health concerns of students, families and staff.
3. Administer and monitor responses to physician ordered medications that must be given to students during the school day.
4. Serve as a resource for health education, information and referrals for staff, parents and students.

Additionally, the school physician oversees the school health services programs and consults with the school nurses as needed.

### **REQUIRED HEALTH SCREENINGS**

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

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

### **Additional Health Screenings**

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

### **Concussions**

#### **What is a concussion?**

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. As current health research and guidelines demonstrate, even what seems to be a mild bump or blow to the head can be serious. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

## **What are Signs and Symptoms of a Concussion?**

### **Signs observed by parents or guardians may include but are not limited to:**

• Appears dazed or stunned • Is confused about assignment or position • Forgets an instruction • Is unsure of game, score, or opponent • Moves clumsily • Answers questions slowly • Loses consciousness (even briefly) • Shows behavior or personality changes • Can't recall events prior to hit or fall • Can't recall events after hit or fall

**Symptoms reported by athlete may include but are not limited to:** Headache or pressure in head • Nausea or vomiting • Balance problems or dizziness • Double or blurry vision • Sensitivity to light • Sensitivity to noise • Feeling sluggish, hazy, foggy, or groggy • Concentration or memory problems • Confusion • Does not feel right

### **How can you help your child prevent a concussion?**

Every sport is different, but there are steps your children can take to protect themselves from concussion. • Ensure that they follow their coach's rules for safety and the rules of the sport. • Encourage them to practice good sportsmanship at all times. • Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly. • Learn the signs and symptoms of a concussion.

### **What should you do if you think your child has a concussion?**

- 1. Seek medical attention right away.** A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.
- 2. Keep your child out of play.** Concussions take time to heal. Don't let your child return to play until a health care professional says it's OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
- 3. Tell your child's coach about any recent concussion.** Coaches should know if your child had a recent concussion in ANY sport. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

**For more detailed information on concussion and traumatic brain injury, visit: [www.cdc.gov/injury](http://www.cdc.gov/injury)**

### Health Information from the Nursing Department

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

## Injuries During the School Year

We require written order from the healthcare provider (e.g., physician, nurse practitioner) for any injury that requires adaptive equipment such as casts, splints, or crutches. All injuries which affect mobility, writing, ability to carry books, participation in physical education, require the assistance of another student, or necessitate the use of the elevator require a doctor's note. A provider's note is also required to indicate when a student is able to return to gym/sports activities and/or assistance is no longer required.

## Prescription and Non-Prescription Medications

According to Massachusetts State Law, the school nurse is accountable for all aspects of medication administration. These laws also require that consent forms for all prescription and nonprescription medication to be taken during school hours must be signed by the primary healthcare provider (e.g., physician, nurse practitioner) and the parent/guardian before any medications will be given; the forms are available from the school nurse and are also posted on the NPS website (<http://www.norwood.k12.ma.us/student-services/Medications-at-School.cfm>). The medication must be delivered to the school nurse by the parent/guardian in its original container with both consent forms signed. Students in possession of any prescription or non-prescription drug on campus will be subject to disciplinary action. Students with asthma and severe allergies requiring rescue inhalers or emergency epinephrine (e.g., EpiPen) are the only exception; the provider order and parent consent must include specific statements to verify this need. Those students must have a doctor's order and parental/guardian written permission specifically stating, "student has permission to carry and self-administer."

### **WHEN TO KEEP YOUR CHILD HOME**

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

1. Cold, persistent cough, fever over 100 degrees
2. Vomiting, diarrhea, stomach aches
3. Fever of unknown origin
4. Sore throat, strep infections, ringworm, bacterial or viral conjunctivitis, impetigo. These are infectious and require an evaluation by the (e.g., physician, nurse practitioner) and most likely be treated with medication for 24-48 hours before returning to school. This will help avoid the spread of infection in the building.
5. Rash of unknown origin: this can indicate many different things and should be evaluated by (e.g., physician, nurse practitioner).

