

TOWN OF NORTON

Norton Middle School Site Council (Committee)

MINUTES

Date: March 12, 2015 Time: 6:05 PM

Location: NMS Administrative Conference Room

Members & Staff Present: Jill Berkovich Blake, Sharon Gauvin, Mary Steele, Ginny Murray, Ronnie Goldstein, Vincent Hayward

Members Not Present: Kerry Reynolds

The meeting was called to order at: 6:05 PM

Minutes from the Reading of minutes from January 8, 2015 meeting were approved unanimously.
Reading of minutes from February 12, 2015 were read. An amendment to the minutes was suggested.
February minutes will be re-read and approved at April meeting.

Meeting Motions / Actions and Summary of Discussions:

Agenda Item

Discussion Summary

Decision/Action Taken

Vote

Read & Approve minutes of January 8, 2015 meeting

Voted unanimously to approve 6-0

Read & Approve minutes of February 12, 2015 meeting

SIP worked on but has not been finalized. Change wording. Will vote to approve at April meeting

Voted to amend with SIP note 6-0

School Report

Mr Hayward & Mr Goldstein

Progress reports went out twice to correct GPA status. Assemblies coming up re: Bullying and Cyber issues March Madness- March 27th. Fencing demo coming up for 7th graders. There will be a NMS baseball & softball teams.

MCAS Action Plan Update

DESE Analysis Tools MCAS calculators

NMS Mock MCAS

Lancer Academy 632 Grant

MCAS Action Plan

Level I - need to meet targets

NMS was in 80%

We had a 74/ needed a 75

NMS working on a strategy to address the targets -had mock MCAS in math

Signups were 65 for Math and 41 for ELA

Parents support this endeavor/tutoring

It is not a remediation program, it is practicing skills for MCAS

Action plan map in process leading to MCAS

School Improvement Plan (SIP)

Timeline update

Review of current Draft (Spring 2014)

Discussion:

Format & Essential Elements

Handbook Review

Discussion: Changes & Improvements

Timeline update

Principal Hayward suggested grouping categories differently with sections for daily procedures and behavior management. Parents supported a user-friendly handbook and liked the proposed table of contents.

Guidance has a curriculum that they haven't been able to get to
Need does exist for more Guidance Personnel
Attract and retain quality staff
New teacher evaluation system
"Best Practices"
Mr. Hayward will add/clarify SIP changes
Goal #1: "Full Inclusion". Sharon Gauvin requested additional language be added "where appropriate" for SPED students. Jill Berkovitch Blake suggested adding language re: transition process

List of Documents and Other Exhibits used at Meeting:

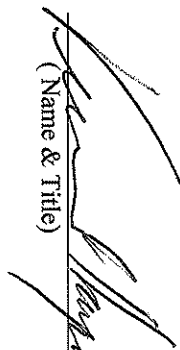
- School Improvement Plan
- Student Handbook and Table of Contents 2015/2016
- MCAS Accountability information sheet
- Student peer group sheet (MCAS groups)

Meeting was adjourned at 7:30 PM until the next meeting on Tuesday, April 30, 2015 at 6:00 PM at the Norton Middle School Administrative Conference Room.

Respectfully submitted,

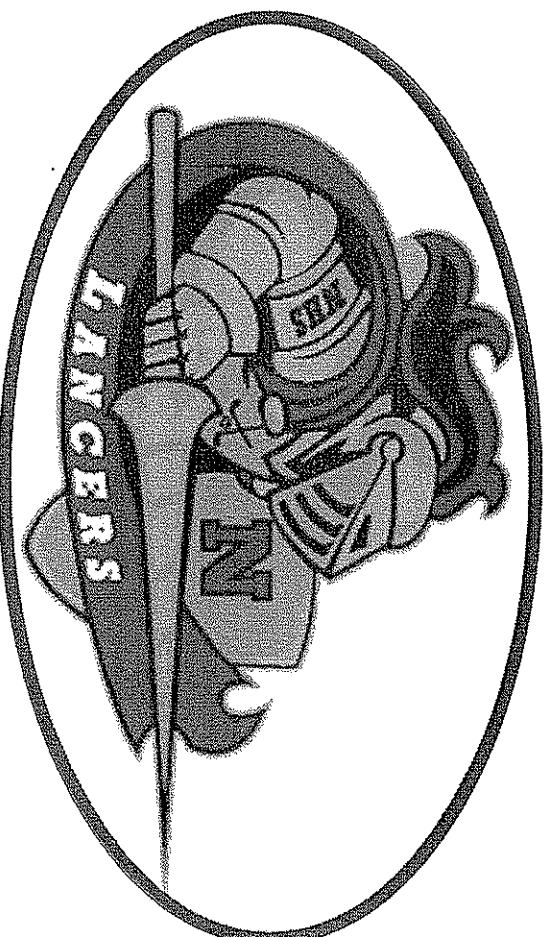
Minutes Approved by Committee on: April 30, 2015
(Date)

Signatures:

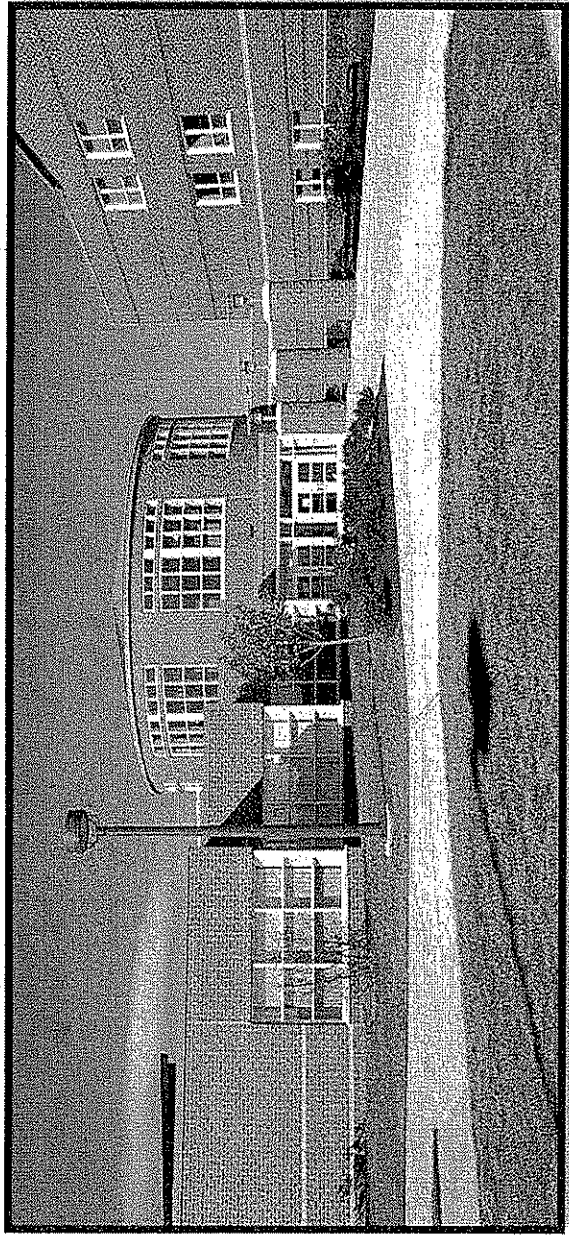

(Name & Title)

Chairman, _____
(committee)

NORTON PUBLIC SCHOOLS
Norton Middle School
School Improvement Plan
2015 - 2018 DRAFT
March 2015



Vincent Hayward, Principal
Ronnie Goldstein, Assistant Principal



Norton Middle School

215 West Main Street
Norton, MA 02766
508-285-0140

District Mission Statement

Guided by our Core Values, the Norton Public Schools, in an active partnership with the community, provides each student with a quality education fostering personal development and intellectual growth which prepares each student to contribute and succeed in a global society.

ELEMENTS OF THE NORTON MIDDLE SCHOOL IMPROVEMENT PLAN

1. Plan is focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice.
2. The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) sets actionable and measurable goals that target improvement.
3. Staff can state the school's mission, understand the school's improvement goals, and demonstrate a sense of ownership for both.
4. Identifies high-quality professional development as integral to implementing the school's improvement objectives
5. Identification of the budget and/or resources needed to implement the school's improvement plan and potential funding sources
6. Methods of coordinating, monitoring, reporting and evaluating the implementation of the school's improvement plan
7. Identification of the responsibilities of the school, school district, state and federal for supporting the implementation of the plan
8. Developed in conjunction with input and review by all stakeholders
9. Review and approval of the school's improvement plan by the Superintendent and School Committee

COORDINATION AND MONITORING:

This school improvement plan will be monitored and coordinated by the Norton Middle School Principal in conjunction with the School Site Council. This plan will be reviewed by the principal in September of 2015 with the entire staff in order to outline goals and responsibilities. During each monthly School Council meeting, the principal shall inform the members of the Council regarding progress made towards goals and the financial status of the plan.

THREE-YEAR GOAL:

- Return Norton Middle School to Level 1 accountability status
- Provide quality and successful educational experiences and outcomes thereby encouraging more students to remain in the Norton Public Schools
- Increase and improve student and staff use of technology in the educational setting for educational purposes.
- Create action plan to receive accreditation

Inchworm (add -
model before apply.)

* Stunning from
Stunning & Wms.

Timeline

Evaluation

for struggling students to be successful.		- Utilize Reading Specialist at all grade levels - Provide STEM Lab course at all grade levels - Implement targeted instruction during intervention block - Utilize Wheaton College and Norton High School tutors - Provide Homework Club opportunities - Use data and teacher referrals to identify struggling students	9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18
Utilize DESE data analysis tools and school based assessments in order to make informed data driven decisions	- Curriculum Director - Principal - SPED Chair/Director - ELA/Math Academic Coordinators - English/Math Teachers - Reading Specialist - Learning Specialists - Team Leaders	- Create yearly assessment action plans using data to drive decision-making - Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice - Provide staff with detailed MCAS reports from which they can ascertain the performance of all students and student subgroups and determine specific areas of strengths and weaknesses	9/15-6/18 9/15-6/18 9/15-6/18

Evaluation: **C=Completed I=Implemented

P=Partially Implemented O=Ongoing

School Goal #2- Enriching student learning experiences by expanding school programs.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps / (Evidence)</u>	<u>Timeline</u>	<u>Evaluation</u>
To provide school based activities that offer additional opportunities for learning that extend beyond the classroom, including increased exposure to STEAM (science, technology & engineering, arts, and mathematics) education and world languages.	- Principal - Assistant Principal - Guidance - Teachers - Club/activity advisors - Coaches - Parents - School Nurse	Explore schedule options that would allow music and band programs to be a regularly scheduled part of the school day program.	9/15-6/18	
		Explore schedule options and seek funding to support additional foreign language offerings.	9/15-6/18	
		Offer interscholastic athletic opportunities for middle school students during each season.	9/15-6/18	
		Continue the college/career exploratory "special" for grade 8 including speakers	9/15-6/18	
		Continue Community Service opportunities for all middle school students	9/15-6/18	
		Offer programs in association with other groups such as Norton High School, the Attleboro YMCA, the Norton Community Task Force, Wheaton College	9/15-6/18	
		Continue to offer a full range of clubs, activities and school wide events	9/15-6/18	

Evaluation:

**C=Completed

I=Implemented

P=Partially Implemented

O=Ongoing

School Goal #3 - Invest in our staff by providing targeted quality professional development. Formalize recruiting and hiring practices in order to attract, hire and retain exceptional candidates.

[illegible]

		• Work with middle level state and regional agencies such as COMMLE and NELMS to increase training and expertise of staff and improve student learning	9/15-6/18	
Attract and retain quality staff by recruiting and hiring exceptional candidates	• Principal • Curriculum Director • Academic Coordinators • Team Leaders • Teachers	• Working within district guidelines, the principal recruits, deploys/redeploys, promotes, and retains those with qualifications and proven results in serving the school's mission • The principal utilizes the district's process for posting jobs and screening candidates to assemble an effective school team. • The principal works within district guidelines to effectively support or remove staff whose performance does not meet the needs of the school • The principal and other leaders clearly communicate to staff school wide expectations for performance	9/15-6/18 9/15-6/18 9/15-6/18	

Evaluation: **C=Completed

I=Implemented

P=Partially Implemented

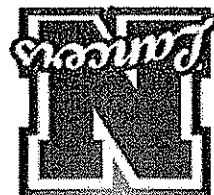
O=Ongoing

DRAFT

School Goal # 4- Continue to be a source of pride for the community by building positive school culture and strong relationships with the school community.

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps / (Evidence)</u>	<u>Timeline</u>
Maintain a safe and respectful learning environment and create opportunities for the community to celebrate student achievements	- Principal - Assistant Principal - School Resource Officer - Facilities Director - Guidance - Teachers - Bully Task Force - Parents - Custodians - Bus Drivers - School Nurse	- Continue regular examination of safety and security matters throughout the building and grounds. - Revise Norton Middle School student handbook. - Leaders regularly assess the impact of policies, procedures, and programs on the academic and social environment, and revise them as needed. - Provide students with clear expectations and consequences for behavior - Consistently Enforce School rules and policies that are consistent with the Student Handbook and State guidelines - Identify students with chronic absenteeism and/or tardiness and implement plans for improvement - Bring in Speakers to discuss safe choices and responsible decision making - Establish a Middle School Bullying task force to address bullying, harassment and intimidation - Adopt measures that create and promote high expectations around behavior, academics, and other aspects of school culture - Engage all members of the learning community in decisions to promote a climate of inclusion and professionalism - Promote physical, intellectual, and emotional health among educators - Promote NMS success via the town newspaper, social media, and other methods.	9/15 -6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18 9/15-6/18

Evaluation: **C=Completed I=Implemented P=Partially Implemented O=Ongoing



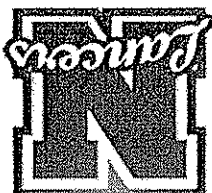
NORTON MIDDLE SCHOOL

215 West Main Street, Norton, MA 02766
 Phone: (508) 285-0140 Fax: (508) 286-9457



Vincent M. Hayward
 Principal

Ronnie Goldstein
 Assistant Principal



School Improvement Plan: September 2015/2018

State law: The principal co-chairs the school council, which is a representative, school-based committee composed of the principal, parents, teachers, community members and, at the secondary level, at least one student. The principal works with the council to identify the educational needs of the students attending the school, review the annual school budget, and prepare a school improvement plan. The plan addresses issues such as professional development, student learning time, parent involvement, safety and discipline, and ways to meet the diverse learning needs of the students in the school. Each school council in the district submits its school improvement plan annually to the school committee. If the school committee does not review the plan within thirty days of receipt, the plan is deemed to have been approved. (G.L. c. 71, [section] 59C)

Action	Date	Task completed
Leadership Meeting	December 2014	Set target completion date
Principal's Meeting	January 6, 2015	Drafted preliminary goals. Discussed an agreed upon framework and format. Will seek feedback from school based site council
Principal's Site Council	January 8, 2015	Review proposed principals' drafts
Principal Meetings	February 2015	Revise draft language and format based on site council feedback, advice and consent
Draft Update	February 5, 2015	Principal update of draft and distribution to members
Principal's Site Council	February 12 2015	Members input and recommendations. Determine action plan next steps and update timelines.
Draft Update	March 2015	Principal update of draft and distribution to members
Principal's Site Council	March 2015	Members input and recommendations. Determine action plan next steps and update timelines.
Superintendent's Draft Review	April 2015	Draft presented to Superintendent for review prior to Faculty comment and review window
Faculty Meeting	April 2015	Presentation and opening of comment window.
Draft Update	April 2015	Principal update of draft final recommendations
Principal's Site Council	April/ May 2015	NMS School Improvement Plan final review and editing
Superintendent's Approval	May 2015	NMS submitted to Superintendent for approval and presentation to Norton School Committee
School Committee	May/June 2015	Seek approval of Norton School Committee

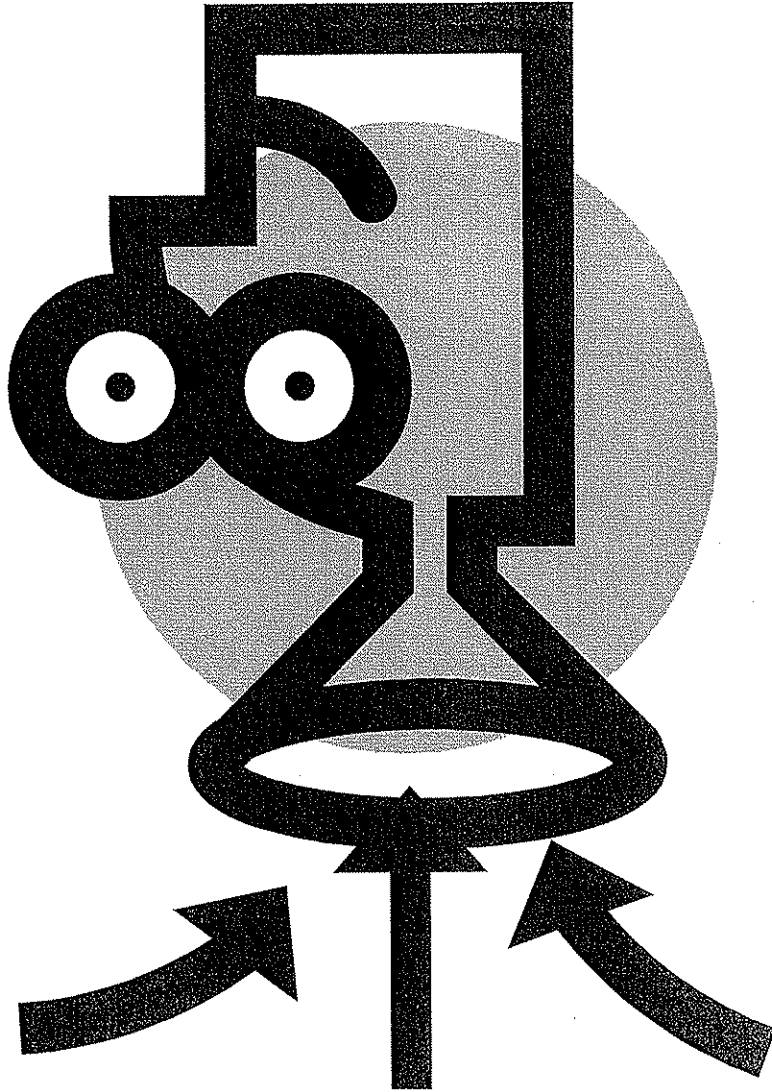
NMS Student Handbook 2015-16 Table of Contents

- Consider organizing under 4-5 central topics and themes

1. About Norton Middle School	
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• NPS core values	2
• NMS core values: "Respect and Responsibility"	2
• NMS Meeting the Needs of the Whole Child	3
2. Our School Year 2014-15: Calendars and Dates	
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Notes, thoughts and suggestions:



2014-2015

STUDENT HANDBOOK

NORTON MIDDLE SCHOOL

NORTON MIDDLE SCHOOL

215 WEST MAIN STREET
NORTON, MA 02766



STUDENT HANDBOOK 2014-2015

Vincent Hayward
Principal

Ronnie Goldstein
Assistant Principal

215 West Main Street
Norton, MA 02766
Telephone: Main Office:(508) 285-0140
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Website: https://www.edline.net/pages/Norton_Middle_School
School Day hours: 8:40 AM-3:07 PM

This agenda belongs to:

NAME:.....
HOMEROOM.....
ADDRESS:.....
CITY/TOWN:.....
ZIP CODE:.....
PHONE:.....
E-MAIL:.....

The Norton Public School System does not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation or disability



**NORTON MIDDLE SCHOOL
215 WEST MAIN ST.
NORTON, MA 02766**

If you would like to help sponsor this handbook and planner in any way, for the 2014-2015 school year, please call the school office at 1-508-285-0140. Any assistance would be greatly appreciated in defraying the cost of providing this valuable organizational tool to our students at a greatly reduced price.



STUDENT NAME: _____

Homeroom _____

I have received and reviewed the 2013-2014 Norton Middle School Handbook with my child. **Please sign and have your child return this section to school TOMORROW.**

Relating to Internet access, we understand that the use of the Internet is a privilege and that inappropriate use will result in cancellation of those privileges. We further understand that the system administrators will deem what is appropriate use and that their decisions are final. The system administrators may close the access of any user at any time as required. The expectation of faculty and administration is that all students and staff in the Norton Public Schools will adhere to the Internet access policies. We look forward to the expanding use of the Internet for learning.

STUDENT: I, _____ (print student name), have read and understood the Acceptable Use Policy (page 27 of Student handbook) and agree to all of the provisions. I understand that any violations of the guidelines will result in immediate suspension of my Internet privileges. As a result of such violations, further disciplinary measures may be taken.

Disruptions of the school day by student use of cell phones and/or text messaging is unacceptable.

I have also read and understand the policies and procedures outlined in the Student Handbook.

PARENT/GUARDIAN: I, _____ (print parent name), am the parent/guardian of the above named student. I have read and I understand the Acceptable Use Policy (page 27 of Student Handbook). I hereby give permission for my son/daughter to use the Internet provided by the Norton Public Schools. I understand that he/she is required to follow this policy and that any violations of the guidelines will result in immediate suspension of the student's Internet privileges. I further understand that there is a potential for my son/daughter to access information on the Internet that is inappropriate for students and that every reasonable effort will be made on the part of the faculty and staff to restrict access to such information, but that my son/daughter is ultimately responsible for restricting himself/herself from inappropriate information.

I have also read and understand the policies and procedures outlined in the Student Handbook. Disruptions of the school day by student use of cell phones and/or text messaging is unacceptable.

Student Signature _____

Parent Signature _____

NORTON MIDDLE SCHOOL PARENT/GUARDIAN PERMISSION 2014-2015

I give my permission for my child

First Name Last Name Grade

(Please initial each item for which you are giving your approval)
This form needs to be returned to your child's homeroom teacher
only if you are giving permission for your child to be a walker/rider or
give permission for the child to ride his/her bike to school.



To be a walker/rider after school

Parent/Guardian Initial



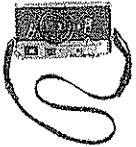
To ride his/her bike to/from school

Parent/Guardian Initial

* Please be aware that bicycle helmets are required by Mass. Law

Parent/Guardian Signature Date

This information will be kept in the school database, thus eliminating the
need to write a note on a daily basis.



Norton Middle School would like to publicize student work,
digital media, and pictures of daily life on our multimedia
website. Care will be taken so no names or other identifying
information will be used with any photos. Parents who do not
wish to have their children's work or pictures used in this
manner, should notify the Norton Middle School in writing. If we
do not hear from you by OCTOBER 1, we will assume that you
agree to allow the school to post this material.

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WELCOME TO STUDENTS

Welcome to the 2014-2015 school year. We hope your summer was restful and enjoyable. The entire staff of the middle school looks forward to assisting you in having a successful year. We encourage you to put forth your best effort regarding school work- here and at home. You are encouraged to take advantage of the many extracurricular opportunities available to you. By doing these things, you will receive a fine education and will have the opportunity to grow in many ways.

Have a great year!

Middle school years are recognized as a transition stage between the elementary and high school levels. While at the middle school, a student should develop talents and abilities to the maximum in all areas of school life. This would include academics, special areas, physical development and social interactions. We feel the middle school should provide a challenging environment in which students may acquire skills necessary for the transition to the next developmental stage.

At the Norton Middle School, we strive to create a place where close, trusting relationships with adults and peers create a climate for personal growth and intellectual development. One way to accomplish this is by organizing teachers and students into teams. In addition, every student in the middle grades should learn to think critically through mastery of an appropriate body of knowledge, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society.

Further, the middle school should provide an environment conducive to exploration, tolerant of mistakes and able to develop diversity to stimulate creativity. The need for social cooperation between peers and adults to foster good citizenship should also be evident.

THE STUDENT

You are the most important person in our school. We are all here to help you grow intellectually, socially, emotionally and physically. We have studied for many years to have the privilege of teaching you. We will do our best for you and hope that you will do your best also. We expect that each student:

- Be motivated to work consistently at their optimum ability.
- Acquire the knowledge to pass the basic skills curriculum.
- Acquire skills necessary to access information, develop and broaden abstract reasoning skills to enable the use of higher level thinking skills.
- Develop effective oral and written communication skills.

THE TEACHERS

Teachers are hired by the school system to provide students with the opportunity to receive a good education. We should all realize that our teachers are assuming the responsibilities of our parents while we are at school. They should receive the respect and consideration that we show our parents.

ABSENCE/ATTENDANCE

ABSENCES

In order for you to do your very best work, you must attend school regularly, eat the right foods, get a good night's sleep and dress appropriately in cold or wet weather. When you are absent from school, your parent or guardian must call our school at 508-285-0140 before 8:00 A.M. An answering machine is used until approximately 8:00 A.M. You will receive an automated phone call at home if we do not receive a call from a parent/guardian. You must bring a note when you return to school after an absence. This note is given to the homeroom teacher and kept on file at the office. This note must contain the dates of absence, the reason for the absence and must be signed by your parent or guardian. This note is given to the homeroom teacher and kept on file. Only absences meeting the criteria listed below in the section excused absences will be considered excused. Absences due to vacation are not excused. If you are absent from school, you will not be allowed to participate in any activities of the school that day unless the absence has been approved by the principal or assistant principal.

EXCUSED ABSENCES

Excuses for absences will be accepted for:

- An absence excused by a physician, dentist or school nurse.
- Court appearance
- Bereavement
- Religious holidays
- Principal's discretion

Students who are absent for any reason, except truancy, will be required to make up work missed in each class. It is each student's responsibility to obtain all make-up work from his/her teachers. Students will be given the same number of days as absences, plus one, to make up any missing work. In the case of a suspension of three days or more, school work will be made available for parent/guardian to pick up and will be due when a student returns to school.

MEDICAL CLEARANCE

Students returning to school after four consecutive days of absence must be cleared by the school nurse or present a doctor's certificate. Parents may contact the school nurse to describe the illness and symptoms. The school nurse may authorize the student's return to school. The school nurse may also require that the student see a physician to obtain a doctor's certificate.

UNEXCUSED ABSENCES

A student who exceeds seven (7) days of unexcused absences in one semester (2 quarters) or exceeds fourteen (14) days of unexcused absences at any time during the school year will be considered truant. Parents will be notified. Students who have excessive absences may be referred to the Attendance Officer for legal action. If the causes for absences were primarily the student's health or family emergencies, the school principal may grant waivers if all course work has been completed. Any student who exceeds fourteen (14) days of unexcused absences at any time during the school year will not be eligible for Summer School.

The following will be considered unexcused absences:
*Family vacations while school is in session

- *Job interviews
- *Illness not requiring a doctor's attention
- *Appointments (not excused by a doctor)
- *Suspensions
- *Time spent in the office due to poor behavior
- *Dismissals
- *Tardiness

TARDINESS

When a student is late (after 8:40 AM) for school, he/she is to report to the office for a late pass. An excuse will be required from the parent or guardian explaining the reason for tardiness. A student who exceeds seven (7) unexcused "tardies" to school in one semester (2 quarters) or exceeds fourteen (14) unexcused "tardies" at any time during the school year will be subject to the following disciplinary action:

- *Tardy # 8, 9, 10- detention
- *Tardy # 11, 12, 13, 14- 2 detentions
- *Tardy # 15 or more- in-school suspension each time and both student and parent may be referred to the Attendance Officer for legal action. Detentions for being tardy (8-10) will be served on the day that the child arrives late and the subsequent day (for days 11-14).