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

### **WELLNESS POLICY**

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

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

The Wellness Policy:

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

School Health Council:

- Recommends limiting classroom celebrations
- Encourages non-food celebrations/recognitions for birthdays
- Discourages food rewards
- Discourages withholding of physical education as a punishment

## **SOCIAL EMOTIONAL SUPPORT**

### **Norwood Public Schools Student Suicide Prevention and Intervention:**

Protecting the health and well-being of all students is of utmost importance to the school district. The school committee has adopted a suicide prevention and intervention policy which will help protect all students through the following steps:

1. As is developmentally appropriate, students will learn about protective social/emotional skills, recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur through the Open Circle curriculum at the elementary level and SOS/QPR programs in grade 6-12 health classes.
2. All students will be expected to help create a school culture of respect and support, both online and off line, in which students feel comfortable seeking help for themselves or friends. Students are strongly encouraged to tell any staff member if they, or a friend, are feeling very isolated, sad, depressed, suicidal, or in need of help.
3. Students, staff, or parents who know of a student in crisis (at risk of self-harm) will immediately inform a trusted adult, adjustment/guidance counselor, and the school principal who will refer the student to appropriate resources.
4. When a student is identified as being at risk by a member of the school community, they will be assessed by a school adjustment and/or guidance counselor who will notify the parents or guardians and direct them to appropriate local resources, such as but not limited to
  - Riverside Emergency Services: Youth Mobile Crisis Intervention (South and West of Boston), 800-529-5077, <http://www.riversidecc.org/child-family-services/emergency-services/youth-mobile-crisis-intervention/>.
  - Riverside Outpatient Center, 190 Lenox Street, Norwood, MA 02062. Phone: 781-769-8670.
  - Norwood Hospital: Toll Free Psychiatric Crisis Hotline: 800-331-2900. Behavioral Health, Norwood Hospital. 800 Washington Street, Norwood, MA 02062. 781-278-6670.
5. Students and family members are also encouraged to access national resources which they can contact for additional support, such as
  - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org).
  - The Trevor Lifeline – 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org).More resources are available on our District Suicide Prevention and Intervention Web Site.

6. Prior to the student's returning to school, the parent or guardian will provide the school principal with written documentation from a mental health care provider that the student has undergone examination (a mental health screening or discharge summary) and that the student is no longer an immediate danger to him/herself or others.
7. While the Norwood Public Schools has policies respecting students' and parents' rights to confidentiality, students and family members should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis. For more detailed information on this topic, please see the district's Suicide Prevention and Intervention Policy (file: JLDDBA)

## **GUIDANCE DEPARTMENT**

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

Our guidance staff is responsible for writing and overseeing all 504 plans. Additionally, the oversee initiatives that support the culture and climate of Coakley Middle School such as peer tutoring and Teen Speak Out. They also have planned and give guidance lessons in grade 6 that support students in the transition to middle school.

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

Grade 6: Allyson Culgin- [aculgin@norwood.k12.ma.us](mailto:aculgin@norwood.k12.ma.us)

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

Grade 8: Meghan Mba: [mmba@norwood.k12.ma.us](mailto:mmba@norwood.k12.ma.us)

## **SCHOOL ADJUSTMENT COUNSELOR**

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

### **NORWOOD PUBLIC SCHOOLS ANTI-BULLYING POLICY**

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

**Reporting Requirements 370(g)** - The law imposes mandatory reporting requirements on all members of the school staff, not just all teaching staff, to immediately report any instance of bullying or retaliation the staff member has either witnessed or become aware of, to the Principal or school designee. Staff shall immediately report any instance of bullying or retaliation the staff members has witnessed or become aware of to the Principal or to the school official identified in the plan as responsible for receiving such reports or both.

#### **1. Definition of Bullying** (from "Chapter 92 of the Acts of 2010 - AN ACT RELATIVE TO BULLYING IN SCHOOLS.")

a. **Bullying** - The repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of

damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the educational process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying and retaliation.

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

**c. Retaliation** - Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witness or has reliable information about bullying.

**2. Bullying is Prohibited** – Such conduct is disruptive of the educational process; therefore, let it be known that bullying is unacceptable behavior in the Norwood Public Schools and is prohibited.

**3. Bullying Shall be Prohibited** – (a) on school grounds, property immediately adjacent to school grounds, or 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, and or through the use of technology or an electronic device that is owned, leased or used by a school district or school; and (b) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, of the bullying creates a hostile environment at the school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

**4.Steps to Resolve** - *a. Staff Intervention* – Staff members who observe or become aware of an act of bullying will take immediate, appropriate steps to intervene, unless intervention would place the safety of the staff member or student(s) at risk. If there is reasonable basis to believe that the staff member has not been able to resolve the matter, or if the bullying persists, the staff member shall report the matter to the appropriate administrator for further investigation.