DISMISSAL

A student who is to be dismissed must present a written request from the parent or guardian stating the reason, the time of dismissal and the name of the individual who will be picking up the student. This request must be approved by the office at the beginning of the school day. Dismissal before 12:00 Noon will count as an absence for that day. Students must report to the office prior to leaving school early. Students will not be called out of class until the parent, guardian, or designee arrives. Students must be signed out before leaving the building.

ATTENDANCE OFFICER WILL:

- Investigate cause of absences and excessive tardiness and submit report
- Investigate habitual absentees
- Handle court action for excessive absence cases
- Research reasons why children of school age are not in school

AFTER SCHOOL RIDES

Rides for students remaining after school for activities which take place after school should arrive by 4:15 PM. The school department does not provide transportation for before-school activities.

ACCIDENTS

All accidents should be reported immediately to the person in charge. An accident report will be prepared and kept on file in the school. This is necessary for your safety and for insurance benefits.

BEFORE SCHOOL/ AFTER SCHOOL PERMISSION

Written, faxed or e-mailed permission is required from a parent or guardian for ALL students to remain after school for any teacher or activity for any reason. The same is required for activities before school. The school fax number: 508-286-9457. To enter school before 8:35 am, students must have a pass issued by a teacher or club advisor.

BICYCLES/SKATEBOARDS/ROLLERBLADES

Students who ride bicycles to school must park them in the bicycle racks. Bicycles are to be removed from the racks only upon leaving school at the end of the day. It is recommended that all bicycles be locked with padlocks when they are parked in the racks, as the school is not responsible for any lost or damaged bicycles. Students are reminded that Massachusetts law requires that helmets be worn by bicycle riders. Students who ride bicycles to and from school do so at their own risk. Riders are required to have a pass to ride their bicycles to school. The pass may be for a day at a time or on a permanent basis.

BUS PASSES/CHANGES

All students are assigned to a bus and a bus stop in September. Students will be picked up and dropped off only at this stop. If a student needs to change his/her bus stop due to a change of address, after school daycare or a job, the student must present a written request, signed by a parent or guardian, to the office. ONLY those students who are eligible to ride their regular bus will be allowed to ride.

CAFETERIA REGULATIONS

The school cafeteria is a vital part of the school. Assist in keeping it clean and orderly for yourself and your classmates. After you finish eating, bring your trays, dishes and silverware to the appropriate area for separation and washing. If you bring your own lunch, dispose of your lunch bags and milk cartons in the barrels provided. If a student forgets his lunch, he/she may charge up to two lunches.

CHANGE OF STUDENT INFORMATION

In order to keep our records up to date, parents are requested to inform the office of any changes to address, home or work telephone numbers or emergency telephone numbers so that you can be reached promptly if necessary.

DRESS REQUIREMENTS

Students should dress in a manner that shows pride in themselves and their school. All students are required to dress and groom themselves suitably for school activities in clothes, which do not disrupt the educational atmosphere of the school. In general, attire that **would not be acceptable** would be:

- Hats, bandanas or visors worn in the building.
- Failure to remove headwear mentioned above will result in a session.
- Jackets worn in the building.
- Chains or spikes
- Tee shirts, sweatshirts or jackets with vulgar or offensive words, pictures, and symbols or with words or symbols promoting the use of alcohol, tobacco or drugs.
- Attire which could be considered unacceptable would include: Beach-like attire, bathing suits, bare midriffs, bare backs, halter tops, low-cut blouses, tube tops and muscle shirts, pajamas, lounge pants or other attire, which could be considered distracting. Skirts and shorts should be school appropriate in length (i.e. tips of the fingers when standing)

- Undergarments should not be visible.
- Students may be asked to remove jewelry for classes during which jewelry poses a safety issue such as art, Physical Education, science etc.
- Sunglasses should not be worn in school unless there is a medical reason to do so.

Any student in violation of the above requirements may be sent home until more appropriately attired. A second offense will result in a detention.

ELECTRONIC DEVICES

Electronic devices are not to be used during the school day. They must be turned off and placed in the locker. Unless specifically granted permission for educational purposes, electronic devices brought to and/or used in school are subject to confiscation. Examples of electronic devices would be: disc players, pagers, iPods, MP3 Players and similar devices. Laser pointers are not allowed in the building or on the buses. The school is **NOT** responsible for lost or stolen devices. See page 21 for further information about cell phones.

EXTRACURRICULAR ACTIVITIES

Many extracurricular activities may be available for student enjoyment based upon funding. User fees will apply to participants. This includes the following clubs: Art, TV/Media, Community Service, or Drama. You may also participate in Robotics, Peer Leaders, Student Council, and Intramurals. Activities may change from year to year or be made available as the year progresses.

Appropriate disciplinary status must be maintained to participate. Each situation will be reviewed on an individual basis by the building's administration.

EARLY DISMISSAL

1. **By Parent:** Students must present a written note to the office at the beginning of the day. Dismissals should occur only for emergencies. In making appointments, parents are encouraged to bear in mind the importance of classroom instruction and to schedule appointments outside of school hours. Students may not be dismissed to any individual not listed on their Student Information Sheet. Students will not be called out of class until the parent/guardian arrives at school. **Proper ID will be required for dismissals.**
2. **For Illness:** If a student becomes ill, he/she should get a pass from the classroom teacher and report immediately to the School Nurse. The nurse will contact the parent/guardian if dismissal for illness is appropriate. **Students should not contact a parent for pickup if they are ill.**

DISCRIMINATION GRIEVANCES

PURPOSE
Uniform procedures have been designed to facilitate a prompt and expeditious internal review and a fair and equitable resolution of grievances alleging discrimination based on race, color, national origin, religion, age or handicap. The intent of these uniform procedures is to assure that, to the greatest extent

possible, grievances of discrimination are resolved in a positive spirit.

COVERAGE

The uniform procedures cover only grievances alleging discrimination based on race, color, national origin, religion, age and handicap. The alleged discrimination may be, but not exclusively, in the areas of admissions to courses of study, availability of services, program accessibility, or guidance practices.

GENERAL POLICIES

- No reprisals shall be invoked against any student for processing a grievance or participating in any way in the grievance procedure.
- Whenever possible, conferences should be scheduled during a mutually convenient time that does not conflict with regularly scheduled school programs.
- The filing of a complaint shall not be construed as reflecting unfavorably on a student's good standing, performance, loyalty or desirability to the Norton Public Schools.

PROCEDURE

Section A: Before initiating the formal procedure, the individual shall attempt to resolve any complaint regarding an alleged discriminatory practice on an informal basis. The individual will present the complaint to the appropriate school administrator who has the authority to resolve the complaint and who shall attempt, within his/her authority, to work with the individual to resolve the complaint fairly and expeditiously before the individual refers the complaint to the Equity Supervisor.

Section B: If the individual is dissatisfied with the result of the informal discussions, he/she may direct the complaint to the Equity Supervisor within twenty (20) calendar days after the alleged discriminatory practice occurred.

Section C: After the filing of the formal written complaint, the Equity Supervisor shall give written notification to the appropriate school/department identified in the complaint. This written notification shall be a copy of the complaint filed with the Equity Supervisor, along with a request that the school respond in writing to the allegation contained in the complaint. In the course of its investigation, the Equity Supervisor shall contact those individuals who have been referred to as having pertinent information related to the complaint. If further documentation is needed, the Equity Supervisor shall present to the appropriate authorities, written requests for additional information pertaining to the assertions in the complaint. These written requests will be made to the Equity Supervisor within ten (10) school days upon receipt of the requests. If additional time to prepare information is required, a written request shall be submitted to the Equity Supervisor.

Section D: After completing the formal investigation of the complaint, the Equity Supervisor shall request a meeting with the person against whom the complaint was filed and/or the principal or appropriate authority involved, to discuss the Equity Supervisor's findings and, at the same time, give the principal or appropriate authority involved, an opportunity to respond to the complaint was filed and/or the principal or appropriate authority involved, to discuss the Equity Supervisor's findings and, at the same time, give the principal or appropriate authority involved, an opportunity to respond to the findings. The result of the Equity Supervisor's investigation shall be reduced to written findings of

fact. The findings shall be presented to the Settlement Committee for decision as to whether a discriminatory act has occurred. A copy of the final determination shall be furnished to the complainant and the Superintendent.

Section E: Within thirty (30) calendar days after the formal complaint is signed, a report from the Equity Supervisor regarding his/her investigation shall be made in writing to the complainant. When more than thirty (30) calendar days is required for the investigation, the complainant shall be informed in writing of the need for extended time.

Section F: If the finding is made that there is reasonable cause for believing that a discriminatory practice has occurred or that settlement is otherwise warranted, the Settlement Committee will determine ways to resolve the matter. The recommended corrective action made by the Settlement Committee will be presented to the complainant, if approved by the Superintendent. 1. If the complainant agrees that the corrective action that is recommended is acceptable, he/she will so indicate in writing.

2. If the complainant does not agree to the corrective action that is recommended and no satisfactory resolution can be agreed upon, the complainant may take the complaint to the Office of Civil Rights, John W. McCormack Building, Post Office Square, Room 222, Boston, MA 02110, the Bureau of Equal Education Opportunity, Massachusetts Department of Education, 350 Main St., Malden, MA 02148-5023, or appropriate state or federal agency responsible to insure compliance.

Section G: If the Equity Supervisor judges that there is not sufficient cause to believe discrimination has occurred, the Equity Supervisor will meet with the individual to resolve the complaint at that point. If the individual is still not satisfied with the Equity Supervisor's response, he/she may take the complaint to the Office of Civil Rights, Bureau of Equal Education Opportunity, or other appropriate federal or state agency.

NON-DISCRIMINATION POLICY OF THE NORTON PUBLIC SCHOOLS

All programs, activities and employment opportunities are offered without regard to race, color, sex, religion, national origin, sexual orientation and disability. Complaints and requests for information should be forwarded to:

2014-2015 COORDINATORS

Title VI Equity Coordinator - JENNIFER O'NEILL
508-285-0107

Title IX Equity Coordinator - JEANNE SULLIVAN
508-285-0191

504 Equity Coordinator - DR. JOSEPH BAETA
508-285-0101

Sexual Harassment Reporters -
BRITTANY WALLACE 508-285-0184
ERIC PAULUS 508-285-0160
ELLEN WHITTEMORE 508-285-0103

EDLINE

Edline is a convenient way to keep up to date with your child's grades and activities via the internet. The school strongly recommends that parents sign up and use Edline. Once you have activated your account, and your school has posted information, you can use Edline to:

- *View team and club activities
 - *Verify attendance
 - *Review your "combined calendar"
 - to see all events from the school calendar.
 - *Read daily announcements, lunch menus, school policies, classroom news, daily homework and long-term assignments etc.
 - You may register at Meet the Teachers Night, Parent Conferences or at the main office. You will be given an activation code and step-by-step instructions to guide you through the easy process to establish your free Edline account. A photo ID is necessary to register.
- The school's web address is:
www.edline.net/pages/Norton_Middle_School
- Norton Middle School utilizes Edline as a tool for online communication between the school/teacher and parent/guardian. The online service provides the parent/guardian with the following options:
- Check a child's latest grades
 - Receives e-mail alerts when new grades are posted
 - Receive e-mails with school or class information
 - See what homework is not turned in and read notes from a child's teachers
 - Verify attendance

Grades will be posted to Edline at the following intervals: four times per year for Progress Reports, four times per year for Report Cards and four times per year mid way between Progress Reports and Report Cards, for a total of fifteen annual postings. Special Education, Art, Music, Physical Education, Health, teachers will only be required to post grades to Edline at Progress Report and Report Card time (only).

The minimum guidelines are not intended to preclude or limit expanded use of Edline for individual teachers.

EVACUATION OF BUILDING

Whenever the school building must be evacuated for any reason, all staff will escort and supervise students in designated areas around the building. If, for any reason, the grounds must be evacuated, all students and staff will walk to St. Mary's Parish Center.

FIRE DRILLS

Fire Drills are a very important safety precaution. Whenever a fire drill is conducted, all students should listen carefully for directions and clear the building according to the exit plans located in each room. The building should be vacated in complete silence so that you can readily hear any emergency directions.

GUIDANCE

Guidance services are available to all students and their parents. These services may include assistance with academic problems, interpretation of test scores, study skills suggestions, conflict resolution, or help with other home, school or personal concerns.

Students may arrange a guidance appointment through their homeroom teacher or by stopping in at the Guidance Office. Parents may call 508-285-0144 from 8:30 AM to 3:30 PM daily to reach the Guidance Office. One afternoon and evening each month, the

Guidance Office will be open until 5:00 PM and between the hours of 6:00 and 8:00 PM. The dates will be published in the monthly school newsletter which is available on the school website (www.Fedline.com/pages/Norton_Middle_School)

GUM

Due to the maintenance involved and disruptions that occur, the chewing of gum is not permitted in school or on the buses.

HARASSMENT

Harassment, bullying, discrimination, hate crimes and retaliation are defined as unwelcome verbal, written or physical conduct directed at a person based on his/her disability, nationality, race, religion or sexual orientation.

If you or anyone you know is being harassed:

- *Speak to any teacher or counselor. While every staff member is mandated to report such actions, the official harassment counselors are in the Guidance Office. If you are unsure of whom to speak with, report to the Guidance Office.
- * If in doubt as to whether or not you are being harassed, always speak to a teacher.
- If you are accused of committing any of the above actions on another student or teacher, several consequences could follow:

- * Formal or informal steps can be taken (as defined in the section following)
- * Serious disciplinary actions can be taken:
- * The police can become involved.

Harassment is not tolerated at the Norton Public Schools. If reported, all necessary actions will be taken to investigate the matter and prevent the situation from escalating.

More details can be found in the "Safe Schools Policy"

HAZING

Under Massachusetts General Laws, any form of hazing is prohibited in all public schools.