*b. Students and Parents Shall Report Bullying* – Students and parents who become aware of bullying should report it to the appropriate administrator for further investigation. Also, students or parents may report a bullying incident using any one of three reporting options on the district’s bullying website by going to <http://www.norwood.k12.ma.us/page.php?pid=615>. “Anonymous” reports are accepted; however, no disciplinary action shall be taken against a student on the basis of an anonymous report. Any student who retaliates against another for reporting bullying shall be subject to disciplinary consequences. Also, any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary consequences.

*c. Investigation* – In cases of alleged or persistent bullying, cyberbullying, or retaliation, an administrator will investigate the matter. The investigation may include, but is not limited to, conversations with students, parents, and school staff.

*d. Intervention/Consequences/Prevention Strategies* – If bullying is substantiated, the appropriate administrator will take reasonable steps to stop it and prevent its recurrence. These steps may include, but are not limited to, separating and supervising the students involved; contacting the parents/guardians of the alleged perpetrator and victim; mediation between the two students; providing counseling support for students and referral service options to appropriate family members as necessary; coordinating a supervision plan with the assistance of staff; student contracts and the development of a safety plan; meetings with the School Resource Officer. Students who have

bullied or retaliated against others may also be subject to disciplinary action, including warnings, parental conference, detention, suspension, and/or expulsion. If the school administration determines that bullying or retaliation has occurred, the appropriate administrator will notify the local law enforcement agency if the administration believes that criminal charges may be pursued against a perpetrator.

Students who engage in any act of bullying while at school, at any school function, in connection to, or with any district-sponsored activity or event, or while en route to or from school, are subject to disciplinary action, up to and including suspension or expulsion. Law enforcement officials shall be notified of bullying incidents.

e. *Determinations*- If the parent or guardian is dissatisfied with the principal's resolution to the investigation, the parent may appeal to the district's Bullying Coordinator or the Superintendent. If the parents remain unsatisfied with the district's response, they may also contact the Department of Elementary and Secondary Education's Program Resolution System at [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or call 781-338-3700.

NOTE: Cyber-bullying will be covered under this Handbook regulation.

## PEER AGGRESSION, HARASSMENT AND BULLYING DEFINITIONS

### *Peer Aggression*

**Verbal aggression involves words that hurt and/or humiliate, including but not limited to teasing, name-calling, and/or insulting. It is important to understand that even if the student who is targeted may act like he or she doesn't care or may even laugh with a group of students, this behavior remains inappropriate and will have consequences. The following are categories of verbal aggression.**

- **Careless hurtful remarks** are not directed at the target but are spoken within his/her or other children's hearing.
- **Verbal or written teasing/taunting** is hurtful to a target's feelings and can either be made directly to the target or within his/her or other children's hearing or sight.
- **Verbal or written threats or taunts** are explicit remarks threatening future harmful behavior.
- **Encouraging such aggression** is also a type of verbal aggression.

**Physical aggression involves physical actions that are hurtful. The following are categories of physical aggression.**

- **Physical threats** include physical gestures used to convey to a target that s/he will be hurt, such as but not limited to raising a clenched fist or drawing a finger across the throat.
- **Physical harassment** involves physically touching a target in a hurtful way that is unlikely to cause injury, including but not limited to pinching, pulling off hats, grabbing books, and/or blocking one's way.
- **Physical attacks** include, but are not limited to, pushing, shoving, kicking, hitting, punching, or pinning down.
- **Taking or damaging someone's property** is another form of physical aggression.

**Relational aggression involves convincing one's peers to exclude or reject certain persons and cut them off from their social connections. Starting or participating in the spreading of rumors is considered inappropriate behavior and may also represent a type of relational aggression.**

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

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;



- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.”

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

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

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

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

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

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

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

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

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

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

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

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

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

- \* Offensive sexual flirtations;
- \* Verbal abuse or innuendo of a sexual nature;
- \* Uninvited physical contact such as touching, hugging, patting or pinching;
  
- \* Verbal comments of a sexual nature about an individual's body or sexual terms used to describe an individual;
  
- \* Display of sexually suggestive objects or pictures;
- \* Jokes or remarks of a sexual nature in front of people who find them offensive;
- \* Making obscene gestures or suggestive or insulting sounds;
  
- \* The demand for sexual favors accompanied by an implied or overt threat.
- \* Indecent exposure
- \*

**Technology Safety** If you use the Web, e-mail or chat online, then you are a cyber citizen. The

Internet is a great place to hang out. It's not only fun, but it lets you keep in touch with friends and family and provides an enormous amount of information. There are lots of great educational sites as well as places to keep up with your favorite hobbies, music, sports, and much more.