Chapter 26F: Section 17. Hazing; organizing or participating; hazing defined

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 three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical 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. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 26F: Section 18. Failure to report hazing

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

HEALTH SERVICES AND MEDICATION

If you become ill in school, you should obtain a pass from your teacher and report to the nurse. If the nurse is not in her office, you are to report to the main office. Students must not leave the building because of illness without authorization from the nurse.

Medications will be administered during school only with signed parental consent and a written medication order from a physician. "Medications should be delivered to the health office in the original container or prescription bottle". (per Lisa Anderson RN, Head Nurse) Whenever possible, medication should be given at times other than school hours. Consent forms for Tylenol /Advil are distributed at the beginning of school and are available from the nurse.

Massachusetts state law requires that the vision, hearing, height and posture of public school children be screened annually. Parents have the right to waive participation in annual screening programs. Please notify the nurse in writing if you do not want your child to be screened.

Annual Assessment of Physical Growth and Development

In accordance with the new Massachusetts regulation (M.G.L. Chapter 71, Section 57 and 105 CMR 200.000) passed in February, 2009, Body Mass Index assessments will be conducted in the schools by the school nurses. These assessments will be done for all children in grades 1, 4, 7, and 10. Prior notification of BMI screenings will be sent to all parents and guardians of students in the targeted grades. All parents and guardians have the right to waive their child's BMI screening by submitting a written request. All screening results will be directly and confidentially provided to parents, regardless of screening results. Included with each result will be information explaining the BMI results and resources that support healthy eating and active living. Parents are encouraged to share the results with their child's health care provider.

HOMEWORK POLICY

- | | |
|-----|--|
| 1.0 | Philosophy |
| 1.1 | Homework is a valuable aid in helping students make the most of their school experience. |

Homework strengthens academic skills, reinforces concepts students learn in class, helps students learn responsibility and self-discipline, develops positive study habits and **organization**, and helps parents become aware of students' work and academic responsibilities.

Definition

2.1 Homework is an independent activity to be accomplished beyond the regular school day and without teacher assistance, to reinforce concepts and practice skills learned in the classroom. Some homework may require parental help.

Schedules

3.1 Homework is assigned according to students' maturity, ability levels, and IEP's. The following schedule suggests guidelines and the average amount of homework that students may be assigned.

Homework accommodations will be implemented as outlined in the IEP or 504 Plan.

Grade 6 80 minutes

Monday through Thursday

Grade 7 100 minutes

Monday through Thursday

Grade 8 120 minutes, Monday

through Thursday,

3.2 Middle school students, in addition to homework for each subject/course level of difficulty,

may also be required to complete projects and research as homework assignments that have long-term deadlines. Such assignments are in addition to

daily homework and need advance planning to be completed and both effectively and in a timely manner. Homework will not be assigned on holidays.

Vacations are a good time for students to work on term papers and catch up on reading, math review packets or writing projects. Regular assignments that require more than one night to complete should not be given on the last day of classes prior to a vacation if they are due immediately upon return.

Responsibilities

4.1 Students are responsible for noting and understanding the homework assignment, completing it, and returning it to school on the required day.

Students should be aware that teachers will use homework assignments to help determine their grades.

4.2 Parents should set a specific time and place for the student to complete homework and should check to ensure the student completes homework assignments. Parents should help with directions and checking the work but should not perform their child's homework. If, at any time parents have a concern about the school's homework policy, their child's difficulties with homework, or the need for enriched assignments, they should contact their child's teacher. Parents should check Edline for assignments.

4.3 Teachers are responsible for assigning meaningful homework to students and for providing the explanation and direction required to ensure that students can accomplish the work with reasonable success. Teachers are also responsible for checking and providing a timely response to student's homework

and notifying parents if students are having problems with homework assignments. When possible, teachers will attempt to coordinate homework demands among the various subjects so students are not overloaded. Teachers will provide a balance between long-range and short-term assignments so as to avoid last minute student efforts.

4.4 Administrators, Academic Coordinators, Curriculum Directors, unit leaders and math liaisons will attempt to monitor the type of homework as well as the amount assigned by staff under their authority.

4.5 After an absence of two or more days, and upon request by the parent, make-up work will be prepared by teachers after a notice of one full school day in all schools.

4.6 When excused absences occur due to vacations, teachers may use discretion in preparing each day missed to make up homework assignments.

STUDY SKILLS IN CLASS

A student who succeeds in class:

- Brings a notebook, pen or pencil and other materials to class.
- Is an active participant in the classroom; listens well; takes part in discussions.
- Asks questions if he/she doesn't understand a discussion or problem.
- Uses what he/she learns; sees how each subject applies to others.
- Strives to do his/her best; not just get by.
- Keeps books covered at all times.

HOW TO TAKE A TEST

- Relax and forget other people.
- Read the directions carefully and follow them.
- Read the whole test first to see what's asked for and how to divide your time.
- Read each question twice before answering.
- Think before you write.
- Check your paper for spelling, legibility and grammar before turning it in

WRITTEN HOMEWORK FOR ABSENCES

When a student has been absent due to illness for two days, parents may request written homework assignments through the main office **prior to 11:00 AM, BETWEEN 3:30 AND 4 PM**, the next afternoon. Materials may be picked up in the main office. A sibling or neighbor may pick up assignments for the absent student, but they are not permitted to bring books home. No school work will be provided in advance for students who are absent due to vacation.

HONOR ROLL REQUIREMENTS

Honor Roll requirements are as follows:
High Honors- All A's in every subject
Honors- All A's & B's in every subject
Students who earn Honor Roll status for all of the first three terms will be invited to an Honors Breakfast in

June and will receive our "Norton Middle School Honor Student" bumper sticker.

HUMAN SEXUALITY

The Norton School System provides Human Sexuality Education to students in Grade 5 through Grade 12. This curriculum was developed by a Community Health Advisory Committee and approved by the Norton School Committee.

In compliance with Chapter 71 of the laws of Massachusetts as passed on July 31, 1996, the Norton School System will notify parents on a yearly basis that Human Sexuality Education is a part of their child's education and encourage the student's participation. However, parents may exempt their son/daughter from this curriculum by providing written notification to the principal of their child's school. No child so exempted will be penalized by reason of such exemption. Further, these instructional materials will be available to parents, guardians and educators for inspection and review.

LATE FOR CLASS

If a teacher or administrator has detained you, he/she will give you a late pass. If you are unnecessarily late for class, you will be admitted to class and the teacher will issue a session and the office will be notified.

LATE TO SCHOOL

Any student who is late to school is required to bring a note from a parent or guardian to the school office upon arrival. You will be issued a pass by the office, which you should present to the teacher of the class in session at the time of your arrival.

LENGTH OF SCHOOL DAY

The student day at the Norton Middle School begins at 8:40 AM. The first ten (10) minutes of the day (8:40AM-8:50AM) is the homeroom period. The regular academic day begins at 8:40 AM. School ends at 3:07 PM. All students should plan to leave the building at that time unless remaining for an extra-curricular activity or under the supervision of a teacher. **Students should not plan to arrive at school before 8:35 AM. Only those students assigned/registered for a before school activity or given a pass by a teacher will be admitted to the building prior to 8:35.**

LIBRARY

Whether staffed by a librarian or volunteers, the library is available to all students. Students will be allowed to use the library during academic support provided they have adult supervision. Books may be borrowed for two weeks. Some books may be renewed and taken out again if no one else is waiting for them. The due date is always plainly stamped in the back of the book. You must observe this due date and return books promptly so that others may be able to use them. No other books may be borrowed until all overdue books are returned. Any library book that is lost should be immediately reported to the library media technician. Students are responsible for library materials and will receive a bill for any lost or damaged items.

LOCKERS

All students will be assigned a locker during their first few days of school for storage of books and other equipment. Since lockers are a permanent part of the building, students are expected to keep them in good.

LOST AND FOUND

A lost and found collection for clothing and large items is located in the custodian's storage room off the cafeteria. Smaller items, such as jewelry, keys and purses are located in the main office. With teacher permission, you may check for lost items before school or during your study or lunch period. The school is not responsible for lost items.

NO SCHOOL ANNOUNCEMENTS

In the event of a school cancellation or delay, you will receive an **ALERT NOW** phone message to that effect. In addition, school cancellation for any reason will be made between 6:00 AM and 7:30 AM on local cable television, WBZ radio (Boston 1030), WBZ TV (channel 4), WCVB TV (channel 5) and WRKO radio (640 AM). Announcements of an early dismissal due to weather and/or other unforeseen circumstances will also be broadcast on these outlets.

PARENT BOARD

The Norton Middle School Parent Board meets monthly on the second Thursday of each month at 7:00 PM in the school library. All parents are welcome to attend and participate. Meetings and meeting times are posted on Edline. Please call the principal at 508-285-0140 if you need additional information.

PARENT CONFERENCES

Parents are welcomed and encouraged to come to school to talk with your child's teachers.

Conferences are scheduled in October and March.

Appointments for these scheduled conference dates are made by appointment. You can view information regarding conference dates in the monthly newsletter and will receive information regarding these conferences via a letter brought home by your child. You may also choose to meet with an individual teacher or a team of teachers as the need warrants. Appointments can be arranged by calling the school office at 508-285-0140. The teacher will be notified and will then call you back to arrange an appointment. Appointments will be made at mutually convenient times.

PARENT OBSERVATIONS

If for some educational purpose, a parent or guardian wishes to observe his/her child in class, a written request must be made to the principal at least three days in advance. A mutually agreeable time will then be arranged.

PHYSICAL EDUCATION

By state law, it is required that all students take Physical Education unless excused in writing by a doctor. If a student is to be excused for the day, a note must be written by a parent, guardian or doctor and given to the Physical Education instructor. A note from home can excuse a student for 2 classes. Additional classes require a doctor's note or one from the school nurse. The proper dress required for Physical Education is shorts, shirt, socks and sneakers. The proper dress for the Physical Education classes is athletic wear. Showers are available, but not required.

PROGRESS REPORTS

Approximately half way through each term, every student will receive a progress report denoting various levels of satisfactory and/or unsatisfactory progress in each academic subject. Special subject teachers (art, music, health, physical education and technology education) will send home progress reports only for students not progressing satisfactorily. Additional weekly progress reports are optional and may be arranged through the Guidance Office after the first term. These reports are provided for a four-week period to address a specific problem. Parents are required to meet with teachers after that time if they wish weekly progress reports to continue. Students who do not return progress reports or report card envelopes within two school days may be assigned a session.

REPORT CARDS

Report cards are issued four times each year. You may keep your copy of the report card and should return the delivery envelope with a parent/guardian signature within two days.

Letter grades are provided using the following criteria:

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

Harassment, bullying, discrimination, hate crimes and retaliation are defined as unwelcome verbal, written or physical conduct directed at a person based on his/her disability, nationality, race, religion or sexual orientation.

If you or anyone you know is being harassed:
*Speak to any teacher or counselor. While every staff member is mandated to report such actions, the official harassment counselors are in the Guidance Office. If you are unsure of whom to speak with, report to the Guidance Office.
* If in doubt as to whether or not you are being harassed, always speak to a teacher.
If you are accused of committing any of the above actions on another student or teacher, several consequences could follow:
* Formal or informal steps can be taken (as defined in the section following)
* Serious disciplinary actions can be taken:
suspension, expulsion, etc.
* The police can become involved.
Harassment is not tolerated at the Norton Public Schools. If reported, all necessary actions will be taken to investigate the matter and prevent the situation from escalating.
Promoting Civil Rights and Prohibiting Harassment, bullying, discrimination, hate crimes and retaliation.

GOALS

The Norton Public School District (hereinafter referred to as "District") is committed to providing our students

II. GENERAL STATEMENT OF POLICY

equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciate differences. This Policy is an integral part of the District's comprehensive efforts to promote learning, eliminate all forms of violent, harmful and disruptive behavior and enable students to achieve their personal and academic potential and become successful citizens in our increasingly diverse society. The District will not tolerate and will promptly investigate all reports and complaints of harassment, bullying, discrimination and hate crimes, and take prompt, effective action to end that behavior and prevent its recurrence. Action will include, where appropriate, referral to a law enforcement agency. The District will support this Policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities, and parental involvement.

The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. The District also prohibits bullying or harassment of school community members for reasons related and unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability. The District will also not tolerate retaliation against persons who take action consistent with this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties are serious offenses that will subject the violator to significant disciplinary and other corrective action.

A. APPLICATION

This Policy will be published annually and applies to all sites and activities the District supervises, controls, or where it has jurisdiction under the law. It applies to all students, school committee members, school employees, independent contractors, school volunteers, parents and legal guardians of students and visitors to District schools where the conduct occurs on school premises or in school-related activities, including in school-related transportation. Nothing in this Policy, however, is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, 37H, or in response to violent, harmful or disruptive behavior, regardless of whether this Policy covers the conduct.

B. DISCIPLINARY AND CORRECTIVE ACTION

Violators of this Policy is a serious offense. Violators will be subject to appropriate disciplinary and/or corrective action to end the conduct, prevent its recurrence and protect the complainant and other similarly-situated individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

C. POLICY DISSEMINATION

At the beginning of each school year, the district will distribute this policy to all school employees, School Committee members, volunteers, and independent contractors.

and publicize a summary of the policy in student handbooks and within the school community.

III. RESPONSIBILITIES

A. Each School Community Member is responsible for:

1. complying with this Policy, where applicable;
2. ensuring that (s)he does not harass, discriminate against, or commit a crime against another person on school grounds or in a school-related activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age or disability;
3. ensuring that (s)he does not bully another person on school grounds or in a school-related activity.
4. stating, at the time of the incident, that what was just said or done, exhibits either harassment, bullying discrimination, hate crime, or retaliative behavior.
5. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying discrimination, hate crime or retaliation; and
6. cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, or a hate crime, when retaliation or a hate crime, when appropriate.