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

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

#### **DISCIPLINARY ACTIONS**

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

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

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

#### **CLASSROOM CONSEQUENCES PROTOCOL**

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

#### **OFFICE CONSEQUENCES PROTOCOL**

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

#### **OFFICE LUNCH DETENTION**

Lunch detention takes place during a student's lunch period. The student will go directly to the lunch line and then report to the Vice Principal's office where they will be supervised by the vice principal or his or her designee (usually the in-school suspension monitor). Office lunch detention is generally reserved for students with multiple tardies or for students who fail to meet lunchroom expectations, but may be used as a consequence for other disciplinary events at the discretion of the principal or vice principals. Parents will be notified via telephone if an office detention is assigned.

#### **OFFICE DETENTION**

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

- After school detentions are held from 2:05 – 3:00 p.m. on Monday through Thursday ~~in the in-school suspension room.~~
- Each student will do his/her homework or read silently.
- Students may not talk, engage in games or violate any accepted school guideline.
- No visitors are allowed in office detention.
- A 24-hour notice is given to students for all assigned teacher or office detentions.

Detentions may also be held on additional afternoons with prior parent notification to arrange transportation home for the student. Detention takes priority over extra-curricular activities.

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

### **SUSPENSION PROTOCOL**

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

1. Disrupts teaching or learning for self or others;
2. Causes significant disorder in the school day; and/or
3. Invades the rights of others
4. In all cases, the Principal or his or her designee will consider mitigating factors, as well as whether the student is entitled to services through an Individualized Educational Program or a 504 Plan. The Principal or his or her designee will also consider a student's willingness to take responsibility for an action when deciding on consequences.

The Principal retains the right and responsibility to all students and staff to issue penalties for acts not stated herein, to examine any mitigating factors that - in the Principal's judgment - should be considered, and to utilize penalties stated herein as guidelines (which may be adjusted to reflect the seriousness of the conduct in question).

Furthermore, though progressive discipline is generally used, the Principal reserves the right to apply all provisions of this handbook consistent with what he/she determines to be in the best interest of the learning environment and educational processes in the school.

In all cases, the decision of the administrators may be appealed. Due process procedures are described below.

### **DUE PROCESS**

All students must be afforded due process whenever deprived of their rights to education through exclusion from the regular classroom instruction or from school activities, including suspension, expulsion and withdrawal of privileges. The right of due process includes the right to a fair hearing prior to any of the above exclusions, except for an emergency removal of up to two days as described under G.L. Section 37H 3/4 where a hearing will be provided within the two day time period.

The Norwood Public School Discipline Code of Conduct is intended to be instructive, not punitive and is based on the principles of preventative and positive discipline. It is focused on addressing the causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school learning. Disciplinary offenses may vary from minor infractions to incidents that violate laws and have a substantial detrimental effect on the general welfare of the school. Likewise the principal of the school may apply disciplinary strategies that range from intervention activities such as a new seating or classroom assignment to expulsion from school based on the severity of the infraction.

The suspension categories are as follows:

**In-house suspension** means 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 during the school year. Removal solely from participating in extracurricular activities or school-sponsored event, or both, shall not count as removal in calculating school days.

**Short-term suspension** means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

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

**Emergency Removal** means removing a student temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and in the principal's judgment, there is no alternative available to alleviate the danger or disruption.

**Expulsion** means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under G.L. c. 71, 37H or 37H ½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault of a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71 37H or 37H ½.

The State regulations (603 CMR 53.04) do not prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident during the course of investigating disciplinary incidents.

Before a principal imposes an **out of school suspension** as a consequence for a disciplinary offense they will:

- provide the student and the parent oral and written notice
- provide the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing
- written notice will include:
  - (a) the disciplinary offense;
  - (b) the basis for the charge;
  - (c) the potential consequences, including the potential length of the student's suspension;
  - (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
  - (e) the date, time and location of the hearing;
  - (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
  - (g) if the student may be placed on **long-term suspension** following the hearing with the principal:
    - 1. The rights set forth in 603 CMR 53.08 (3)(b);
    - 2. Prior to the hearing, the student/parent is afforded the opportunity to review the student record and documents on

which the principal may rely

3. The student has the right to be represented by counsel or a lay person at his/her own expense
  4. The student has the right to produce witnesses and to present the student's explanation of the incident. Student witnesses/victims do not have to be summoned if the principal specifically rules, orally or in writing, at the hearing that identification of the student witness, or the presence of a know witness/victim at the hearing, would endanger his or her physical safety or cause intimidation. All witnesses must be voluntary and accompanied by a guardian if under 18 years of age.
  5. Student has the right to cross-examine witnesses presented by the school district. All witnesses must be voluntary and accompanied by a guardian if under 18 years of age.
  6. The student has the right to request that the hearing be recorded and to receive a copy of the audio recording if an audio record is requested by the principal.
  7. Long term suspensions of more than ten (10) consecutive or cumulative days may be appealed to the superintendent within three (3) days of the principal's decision and may be extended up to seven(7) calendar days by request.
- The principal will make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
  - Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Before a principal imposes an **in-school suspension** as a consequence for a disciplinary offense they will:

- The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offenses; the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.
- On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal. Delivery of the written notice may be by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the parent and the principal.

Any student who is serving an in-school suspension, short-term suspension, long-term suspension or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed. In all cases of out of school suspensions for PreK-Grade 3 students, the principal must send a copy of the written determination to the superintendent and explain the reasons for imposing a suspension, before the short term suspension takes effect.

**Emergency Removal** – A student may be removed for not more than two (2) school days following the date of the emergency suspension if the student is charged with a disciplinary offense and the continued presence of the student poses a danger to person or property or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative to alleviate the danger or disruption. The principal will immediately notify the superintendent in writing of the removal and reason for it, and describe the danger presented by the student. The principal will also:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and follow the procedures outlined for an out of school suspension as outlined above.
- Provide the parents an opportunity to attend the hearing before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student and parent.
- The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day consistent with the decision issued for a short/long term suspension.

The complete text of the Student Discipline Regulations are available on the Massachusetts Department of Elementary & Secondary Education website at <http://www.doe.mass.edu/lawsregs/603cmr53.html>

#### DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

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

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

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

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

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

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

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

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

1. Carries a weapon to or possesses a weapon at school, on school premises, or carries or possesses a weapon at a school function under the jurisdiction of the district, or:



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

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

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

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

The district would not be deemed to have knowledge if:

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

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

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

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

**Discipline of Students With Disabilities Under Section 504**

1. As a nondiscrimination statute, Section 504 prohibits the district from disciplining students with disabilities more harshly than nondisabled students would be disciplined under similar circumstances. In addition, students identified with disabilities under Section 504 may not be expelled or suspended from school for more than 10 days in a school year for misconduct that is a manifestation of the student's disability.
2. If a suspension will not exceed 10 consecutive school days and will not result in the student receiving more than 10 cumulative school days of suspension during the current school year, the student may be disciplined in the same manner as a nondisabled student under similar circumstances. The student may be suspended beyond 10 school days, consecutively or cumulatively, only if the Section 504 Team determines that the behavior in question was not a manifestation of the student's disability.
3. If a proposed suspension will exceed the 10-day limit, the Section 504 Team should meet and make a manifestation determination in accordance with the district's 504 manifestation determination procedures.
4. However, a manifestation determination review is not required, regardless of the length of the suspension or expulsion, if the student is a current user of alcohol or illegal drugs and the behavior resulting in disciplinary action is an alcohol or drug infraction. Under those circumstances, the student may be disciplined in the same manner as other students under similar circumstances.

## SAMPLE NOTICE OF ALLEGED OFFENSE LETTER

(School Stationery Heading)

### NOTICE OF ALLEGED OFFENSE AND POTENTIAL CONSEQUENCES

Date: September , 2018

To the Parents/Guardian of:

I am writing to advise you that it is alleged that you/your child have/has violated a school rule prohibiting **(State the rule)**. This rule is set out on page \_\_ section \_\_ of the school discipline code printed in the Elementary, Middle, or High School Student Handbook adopted by the Norwood School Committee on June 25, 2017. A copy of the student handbook is available on the school district website [www.Norwood.k12.ma.us](http://www.Norwood.k12.ma.us). Our district requires that I exercise my professional judgment in discipline matters; there are no automatic penalties or "zero tolerance" policy in effect in the Norwood Public Schools.