Prohibited sexual harassment includes: unprovoked sexual contact that has sexual overtones. This includes:

- *Written contact, such as sexually aggressive or obscene letters, notes, invitations, instant message, e-mail.
- *Verbal contact, such as sexually suggestive or obscene comments, threats, slurs, epithets, jokes about gender-specific traits, sexual propositions, physical contact, such as intentional touching, pinching, brushing against another's body, impeding intercourse; and
- *Visual contact, such as leering, whistling, or staring at another's body, gesturing, displaying sexually aggressive objects or pictures, cartoons, posters or magazines.
- *Unwelcome sexual advances, whether they involve touching or not.
- *Inquires into one's sexual experiences, and, "Discussion of one's sexual activities.

Sexual harassment means sexual advances, requests for sexual favors, and verbal or physical nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating hostile, humiliating or sexually offensive work environment; or (c) other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work or learning environment that is hostile, offensive, intimidating or humiliating to male or female workers may also constitute sexual harassment.

Prohibited sexual harassment includes unprovoked sexual contact that has sexual overtones. This includes:

- *Written contact, such as sexually aggressive or obscene letters, notes, invitations, instant message, e-mail.
- *Verbal contact, such as sexually suggestive or obscene comments, threats, slurs, epithets, jokes about gender-specific traits, sexual propositions, physical contact, such as intentional touching, pinching, brushing against another's body, impeding intercourse; and
- *Visual contact, such as leering, whistling, or staring at another's body, gesturing, displaying sexually aggressive objects or pictures, cartoons, posters or magazines.
- *Unwelcome sexual advances, whether they involve touching or not.
- *Inquires into one's sexual experiences, and, "Discussion of one's sexual activities.

Sexual harassment means sexual advances, requests for sexual favors, and verbal or physical nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating hostile, humiliating or sexually offensive work environment; or (c) other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work or learning environment that is hostile, offensive, intimidating or humiliating to male or female workers may also constitute sexual harassment.

1. responding appropriately, and intervening if able to take action safely, when witnessing harassment, bullying, discrimination, retaliation, or a hate crime on school grounds or in a school-related activity;
2. cooperating with the District's efforts to prevent, respond effectively to and eliminate harassment, bullying, discrimination, hate crime, retaliation and crimes, retaliation and promptly reporting all information (s)he knows concerning possible harassment, bullying, discrimination, retaliation, or a hate crime to a designated school official when (s)he witnesses or becomes aware of that conduct occurring on school grounds or in a school-related activity.

IV. TYPES OF HARASSMENT, BULLYING, DISCRIMINATION AND HATE CRIMES

SEXUAL HARASSMENT

The Norton School Department is committed to providing a work environment where men, women, and students can work together comfortably and

Sexual harassment also includes using sexual behavior to control, influence, or affect the career, salary or learning environment of another employee, or student. It is impermissible to suggest, threaten, or imply that failure to accept a request for a date or sexual intimacy will affect an employee's job prospects. For example, it is forbidden either to simply or actually withhold support for an appointment, promotion, or

change of assignment, or suggest that a poor performance report will be given because and employee has declined a personal proposition. Also, offering benefits, such as promotions, favorable performance evaluations, grades, awards, favorable assigned duties or shifts, recommendations or reclassifications in exchange for sexual favors is forbidden.

Other Examples of Specific Types of Harassment (depending upon the circumstances):

Disability Harassment

<Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using slurs like "retard" or invading personal space to intimidate.

National Origin Harassment

<Unwelcome verbal, written or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background, such as negative comments about customs, language, accents, immigration status, or manner of speaking.

Racial Harassment

<Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including characteristics of a person's race or color, such as racial slurs or insults, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment

<Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (including non-belief) or religious clothing.

Sexual Orientation Harassment

<Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Harassment by Non-Employees

In addition, the Norton School Department will take all reasonable steps to prevent or eliminate sexual harassment by non-employees who are likely to have workplace contact with our employees.

Monitoring
The Norton School Department will take all reasonable steps to see that this policy prohibiting sexual harassment, bullying, discrimination, hate crimes and retaliation, is followed by all employees, supervisors, and others who have contact with our employees. This prevention plan will include training sessions for supervisors and ongoing monitoring of the work site. Annual data collection and review of prohibited safe school incidents will occur at the school level. School administrators will meet intermittently with various student groups. Student surveys may also be utilized in data collection.

Discipline

Any employee found to have violated this policy will be subject to appropriate disciplinary action, including warnings, reprimand, suspension or discharge, according to the finding of the complaint investigation. If an investigation reveals that sexual harassment, harassment bullying, discrimination, hate crimes, or retaliation has occurred, the harasser may also be held liable for his or her actions under state or federal antidiscrimination laws or in a separate legal action.

Retaliation

Any employee bringing a sexual harassment complaint or assisting in investigating such a complaint will not be adversely affected in terms and conditions of employment or discriminated against or discharged because of the complaint. Complaints of such retaliation will be promptly investigated and punished.

Hate Crime

A crime motivated by hatred or bias, or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property. Indicators that a crime may constitute a hate crime include:

- <Use of racial, ethnic, religious or anti-gay slurs;
- <Use of symbols of hate, such as a swastika or burning cross;
- <Similar behavior towards others who are members of the same protected class;
- <The perpetrator's protected class is different from the victim's;
- <The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

Any other conduct harmful to school climate and subject to discipline is governed by the Student & Staff Codes of Conduct and other District policies. This policy only covers conduct directed at a victim because of his/her race, color, religion, national origin,

ethnicity, sex, sexual orientation, age, or disability, or to bullying where the District has intervened with the alleged student offender under the School and Staff Handbook for bullying and harassment.

Bullying

Experts have determined that bullying is a form of aggression involving a power imbalance between the bully and victim, where the bully has actual or perceived physical, social and/or psychological power over his or her target(s). Bullying generally involves a pattern of conduct that is directed at a victim, rather than a single isolated incident.

V. DISCIPLINARY AND CORRECTIVE ACTION

A. IMPOSING DISCIPLINARY AND CORRECTIVE ACTION

If a designated official, in consultation with the person in charge of that building/event or the Superintendent, concludes that the subject of the complaint has violated this Policy, the District will, in a timely manner, impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures, the District will take into account harm to the victim and other members of the school community suffered and any damage to school climate or property. The decision whether discipline is imposed and the nature of any disciplinary action must comply with the District and school's disciplinary policies.

B. ACTION CONCERNING STUDENTS

Progressive discipline and corrective action concerning a student may, as outlined in the school's handbook, include, but is not limited to, a written warning; classroom transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions; after-school programs, and/or extracurricular activities; limiting or denying access to a part of area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs; mandatory counseling, or any other action authorized by and consistent with the Student Handbook and/or school disciplinary code. When violations of this policy become a "pattern" of behavior, as opposed to a few isolated incidents, parents will be contacted.

C. ACTION CONCERNING SCHOOL EMPLOYEES

Disciplinary and corrective action concerning a school employee may include, but is not limited to, a written warning, suspension, transfer, demotion, removal from certain duties, employment termination, supervision, training and counseling.

D. ACTION CONCERNING INDEPENDENT CONTRACTORS

Disciplinary and corrective action concerning an independent contractor may include, but is not limited to, a request to the employer of the independent contractor to warn, suspend, or terminate its employee; limiting or denying the individual contractor access to school premises or school-related activities; terminating the contract with the District or school, and training.

E. ACTION CONCERNING SCHOOL VOLUNTEERS

Disciplinary and corrective action concerning a school volunteer may include, but is not limited to, a written warning, suspending or terminating the volunteer relationship, limiting or denying access to school premises or school-related activities, supervision and training.

F. ACTION CONCERNING OTHER SCHOOL COMMUNITY MEMBERS

Corrective action concerning any other school community member, including parents and legal guardians of students, and visitors to District schools may include, but is not limited to, a warning; counseling; and limiting or denying the parent, guardian or visitors access to school premises or school-related activities.

G. PREVENTION AND REMEDIATION

The District will employ a variety of prevention and remediation strategies to maintain, to the extent practicable, a safe school environment conducive to learning, and ensure that all school community members assume responsibility for their behavior and its consequences. All members also have the responsibility to refrain from "looking the other way" when violations of this Safe Schools Policy occur. At the point of the infraction, articulation, or inappropriate behavior is warranted.

VI. REPORTING PROCEDURES:

HARASSMENT, BULLYING, DISCRIMINATION, HATE CRIMES and RETALIATION

The prohibition against retaliation does not protect a complainant from legitimate discipline. Any employee who intentionally makes a false charge of harassment will be subject to appropriate disciplinary action, including warnings, reprimand, suspension or discharge.

Complaint Procedure and Investigation for Staff and Students

As soon as possible, all complaints of harassment and retaliation for reporting or participating in an investigation of harassment will be directed to the building's designated Safe Schools Reporting Officer(s); school psychologist, and adjustment counselor/guidance counselor either in writing, verbally, or by filling out a complaint form, or by requesting an individual interview. All complaints will be handled as confidentially as possible. Officials receiving complaints will promptly investigate and resolve complaints involving violations of this policy and recommend to the Superintendent or to the School Committee appropriate sanctions to be imposed

against violators. Investigations will normally be completed within 30 days and a written report will be provided to the complainant and the accused.

State and Federal Remedies
Complaints can also be filed, within 300 days of the incident, with the Massachusetts Commission Against Discrimination (MCAD) (300 days), One Ashburton Place, Room 601, Boston MA 02108, 617-994-6000, www.mass.gov/mcad or the United States Equal Employment Opportunity Commission (EEOC) (300 days), John F. Kennedy Federal Building, Room 475, Government Center, Boston, MA 02203, 617-565-3200 or 800-669-4000, www.eeoc.gov.

Training
The Norton School Department will establish yearly training sessions for supervisors, educating them in how to keep the workplace as free from harassment as possible and in how to handle harassment complaints. All employees will be apprised annually if appropriate methods for reporting and responding to harassment, bullying, discrimination, retaliation, hate crimes and their responsibility under this policy. Students will receive annual training regarding how to identify, report and file complaints under this policy. Student Handbooks will summarize this policy in a manner that students can clearly understand its intent and contents.

A copy of this policy will be distributed to all employees and posted in areas where all employees will have the opportunity to freely review it. The Norton School Department welcomes your suggestions for improvements to this policy

LEGAL REFERENCES

Title VII of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Mass General Laws Chapter 151B, Section 3A
Article 1 of the Declaration of Rights of the Massachusetts Constitution as amended by Article 106 of the Amendments to the Constitution (the Equal Rights Amendments)
(SC 12/11/2000)
Revised 4/10/2006
Revised 5/5/2008
Adopted by SC 5/19/08

Anti-Bullying / Cyber-Bullying Policy

The Norton Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying no place in the school setting. The district will endeavor to maintain a learning and working environment free of bullying.

"Bullying" is the repeated use by one or more students or by a member of a school staff including, but not

limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional or 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/herself, or of damage to his/her property;
- creates a hostile environment at school for the target either by direct bullying or by inciting to bully;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

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

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the author of posted content or another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in 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 the definition of bullying. Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected

Definitions at the end of this policy are provided to give clarity in regard to terminology used throughout this policy.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying:

- on school grounds;
- on property immediately adjacent to school grounds;
- at a school-sponsored or school-related activity; at a function or program whether on or off school grounds;
- at a school bus stop;
- on a school bus or other vehicles owned, leased or used by the Norton school district; or,
- through the use of technology or an electronic device owned, leased or used by the Norton public schools.

Bullying and cyber-bullying are prohibited 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 the Norton School district if the bullying:

- creates a hostile environment at school for the target by direct bullying or inciting others to bully; infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development, monitoring and updating of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan shall be updated at least bi-annually.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff.

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

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible. A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigative Procedures

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

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form (Policy File: JICFB-GBB1) which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.

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

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

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action up to and including suspension and expulsion for students and termination for employees. If it is believed that criminal charges may be pursued against the aggressor, consult with the school's Resource Officer to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within ten (10) school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the

parents or guardians as to the status of the investigation on a weekly basis.	Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.
Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the principal or designee. A monthly report shall be provided to the Superintendent.	Confidentiality shall be maintained to the extent consistent with the school's obligations under law.
Retaliation	Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.
Target Assistance	The Norton Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.
Training and Assessment	Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.
	Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.
Publication and Notice	Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan shall be provided to students and their parents or guardians, in age-appropriate terms, by way of the Student Handbook.
	Annual written notice of the Bullying Prevention and Intervention Plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the Bullying Prevention and Intervention Plan applicable to the school.
	Relevant sections of the Bullying Prevention and Intervention Plan relating to the duties of faculty and staff shall be included in the School Employee Handbook.
	The Bullying Prevention and Intervention Plan shall be posted on the Norton Public Schools website.

website.

Definitions:

Aggressor – a student, staff member or other adult who engages in bullying or retaliation.

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

Retaliation – any form of intimidation, reprisal, or harassment by a student or staff member directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation or for taking action consistent with this policy.

School grounds – property on which a school building or facility is located or property that is owned, leased or used by the Norton Public Schools for a school-sponsored activity, function, program, instruction or training.

School staff – including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

Target – a student who was bullied or retaliated against.

Nothing in this policy shall be construed to abridge the rights of students who are protected by the First Amendment to the Constitution of the United States or by Article XVI, as amended, of the Constitution of the Commonwealth.