I am also writing to advise you of the process for investigating these allegations, to provide you/your child a statement of your rights in connection with the investigation and hearing, and a statement of the potential consequences of the disciplinary offense if I determine the allegations are established. Further information regarding definitions, hearing rights and procedures are explained in the student handbook and on the Massachusetts Department of Elementary and Secondary Education website listed under Education Laws and Regulations pursuant to M.G.L. c.71 Section 37H ¾ and 603 CMR 53.00.  
<http://www.doe.mass.edu/lawsregs/603cmr53.html>

I am required to establish hearing procedures based on anticipated possible consequences of the disciplinary offense. By checking a box below, I have indicated the potential consequences for the offense on which we are proceeding to hearing.

☐ A. **In-School Suspension:** In-school suspension is available as an alternative to short-term suspension for disciplinary offenses. As it is alleged you or your child have violated **[State the rule]** rule, you and your child may meet with me to dispute the allegations or explain the circumstances.

If I conclude you or your child committed the disciplinary offense, on the day I decide the matter I will inform you of the length of the in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

I will make reasonable efforts to notify you/your parents orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

You/your child are entitled to maintain your academic standing by continuing to complete your assignments and make academic progress.

There is no appeal to the Superintendent for an in-house suspension.

☐ B. **Emergency Removal**

You/your child was charged with a disciplinary offense alleging a violation of the school discipline code, prohibiting **(State the rule)**.

The specific facts leading to this allegation were **(state only the facts)**.

I have decided to impose an emergency temporary removal of you/your child from school for two school days as I have concluded that you/your child pose(s) a danger to persons and property or material that can substantially disrupt the order of the school. In my judgment, there is no alternative to temporary emergency removal which alleviates this danger or disruption.

I am notifying the superintendent in writing of this removal which shall not exceed two (2) school days following the date of the incident.

You or your parents may have an opportunity for a hearing with me in accordance with long term or short-term suspension procedures before the expiration of the two (2) school day emergency temporary removal unless we reach an otherwise agreeable time to meet. I will render a decision orally on the day of the hearing and in writing no later than the following school day outlining the basis for this action and appeal rights if applicable.

☐ C. **Short Term Suspension:** I will hear and consider pertinent information about the incident and the factual basis for the charges at the hearing during which you may dispute the charges and explain the circumstances. The rule at issue is **[State the rule]**. You or your parents may present mitigating facts and you or your parents may discuss with me the mitigating circumstances.

I will make a determination as to whether the disciplinary violation occurred and the consequences to be imposed.

Thereafter, I will notify you and your parents in writing of the determination, my reasons for it, and the type and nature of the suspension, if any. If suspended, you or your child may make-up schoolwork assignments as needed to make academic progress during the removal.

There is no appeal to the Superintendent for a short-term suspension.

☐ D. **Long-Term Suspension:** I will hear and consider pertinent information about the incident and the factual basis for the charges at the hearing during which you may dispute the charges and explain the circumstances. The rule at issue here is **(State the rule)**. You or your parents may present mitigating facts and you or your parents may discuss with me the mitigating circumstances.

In addition to the above rights, as this offense may result in you or your child's suspension for more than ten (10) consecutive days or cumulatively in a year, you may:

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

As a parent you may have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances that I should consider in determining consequences for the student.

After hearing the evidence I will determine whether the student committed the disciplinary offense and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed in place of or in addition to a long-term suspension.

Further, if I determine that the student committed the disciplinary offense, I will notify you or your parents in writing as to the next steps including the consequences and your appeal rights, in the case of a long-term suspension, to the superintendent or his or her designee. You will also be advised of your opportunity to make-up school work assignments as needed to make academic progress during the removal.

My determination will state my reasons therefore and the type and nature of the suspension.

Please contact me if you are unable to attend the hearing now scheduled for \_\_\_\_\_  
2018 in room\_\_\_\_\_.

Very truly yours,

School Principal

Total number of suspension days this year. 1

TEACHER: Mrs.