Nothing in this policy shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

CROSS REFS.:

Safe Schools Policy GBB

LEGAL REFS.:
Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission Title IX of the Education Amendments of 1972
Board of Education 603 CMR 26.00
An Act Relative to Bullying in Schools, Chapter 92 M.G.L. c.71, section 37 O and M.G.L. c. 71B

SMOKING (including smokeless tobacco)

Smoking is a well-documented health risk, not only to those who smoke, but also to those in the immediate area. The Education Reform Act of 1993 expressly prohibits the use of any tobacco products within school buildings, the school facilities or on the school grounds or school buses. Students who are guilty of smoking (including the use of smokeless tobacco), or who bring cigarettes or smokeless tobacco to school or school related activities are subject to disciplinary action. Smoking and tobacco use in the building or on school grounds including the hours before and after school:

- 1st offense: 3 day out of school suspension.
- 2nd and subsequent offenses: 5 day out of school suspension

STUDENT BEHAVIOR CODE

It is the intention of the administration and teaching staff of the Norton Middle School to assist all students in their growth and developing a sense of maturity. We recognize individual differences in the process and have created certain measures to help provide the most beneficial educational atmosphere for all concerned.

Our major premise is that a school must be a suitable environment for learning and that students have a responsibility to contribute to this sound educational environment. The provision of this code shall relate to student conduct on school premises at all times, buses, and off school premises at school sponsored events.

DEFINITION OF CORRECTIVE ACTIONS

"Session" is the detainment of a student by a teacher after school for a period of 35 minutes. Sessions may be assigned before school or at the end of the school day.

"Office Detention" is the detainment of a student after school by the administration, i.e. the Principal or Assistant Principal for a minimum period of 35 minutes. In the case of both session and detention, twenty-four hour notice is given. A session slip will be sent home by the teacher for the parent to sign. Parents will be notified of detention by telephone. If a parent cannot be reached by telephone, written notification will be sent. There is no bus transportation provided for students remaining for sessions or detentions. Detentions may be assigned before school or at the end of the school day.

"Suspension" is the denial of a student's ability to participate in any school function for a certain period. This procedure takes the form of either:

1. **Internal Suspension:** A student is removed from participating in

III. External Suspension: A student is removed from participating in his/her daily classwork in the office. class but is required to perform

his/her daily classwork in the office. class but is required to perform

III. External Suspension: A student is removed from participating in his/her daily classwork in the office. class but is required to perform

A. Sessions

Failure to comply with standards and rules as set forth and explained by a teacher.

B. Possible offenses which may be assigned an office detention but are not limited to:

- Absence from school without written excuse from parent/guardian.
- Unexcused tardiness to class/school.
- Unauthorized use of lockers.
- Unauthorized use of lavatories.
- Cell phones must be turned off and left in lockers.
- Recordings of any kind are not allowed. Illegal recordings may be referred to the Norton Police Department
- Failure to appear for a session.
- Failure to appear for a detention.
- Unauthorized absence from class.
- Disruption of school classroom environment/ including the cafeteria.
- Failure to follow teacher directions.

Student's right to due process in the event of suspension

1. Verbal or written notice of the nature of the rule, violation of which will result in the appropriate disciplinary action.
2. Verbal or written notice of the nature of the specific violation and the intended disciplinary action.
3. An opportunity for the student to "tell his or her side of the story" to the appropriate school official.
4. If the student denies the charges, an explanation of the violation upon which the school authority is relying will be provided.

Parent Conferences

Conferences are required following any school suspension and in any other situation as deemed appropriate by the administration. When deemed appropriate by the administration, the student, with his/her parents or guardian must meet with the Superintendent for readmission to school. Further action may be taken by the Superintendent if warranted.

NEEDS

DISCIPLINE FOR STUDENTS WITH SPECIAL NEEDS

Students who have an Individualized Education Plan (I.E.P.) or a 504 Plan under Chapter 766 have additional rights regarding their discipline and any suspension procedures. In general these procedures are as follows:

1. The Educational Team determines if a student can/cannot meet the regular discipline code and writes this into the I.E.P. or 504 Plan.
2. The Special Education Administrator provides the administrator responsible for discipline with the names of such students who have an I.E.P., and information as to whether those students can or cannot be expected to meet the regular school discipline code. The Guidance Department will provide the administrator responsible for discipline with the names of those students who have 504 Plans and information as to whether those students can or cannot be expected to meet the regular school discipline code.
3. If a student commits an offense where a suspension is warranted, the administrator responsible for discipline notifies the Special Education Administrator, who may review the I.E.P. or the 504 Plan and confer with the administrator responsible for discipline regarding the disciplinary action.
4. Both administrators will complete necessary record keeping procedures.
5. If the suspension will result in exclusion for less than ten cumulative days in a given year and if the I.E.P. or 504 Plan indicates that the

- C. Possible offenses which may be assigned a suspension, but are not limited to:**
- any staff member or student in the school.
 - Harassment of fellow students.
 - Other, as deemed necessary for the health and welfare of the student body by the Principal or Assistant Principal.
- possible offenses which may be assigned a suspension, but are not limited to:**
- Rude or discourteous behavior toward any staff member or student in the school.
 - Harassment of fellow students.
 - Other, as deemed necessary for the health and welfare of the student body by the Principal or Assistant Principal.
 - Fighting or assault
 - Failure to appear for a session
 - Failure to appear for a detention
 - Truancy
 - Smoking
 - Verbal harassment, verbal threats, verbal assault
 - Vulgarity
 - Class or school truancy
 - Excessive/ habitual tardiness to class or school
 - Excessive/ school or class disruption
 - Sounding false fire alarms (referral for court action and recommendation for expulsion)
 - Disruption of detention hall to the point of being sent out
 - Leaving school grounds
 - Threatening fellow students.
 - Insubordination- refusal to report to the Principal or Assistant Principal as directed by any school employee.
 - Refusal to follow the explicit, reasonable directions of any staff member.
 - Gross disrespect toward any school employee, which would include profanity directed specifically at a staff member or ridiculing or demeaning actions, directed toward a staff member.
 - Stealing.
 - Inappropriate displays of affection such as kissing or touching.
 - Vandalism/ destruction of school property
 - Use of drugs or alcoholic beverages: possession or transmission thereof, except as prescribed by a physician.
 - Possession of dangerous and injurious weapons.
 - Other actions may be suspendable as deemed necessary for the health and welfare of the student body by the Principal or Assistant Principal.
 - Students who are suspended should not be on school grounds during school hours.

student can meet the regular school discipline code, the Special Education Administrator advises the administrator who is responsible for discipline that the suspension is appropriate.

6. If the suspension will result in exclusion for more than ten cumulative days in a given year and if the I.E.P. or 504 Plan indicates that the student can meet the regular school discipline code, the student is suspended. However, a team meeting is convened to review the I.E.P. or the 504 Plan and to determine alternative Special Education service delivery during the period of exclusion. Services should be provided after the tenth day.

7. If the I.E.P. or 504 Plan indicates a modified discipline code for the student the student will be disciplined in accordance with the provisions of the I.E.P. or 504 Plan.

8. Students may not be suspended for disciplinary offenses that occur as a direct result of their special need or handicapping condition.

SCHOOL DISCIPLINE

Students are expected to meet the requirements for behavior as set forth in the Norton Public Schools Student Handbook. The regulations in 603, CMR 28.00 pursuant to MGLc.69 Section 1B and Chapter 71B, Section 3 require that additional provisions be made for students who have been found eligible for special education by an evaluation TEAM. The following are these additional requirements:

1. The IEP or 504 Plan for each student with special education needs will indicate if the student's disability requires a modification of the discipline code.
2. The Principal must notify the Administrator of Special Education in writing within one school working day of the suspendable offense of any student with special needs whose IEP or 504 Plan does not reflect the need for modifications of the regular education discipline code. A record must be kept of such notices.

No single area in State or Federal Regulations has changed with as much frequency as the area of discipline. It is therefore advisable to stay abreast of the most recent advisories. Discipline is the responsibility of the School Principal and all authority for discipline rests with him/her. Any questions around procedures regarding the discipline of students who have been referred for an evaluation or even students who may be suspected as having a disability should be addressed to the Administrator of Special Education (See Appendix for Disciplinary Steps

Flow Chart). Special Education Staff, Principals and Guidance Counselors should be familiar with the regulations regarding:

1. Free and Appropriate Public Education (FAPE): Norton Public Schools is responsible for providing FAPE to all of its students. A student with special needs may not be suspended for more than ten school days within an IEP or 504 Plan period without the provision of FAPE. The Administrator of Special Education must be notified immediately of students with special needs who are suspended for ten or more days or have reached the tenth day of suspension within an IEP or 504 Plan period. If a student is on day 8 of suspension, a TEAM meeting should be held to review the IEP or 504 Plan and make adjustments if necessary. A Functional Behavioral Assessment should be completed prior to the TEAM meeting to allow the TEAM to develop a Behavioral Intervention Plan.
2. Functional Behavioral Assessment (FBA): An FBA must be completed ten business days after the removal that will result in the 11th day of suspension; the BIP must be completed as soon as is possible following the FBA. Good practice allows for the completion of the FBA prior to the tenth day of suspension. TEAMS should consider completing an FBA on or about the 8th day of suspension. After completion of the FBA, a TEAM meeting is held to develop a behavioral intervention plan. The goal of the Functional Behavioral Assessment is to understand why a student misbehaves. What does the TEAM feel is the function of the behavior? What behaviors could be chosen to try and redirect the student? The Behavioral Intervention Plan should include instructions on how to substitute problem behavior with replacement behavior. Please use the district form when completing FBAs and BDPs.

Manifestation Determination: Upon the tenth day of suspension, a TEAM meeting must be called to determine if the student's behavior is caused by or related to the student's disability. Whenever possible, the Administrator of Special Education should attend Manifestation Determination meetings. In making this determination, the TEAM must consider the following questions:

- Is the student's program appropriate?
- Is the program being implemented?
- Is the misconduct a manifestation of the disability?

Chapter 71 Sections 37H, 37H1/2, 37H3/4
 Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.
 Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.
 In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover

all areas of student conduct, including but not limited to those outlined in this section. Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:
 (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
 (b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
 (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
 After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
 (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
 (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner. (g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level. Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six: (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension. (2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the hearing. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Section 37H3/4.

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the Commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion, consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the

testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

SUBSTANCE ABUSE POLICY

Possession, use or sale of any mind-altering substance (drugs or alcohol) is not only against the law but also represents a very serious disciplinary offense. Students are strictly prohibited from the sale, use or possession of drugs or alcohol on school grounds during school, on the school buses or at school bus stops, and during school sponsored events.

- Students found in violation of the substance abuse policy, will be dealt with as follows:
- A. Use, Possession
 - 10 day out of school suspension, administration
 - Notification to the parents, administration and Superintendent.
 - Notification to the Norton Police Department.
 - Recommendation for counseling.
 - Sale, Distribution or Possession with intent to distribute.
 - 10 day out of school suspension, administration
 - Notification to the parents, administration and Superintendent.
 - Cell phones containing inappropriate pictures and/or messages are subject to school discipline and/or notification to police.
 - Notification of expulsion to the Superintendent and the School Committee.
 - Immediate police intervention including court follow-up.

- C. Rumor or Suspicion
 - With reasonable cause, any student under suspicion of use, possession or sale may be asked to empty his/her pockets, handbag, locker, etc. This will be done under the direction of the Principal or Assistant Principal and/or the school nurse. Failure to comply will result in a 5 day out of school suspension.

SEARCH POLICY

- Students in the Norton Public Schools may be issued lockers or desks, which are to be used by them, to store their belongings. Following is the school system policy in relation to those lockers and desks.
- Master keys and locker combination lists are retained by school personnel.
 - Personal items of the students may be stored in the lockers or desks except any items deemed inappropriate or unacceptable in a school environment. Those items include weapons, illegal drugs, alcoholic beverages or stolen property.
 - The school retains the right to inspect lockers and desks periodically for compliance with these guidelines.
 - The school retains the right to search a specific locker, desk and personal property if the administrator involved has reasonable suspicion that illegal contraband may be present.

STUDENT COUNCIL

The Student Council draws its members from all grades. Every homeroom elects one student council member. (NOT SURE IF THIS IS ACTUALLY TRUE any more) This representative body is the connecting link among the students, faculty and administration. The purposes of the council are: to provide good school relationships between individual students, students and faculty and school and community; to develop and maintain good school spirit; to assist in directing and managing school activities; to promote scholarship; to develop high ideals of personal conduct; to help each student find a place in the school; and to express opinions and make recommendations to the school administrators and faculty to improve the school. The best of student-teacher relationships are maintained and developed through the student council. Qualifications for membership include maintaining a scholastic average of C or better in all subjects and maintaining an exemplary conduct record.

STUDENT RECORDS REGULATIONS

Under Massachusetts law, public schools are required to inform parents about student record regulations and other school and/or system-wide procedures. Much of this valuable information is contained in this student handbook, which your child receives at the beginning of each school year. It is important for you to be familiar with the contents of this handbook.

- Norton Public Schools participate in the mandated statewide testing program. Norton students are required to take the Massachusetts Comprehensive Assessment System (MCAS). Results of these tests are

made available to the parents and become part of the student's temporary record. Student record regulations allow schools to release the following information without prior consent: "a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans." You have the right to request that this information and/or school activity related photographs not be released. To do this, notify the school principal in writing that you do not wish to have this information released.

- Student record regulations require a school system to forward a transferring student's records to the student's new school. These records must include the complete school record.
- When a student transfers, graduates or withdraws from the school system, the student's temporary record shall be destroyed within five years of leaving the school system. This date is indicated on the Student Transfer Form. You have a right to receive these temporary records before they are destroyed.

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations, which have the force of law, was mandated by state laws enacted in 1972 and 1974. The regulations apply to all public elementary and secondary schools. They also apply to all private schools, which have state approval to provide special education services under Chapter 766, the Special Education Act. They are designed to insure parents' rights of confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by a school committee about a student in a manner such that he or she may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, dates of attendance, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

The temporary record contains most of the information maintained by the school system about the student including standardized test

results; class rank; school sponsored extracurricular activities; evaluation and comments by teachers, counselors, and other persons; and other similar information. The temporary record is destroyed within five years after the student leaves the school system. The following is a summary of the major parent and student rights regarding their student records, as provided by the Regulations Pertaining to Student Records:

Inspection of Record
A parent or student, who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than 2 days after the request, unless the parent or student consents to a delay. The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials. Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality of Record
With a few exceptions, no individuals or organizations but the parent, student and personnel working directly with the student are allowed to have access to information in the student record without the specific, informed written consent of the parent or the student.

Amendment of Record
The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Record
The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy mislabeled, out-dated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified and must have an opportunity to receive a copy of any of the information before its destruction.

The above is only a summary of some of the more important provisions of the Regulations Pertaining to Student Records. If more detailed information is desired, a copy of the regulations may be reviewed at the guidance office.

Release of Students Records to Non-Custodial Parents

Pursuant to M.G.L. Ch. 71 §34, public school personnel shall provide student record information to eligible parents who do not have legal custody of their children in accordance with the following criteria:

- A certified copy of a probate court custody order or judgment, indicating that such parent has not sought and been denied shared legal custody based on a threat to the safety of the child or the custodial parent and is entitled to unsupervised visitation with the child; or
- A certified copy of a court order from the probate and family court, specifically ordering the release of the information to the parent, which indicates that such order is being made after review of the custody order and the criminal history of the petitioner, and that the provision of the information will not pose a safety risk for the custodial parent or child and that it is in the best interests of the child that such information be provided; and an affidavit from the requesting parent certifying that the judgement or order remains in effect and no temporary or permanent protective order restricting access to the custodial parent or to any child in the parent's custody is in effect.

- School personnel shall notify the custodial parent upon receipt of the request by registered and first class mail. The notification shall indicate that the information requested shall be provided after 21 days, unless the custodial parent provides documentation to the school principal of a court order prohibiting contact with the child or distribution of the information or a temporary or permanent protective order for the custodial parent or child, unless such order has been modified to allow access to the requested information.
- In each subsequent year, the eligible parent shall indicate in his or her request that he/she is still eligible for the requested information and is still entitled to unsupervised visitation with his/her child. The same procedures for notification to the custodial parent, indicated in 2 above, shall be followed annually.

- If the principal of a school is presented at any time with a probate and family court order prohibiting distribution of such information, the school shall not distribute any further information and shall notify the requesting parent.
 - Requests made by a parent while a permanent protective order is in place restricting access to the custodial parent of any child in the custodial parent's custody is a violation of such protective order.
 - A parent who does not have physical custody of a child shall be entitled to the receipt of such information unless such parent has been denied legal custody, visitation or unsupervised visitation or who has been restricted by a restraining order in accordance with the provisions set forth in above.
 - The principal of each school shall designate a staff member who is responsible for proper implementation for this section.
- The Massachusetts Board of Education approved the following regulations on October 25, 2005. Non custodial parents are eligible to obtain access to their children's student records unless the school or district has been given documentation that:

- The non-custodial parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
- the non custodial parent has been denied visitation or has been ordered to supervised visitation, or
- the non-custodial parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the order or any subsequent court order specifically allows access to student record information.

TELEPHONE/CELL PHONES

Arrangements for transportation and for students who need to remain after school should be made ahead of time. Written permission is required for all students who need to remain after school for any reason. Students may use the telephone in the office for genuine emergencies only.

*The staff at the middle school understands that the use of cell phones provides a means for parents to communicate with their children. Cell phone use, however, is intrusive during the course of the school day. In an effort to be proactive and cooperate with parents in the need to keep in touch with their children the following guidelines have been established:

- Cell phones should be stored in a student's locker during the school day and turned off.
- Cell phones are not to be used on the bus
- Students seen using a cell phone at any time during the school day risk of having the cell phone confiscated.
- Students who find it necessary to make a cell phone call must use it before or after school hours in the school rotunda, vestibule or outside of the building only.
- Cell phones containing inappropriate pictures and/or messages are subject to school discipline and/or notification to police.
- Students who abuse the privilege of having cell phones in school may have their phone confiscated and will also be liable for detention and/or suspension.

TRANSPORTATION

The safe transportation to and from school for all students is a very important matter. The bus rules and regulations are designed to insure that all students' rights to a safe and orderly bus environment are not violated. Take these rules seriously. Anyone whose behavior interferes with the safe operation of the bus will lose the privilege of riding the bus to or from school. At the present time, the school department has a fee structure in place for bus transportation. The fee structure does not exempt a student from bus rules and regulations.

STUDENT CONDUCT ON SCHOOL BUSES

Procedures for Drivers and Parents
In case of any misconduct on the bus, the incident will be reported on the proper form to the school administrator. The school will then contact the parent and make them aware of the bus infraction that has taken place.

1. In case of a repetition by the same student, the principal will suspend the student's transportation privileges with written notice to the parent to report at once with the child to the Superintendent's office.
2. After a second offense, and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent. No refund

Parents and students will be informed of these regulations through the Student Handbook at the beginning of each school year, and parents will be required to acknowledge through their

- for User Fees will be issued for the remainder of the year.
- Loading and Unloading at Bus Stop
1. Riders must be on time. Bus drivers will not wait.
 2. Riders will enter or leave the bus at regular stops only.
 3. Orderly behavior and respect for private property will be required.
 4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.
- Required Conduct Aboard the Bus
1. Riders must remain in their seats or in place
 2. Whistling and shouting are not permitted.
 3. Profanity and obscene language are forbidden.
 4. Smoking, alcohol and illegal drugs are prohibited
 5. No inappropriate body contact while on the bus
 6. The following disturbances are prohibited.
 - a. Pushing or wrestling
 - b. Annoying other passengers or disturbing their possessions
 - c. Talking to the driver
 - d. Throwing objects within the bus or out of windows
 - e. Littering the bus
 - f. Improper use of cell phones*, and other recording devices.
 - g. Possession of any dangerous weapon.
 - h. Parents will be held responsible for any defacing or damaging of the bus.
 - i. Cell phone use may be permitted by bus driver in case of emergency or tardiness, or by coaching staff to change arrival times for parents. In the case of the driver being incapacitated, students would utilize their phones to contact emergency services for support.

signature that the regulations have been received and read.

Adopted 12/11/2000
Revision 12/8/08

BUS DISCIPLINE POLICY

The school administrators will discipline any student who violates the bus rules. Discipline may include: the assigning of seats for a specific period of time, the permanent assigning of seats, transfer of a student from one bus to another (if possible), suspension from the bus for a period of time, and/or the permanent suspension of bus privileges.

TRANSPORTATION AFTER SCHOOL

If, for any reason you remain after school, you must provide your own transportation home.

There are no late buses. Transportation providers for students remaining after school for clubs must be at school when the activity is over. Written permission is required to remain after school for any reason. Rides should be arranged ahead of time. Office phones are not available to call for rides.

UNACCEPTABLE LANGUAGE

Verbal abuse and/or the use of profane or obscene language (spoken or written) including racial, sexual or ethnic slurs is prohibited within the school building, on school grounds and on buses and during related school activities. Students in violation of any of these offenses may be subject to a one to three day out-of-school suspension, depending upon the situation.

VISITORS TO THE SCHOOL

In order to assure that no unauthorized persons enter the building with wrongful intent, all visitors to the school must first report to the office to receive a visitor's pass before visiting elsewhere in the building. This policy does not apply when parents or guardians of enrolled students have been invited to a classroom or assembly program. Students may not be interrupted for a conference with any visitor other than their parents or guardian. School principals are authorized to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on school grounds. A log shall be maintained in each school office for recording the name, address and purpose of each visitor. **WEAPONS/ASSAULT** Students in possession of any item that could be considered as a harmful or dangerous weapon

in school, on school grounds, on school buses, or at a school sponsored or school related event and/or who assault any staff member will be subject to a ten day out-of-school suspension and possible school expulsion and/or a law enforcement intervention.

PLAGIARISM

With technological advances, and the use of the internet, plagiarism has surfaced as a major concern in many school settings. The use of the internet, in particular, has created an easy way for students to find and use work that is not their own. The use of computers is not the only source for copying someone else's work. We know that "borrowing" another person's answers or research has always been of concern to educators. It seems that in recent years, this borrowing of work has become more of a problem.

Norton Middle School looks upon plagiarism seriously. Students who are conscientious and do what is required should receive credit for their efforts. Students who take or use the work of someone else, should not be given credit for what is not theirs. When a student uses homework, research or borrows answers during a quiz or test that are not theirs, the result will be a grade of zero and sessions may be assigned. Parents will be notified.

NORTON MIDDLE SCHOOL STUDENT ACCEPTABLE USE POLICY

Grade 6-12 Student Acceptable Use Policy
The Norton Public School System does not discriminate on the basis of age, race, color, national origin, sex, disability, religion or sexual orientation. 6. I will not reveal personal information including username, password, addresses and telephone numbers of myself or others. 7. I will not use the Norton school's network to access any database or service which charges a fee. If any fees are incurred, I will be responsible for all charges. **Security** If I suspect a security problem related to my school's account or on the internet, I will notify a teacher or system administrator. I will not exaggerate the problem by demonstrating the

problem to others. Any user legitimately identified as a security risk or with a history of problems with other computer systems will be denied access to the Internet through the Norton Public Schools. Any user attempting to maliciously harm or damage computers, accessing/viewing data of another user, including the unauthorized use of debit or credit cards, will be denied access to the Internet through the Norton Public Schools. This includes, but is not limited to, the uploading or creating of computer viruses.

Conclusion

I understand that the use of the Internet is a privilege and that inappropriate use will result in cancellation of those privileges. I further understand that the system administrators will deem what is inappropriate use and that their decisions are final. The system administrators may close the access of any user at any time as required.

The expectation of faculty and administration is that all students and staff in the Norton Public Schools will adhere to the above policies. We look forward to the expanding use of the Internet for learning.

Student:

I, _____, have read and understand the Acceptable Use Policy and agree to all of the provisions. I understand that any violations of the above guidelines will result in immediate suspension of my Internet privileges. As a result of such violations, further disciplinary measures may be taken.

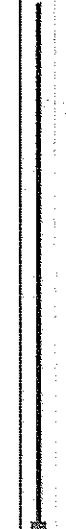
Parent/Guardian:

I, _____, am the parent/guardian of the above named student. I have read and I understand the Acceptable Use Policy. I hereby give permission for my son/daughter to use the Internet provided by the Norton Public Schools. I understand that he/she is required to follow this policy and that any violations of the above guidelines will result in immediate suspension of the student's Internet privileges. I further

understand that there is a potential for my son/daughter to access information on the Internet that is inappropriate for students and that every reasonable effort will be made on the part of the faculty and staff to restrict access to such information, but that my son/daughter is ultimately responsible for restricting himself/herself from inappropriate information.

Edited 5/20/08

Setting the Challenge

Accountability Information		About the Data		
Accountability and Assistance Level				
Level 2	Not meeting gap narrowing goals			
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)				
All students:	Lowest performing	80	Highest performing	
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	Less progress	On Target - 75 or higher	More progress	View Detailed Data
All students			74	Did Not Meet Target
High needs			68	Did Not Meet Target
Low income			90	Met Target
ELL and Former ELL			70	Did Not Meet Target
Students with disabilities			70	Did Not Meet Target
Amer. Ind. or Alaska Nat.			70	Did Not Meet Target
Asian			70	Did Not Meet Target
Afr. Amer./Black			70	Did Not Meet Target
Hispanic/Latino			70	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			70	Did Not Meet Target
Nat. Haw. or Pacif. Isl.			70	Did Not Meet Target
White			74	Did Not Meet Target

Setting the Challenge

Project the 2015 annual PPI and 2015 cumulative PPI		PPI Points Awarded			
		2012	2013	2014	Projected 2015
English language arts	Narrowing proficiency gaps (Composite Performance Indicators)	75	75	75	75
	Growth (Student Growth Percentiles)	75	100	100	100
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	0	0
	Extra credit for increasing % Advanced (10% or more)	0	25	0	0
Mathematics	Narrowing proficiency gaps (Composite Performance Indicators)	75	75	25	50
	Growth (Student Growth Percentiles)	75	75	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	0	25
	Extra credit for increasing % Advanced (10% or more)	0	0	0	0
Science	Narrowing proficiency gaps (Composite Performance Indicators)	0	75	25	50
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	0	25
	Extra credit for increasing % Advanced (10% or more)	0	25	0	25
	Annual Dropout Rate				
High School	Cohort Graduation Rate				
	Extra credit for dropout reengagement (2 or more students)				
*Extra credit for dropout reengagement is awarded only for the 'at-risk students' and high needs students groups, and only at the school level.					
Points awarded for narrowing proficiency gaps, growth, and high school indicators		300	400	275	325
Points awarded for extra credit		25	75	0	75
Total points awarded		325	475	275	400
Number of proficiency gap narrowing, growth, and high school indicators		5	5	5	5
Actual 2012, 2013, 2014, & Projected 2015 Annual PPIs = (Total points / number of indicators)		65	95	55	80
Cumulative PPI Weighting		10%	20%	30%	40%
Projected 2015 Cumulative PPI = (2012*1 + 2013*2 + 2014*3 + 2015*4) / 10		74	Did Not Meet Target		

How Annual and Cumulative PPIs are Calculated

The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven different indicators. Groups are eligible for an annual PPI if a sufficient number of students were assessed (20 for schools, 30 for subgroups) in English language arts and mathematics in the most recent year and one of the two prior years. A group is awarded 0, 25, 50, 75, or 100 points based on the amount of improvement it makes from one year to the next:

100: Above Target	25: No Change	A group can earn extra credit for reducing the percentage of students scoring Warning/Failing and/or by increasing the percentage of students scoring Advanced by 10% or more on ELA, mathematics, or science MCAS tests. An additional 25 points for meeting each of these goals is added to the total number of points awarded.
75: On Target	0: Declined	
50: Improved Below Target	-: Insufficient Data	

The annual PPI is calculated by dividing the total number of points awarded by the number of indicators (up to seven). The cumulative PPI is the average of a group's annual PPIs over the most recent four year period, weighting later years the most (1-2-3-4). A group is assigned a cumulative PPI if it has three annual PPIs. While a group's annual PPI can exceed 100 points, the cumulative PPI is always reported on a 100-point scale. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

Student group:
Grade(s):
Content area:

All Students
6-8
Mathematics

Step 2: Calculate fixed targets.