GRADE:

HOMEROOM:

### **FIGHTING AND ASSAULT**

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

### **CHEATING AND PLAGIARISM**

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

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

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

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

Cheating and plagiarism violate our school values of respect and responsibility. A person who cheats not only harms the person who is doing the cheating, it will lead to school consequences. Additionally, in all cases, a student will receive a grade of zero (0) on the assignment or form of assessment. He/She will be required to discuss the impropriety at a meeting with his/her parent(s)/guardian(s) and the appropriate administrator.

### **BEHAVIORAL CONTRACT**

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

A contract is typically for 20 school days, but may be extended if progress towards the goals is not achieved.

During the time covered by the contract, the student will not be allowed to participate in any clubs, extra-curricular activities (sports, musical, dances, etc.), or attend any field trips including the 8<sup>th</sup> grade end of year activities. Additionally, any student who is placed on two separate contracts during the course of an academic year will be unable to participate in any school-wide activities or field trips for the balance of the academic year.

At the end of the contract:

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

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

#### **CHILD ABUSE AND NEGLECT**

Chapter 439 - an act requiring school committees to notify school personnel of reporting requirements regarding child abuse and neglect. Chapter 71 of the General Laws is hereby amended by inserting the following section after §37K: Section 37L - The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in §51A to §51F, inclusive, of Chapter 119. The text of Chapter 119, §51A, may be found in selected General Laws of School Committees and School Personnel. We are working with the Executive Office of Human Services to implement this new law.

#### **C.O.R.I. REQUIREMENTS POLICY**

It shall be the policy of the Norwood Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the Department of Criminal Justice Information Services (DCJIS) of prospective employee(s) or volunteer(s) of the School Department including any individual who regularly provides school-related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils. The Superintendent, or in the absence of the Superintendent, the Deputy Superintendent shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the Criminal History Systems Board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and 9 volunteers who may have direct and unmonitored contact with children, during their term of employment and volunteer services.

#### **EMERGENCY SCHOOL CLOSING PROCEDURES**

When it is necessary to close school because of emergency/weather conditions, it will be announced over the radio/TV stations (see No School Information section for more information). Please expect school telephones to be unavailable between the time of the emergency and the designated dismissal time due to the need for outgoing calls. Norwood Public Schools may shorten the normal school day due to emergency situations, such as loss of heat, electricity, loss of water pressure or inclement weather. When the entire school is dismissed early by authority of the Superintendent, all attempts will be made to notify parents through Connect Ed, the media and other available

sources of public information. Parents who work or are not at home should make arrangements for the care of their child when school is dismissed. It is imperative that your emergency phone contacts be kept up-to-date.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The names, addresses and other information regarding students are regulated by the Student Record Regulations and the Family Educational Rights and Privacy Act (FERPA). 10 During the year the school may release via the World Wide Web or for publication a student's name, address, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans without the consent of the eligible student or parents. Educational activities and performances are also regularly photographed and videotaped for school newsletters, local newspapers, and local access cable television stations. Under the Family Educational Rights and Privacy Act (FERPA) you have a right to inform the school within a reasonable time that you do not wish certain information to be released without prior consent. If you do not wish any or all of this information about your child to be released, please send written notification to the Principal.

#### **PHOTOGRAPHING & VIDEOTAPING OF STUDENTS**

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

#### **HAZING**

An Act Prohibiting the Practice of Hazing - Chapter 536 Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following sections: Section 17 - Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

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

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

#### **MASSACHUSETTS EDUCATION REFORM ACT OF 1993**

This act provides for the creation of a School Council at each elementary, secondary, and independent vocational schools in the Commonwealth of Massachusetts. The purpose of this Council will be to advise the Principal on a variety of areas ranging from budget to curriculum. This organization differs markedly from the traditional PTA Board. The School Council is comprised of parents, teachers, a community member at large and the Principal. Elections are held in the fall of the school year. PARENTAL NOTIFICATION LAW In accordance with M.G.L., Chapter 71, § 32A, a parent has the right to exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive such exemption, a parent must send a written



request to the Principal requesting an exemption for their child. No student who is exempted from this portion of the curriculum will be penalized. If you would like an outline of any such curriculum, contact the Principal.