Baseline (2011 CPI):	83.1						
Proficiency gap (100 minus 2011 CPI):	16.9						
Gap-narrowing target (proficiency gap divided by 2):	8.5						
2017 target (2011 CPI plus gap-narrowing target):	91.6						
Fixed annual targets (gap-narrowing target divided by 6 years):	1.4	2012	2013	2014	2015	2016	2017
		84.5	85.9	87.3	88.7	90.1	91.6

Step 3: Enter the number of students scoring at each MCAS Achievement Level in 2012. Then enter a predicted distribution of students in future years.

MCAS Achievement Level	Scaled Score Range	MCAS-Alt Achievement Level	Points per Student	Actual 2012	Actual 2013	Actual 2014	Projected 2015	Projected 2016	Projected 2017
Proficient or Advanced	240-280	Progressing	100	442	458	420			
Needs Improvement High	230-238	Emerging	75	104	94	99			
Needs Improvement Low	220-228	Awareness	50	84	63	73			
Warning / Failing High	210-218	Portfolio Incomplete	25	33	39	44			
Warning / Failing Low	200-208	Portfolio not Submitted	0	2	1	0			
Total number of students assessed each year:				665	655	636	0	0	0

Step 4: Compare the targets projected for the group with the fixed annual targets (gap-narrowing target divided by 6 years).

Projected targets should meet or exceed fixed annual targets. If not, redistribute students.

CPI targets projected for this group:	85.8	87.0	85.2		
Fixed annual targets:	84.5	85.9	87.3	88.7	90.1
On target toward narrowing the proficiency gap?	Yes	Yes	No		
				91.6	

MCAS Achievement Level	Scaled Score Range	Points per Student	Number of Students	Multiple by the number of students that received score
Proficient or Advanced	240-280	100	10	1000
Needs Improvement High	230-238	75	8	600
Needs Improvement Low	220-228	50	4	200
Warning / Failing High	210-218	25	1	25
Warning / Failing Low	200-208	0	0	0
				1825 / 23 = 79.34

Student group: All Students
 Grade(s): 6-8
 Content area: English language arts

Step 2: Calculate fixed targets.

Baseline (2011 CPI):	95.0
Proficiency gap (100 minus 2011 CPI):	5.0
Gap-narrowing target (proficiency gap divided by 2):	2.5
2017 target (2011 CPI plus gap-narrowing target):	97.5
Fixed annual targets (gap-narrowing target divided by 6 years):	0.4

Step 3: Enter the number of students scoring at each MCAS Achievement Level in 2012. Then enter a predicted distribution of students in future years.

MCAS Achievement Level	Scaled Score Range	MCAS-Alt Achievement Level	Points per Student	Actual 2012	Actual 2013	Actual 2014	Projected 2015	Projected 2016	Projected 2017
Proficient or Advanced	240-280	Progressing	100	599	595	561			
Needs Improvement High	230-238	Emerging	75	47	32	48			
Needs Improvement Low	220-228	Awareness	50	14	22	16			
Warning / Failing High	210-218	Portfolio Incomplete	25	5	8	11			
Warning / Failing Low	200-208	Portfolio not Submitted	0	0	0	1	0		
Total number of students assessed each year:				665	657	637	0	0	0

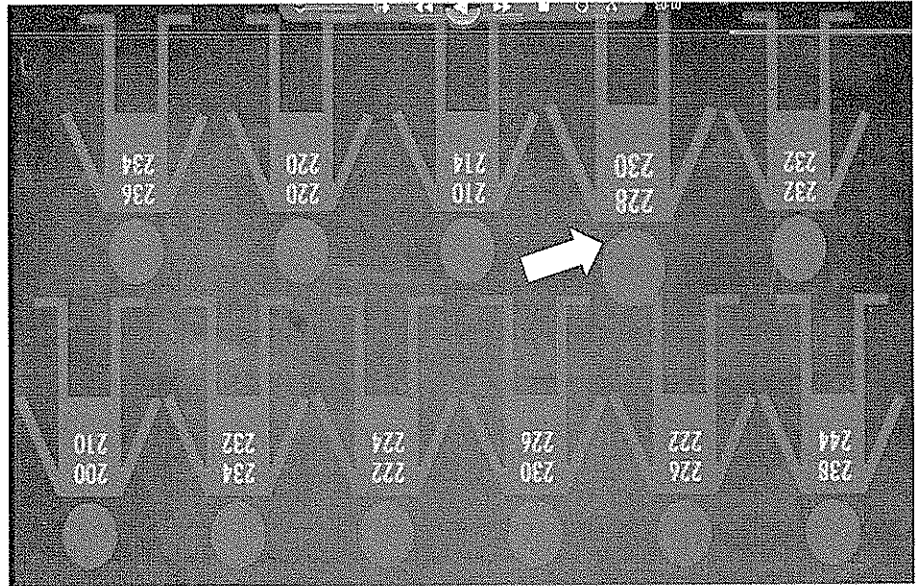
Step 4: Compare the targets projected for the group with the fixed annual targets (gap-narrowing target divided by 6 years).

Projected targets should meet or exceed fixed annual targets. If not, redistribute students.	CPI targets projected for this group:	96.6	96.2	95.4		
	Fixed annual targets:	95.4	95.8	96.3	96.7	97.1
	On target toward narrowing the proficiency gap?	Yes	Yes	Yes		

MCAS Achievement Level	Scaled Score Range	Points per Student	Number of Students	Multiply the number of students that received score
Proficient or Advanced	240-280	100	10	1000
Needs Improvement High	230-238	75	8	600
Needs Improvement Low	220-228	50	4	200
Warning / Failing High	210-218	25	1	25
Warning / Failing Low	200-208	0	0	0
				1825 / 23 = 79.34

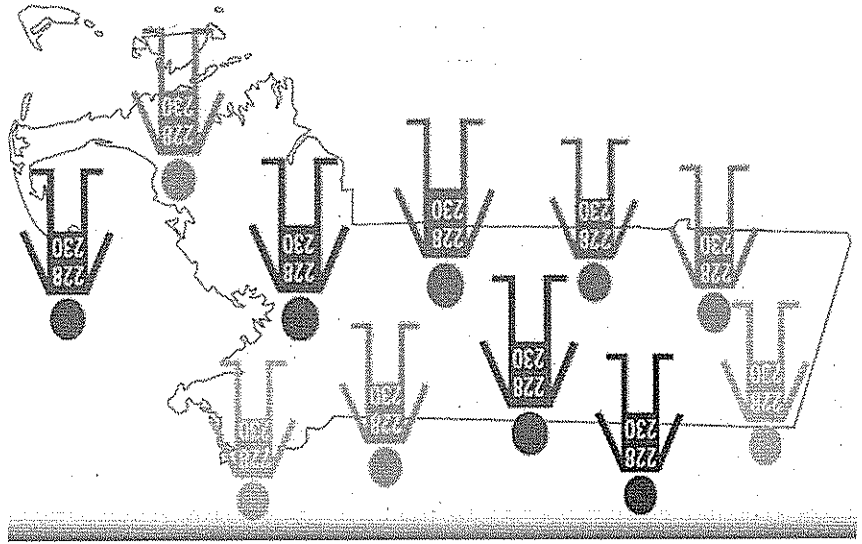
Students in a class or school

Step 1



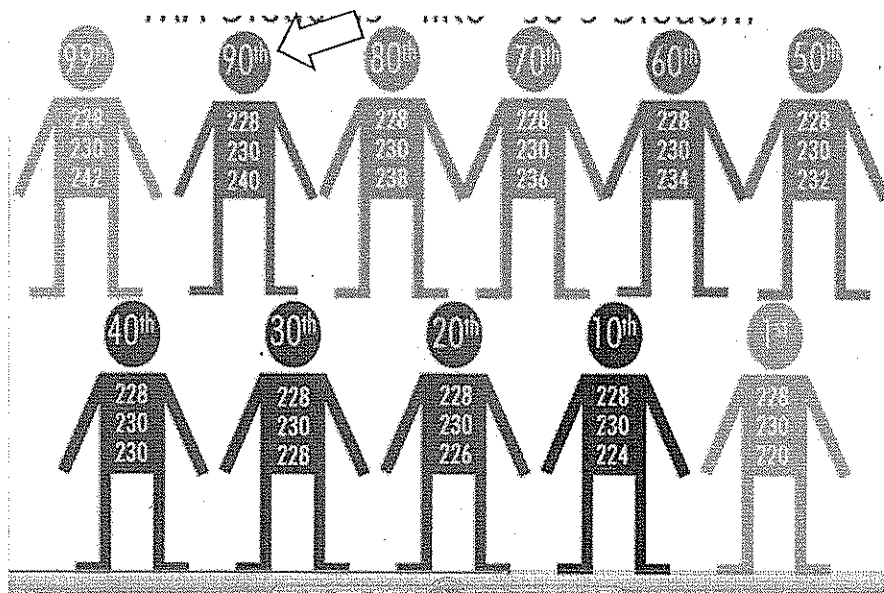
Students Testing Peer Group

Step 2



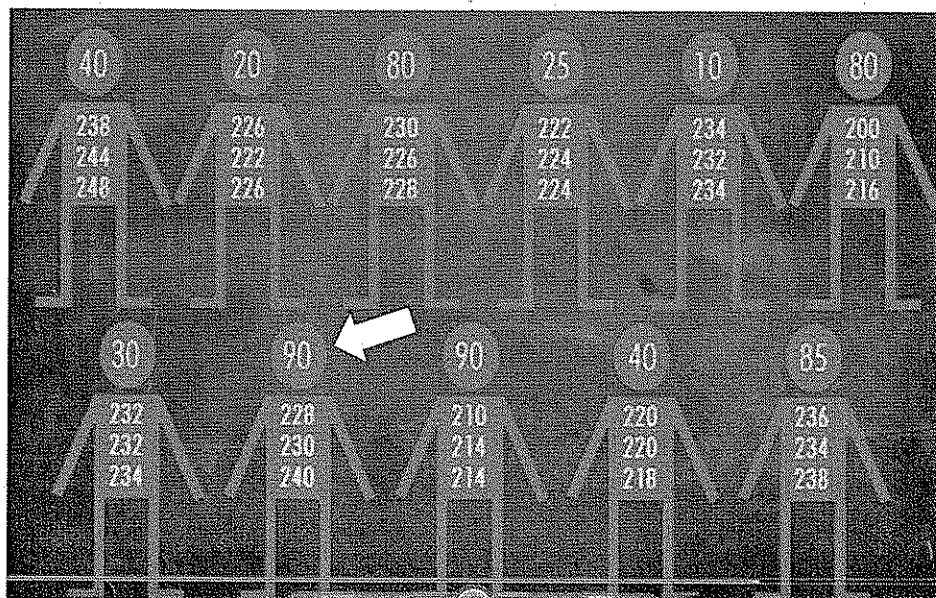
How the student scores compared to all others in testing peer group

Step 3



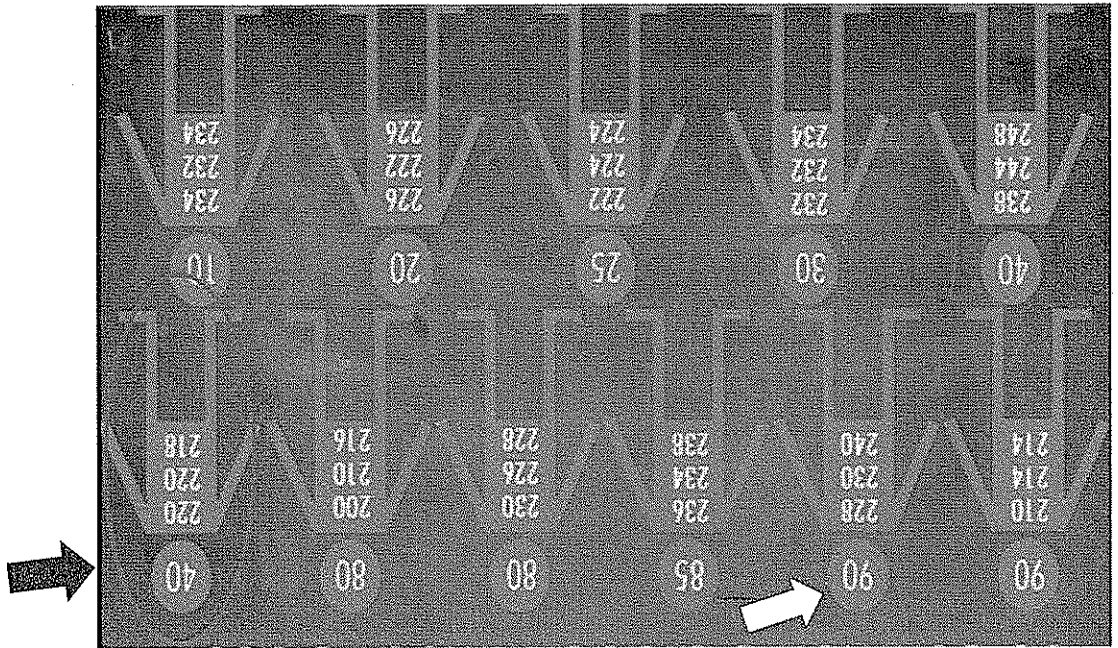
Students are then put back into their school

Step 4



You then take the Middle SGP percentile score and that becomes your growth score.

Step 5



SGP greater than 60 = 100 points

SGP between 51-59 = 75 points

SGP between 41-50 = 50 points

SGP between 31-40 = 25 points

SGP between 1-30 = 0 points