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

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

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

#### **POLICY REGARDING DISCRIMINATION AND HARASSMENT**

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

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

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

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

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

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

#### **Schools**

Norwood High School Jonathan Bourne, Principal 781-769-2333  
Coakley Middle School Margo Fraczek, Principal 781-762-7880  
Balch School Diane Ferreira, Principal 781-762-0694  
Callahan School Donna Brown, Principal 781-762-0693  
Cleveland School Nancy Coppola, Principal 781-762-6522  
Oldham School Wesley Manaday, Principal 781-769-2417

Prescott School Brianne Killion, Principal 781-762-6497  
Willett School Carolyn Robbins, Principal 781-762-6805

## **District**

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

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

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

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

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

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

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

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

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

## **SPECIAL EDUCATION**

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

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

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

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

#### **SECTION 504**

Section 504 accommodations are provided to all students found to have physical or mental impairments that substantially limit one or more major life activities (including learning). The school has the responsibility to identify, evaluate and, if the child is determined to be eligible under section 504, to afford access to appropriate educational services. Students determined to be disabled under Section 504 require a response from the regular (general) 15 education staff within the general curriculum. A team of individuals knowledgeable about the student (including parents/guardians) reviews the nature of the student's disability to determine whether and how the disability affects the student's education, and to determine what accommodations and/or services are required. A variety of accommodations and services are offered in accordance with 504 Accommodation Plans; which are periodically documented and reviewed. The Chief Compliance Officer is the 504 Coordinator for the district.

#### **RESPONSE-TO-INTERVENTION (RTI)**

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

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

#### **THE 3 TIER MODEL**

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

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

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

#### **EMERGENCY LOCKDOWNS AND DRILLS**

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

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

#### **WEAPONS**

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

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

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

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

#### **RESPONSIBILITY OF A NONCUSTODIAL PARENT TO RECEIVE STUDENT RECORDS**

1. To obtain student records, the Noncustodial Parent must submit a one-time request to the school with a written request for records.
2. A non-custodial parent is eligible to obtain access to the student record unless:
  - a. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
  - b. the parent has been denied visitation, or
  - c. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
  - d. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
3. Upon receipt of the request the school will immediately notify the custodial parent of the request by certified mail and by first class mail, in both the primary language of the custodial parent and in English. The notice informs the custodial parent that information requested pursuant to Section 34H is to be provided to the requesting parent after 21

days unless the custodial parent provides the principal with documentation of an applicable court order.

4. Once the request has been approved, all electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided. These records cannot be used to register a student in a new school.

5. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

#### **TRANSFER OF RECORDS**

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

#### **DESTRUCTION OF STUDENT RECORDS**

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

#### **EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

#### **PARENTAL NOTIFICATION LAW**

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

## SIGNATURE SECTION

The following two documents must be signed and returned to the student's homeroom teacher:

1. This Student Agreement
2. The Acceptable Use Agreement

OPTIONAL: If you ***DO NOT*** want your child's image to be included in any type of school media (i.e. school newsletter, newspaper, etc.) please complete the media refusal form and return it.

## ACKNOWLEDGMENT OF RECEIPT OF STUDENT, PARENT, AND GUARDIAN HANDBOOK

I have read and understand the handbook. I agree to comply with *the code of conduct* and all of the rules/regulations, including the amendment to the General Laws, Chapter 269, which prohibits the practice of hazing (the law is included in this handbook).

Please Print Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Student's signature

Homeroom: \_\_\_\_\_

\_\_\_\_\_  
Parent/guardian signature

## **MEDIA REFUSAL SIGNATURE FORM**

From time to time schools are asked by the media to interview and/or photograph students as part of coverage of positive school events. Generally parents allow this to happen, but we are very understanding of individual circumstances and respect the wishes of each family. If you do not wish to have your child photographed or be a part of any video recordings, please complete the section below and have your child return this form to his or her homeroom teacher.

Unless this form is completed and returned, it is understood that the Dr. Philip O. Coakley Middle School may publish, copyright, or use all films, photographs, computer-generated imagery, and printed and spoken words in which your child is included, whether taken by staff, students, or others. Unless this form is returned, the parent/guardian allows the school to use these photographs, films and words for any exhibitions, displays, web pages and publications, without reservation or compensation, for the 2017-2018 school year.

**\*\*\* You do not need to return this form\*\*\***

**\* Only return it if you DO NOT allow your child to be photographed or recorded\***

**I do not allow my child to be a part of school based photographs or video footage.**

**School name** \_\_\_\_\_

**Student name** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Parent name** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_