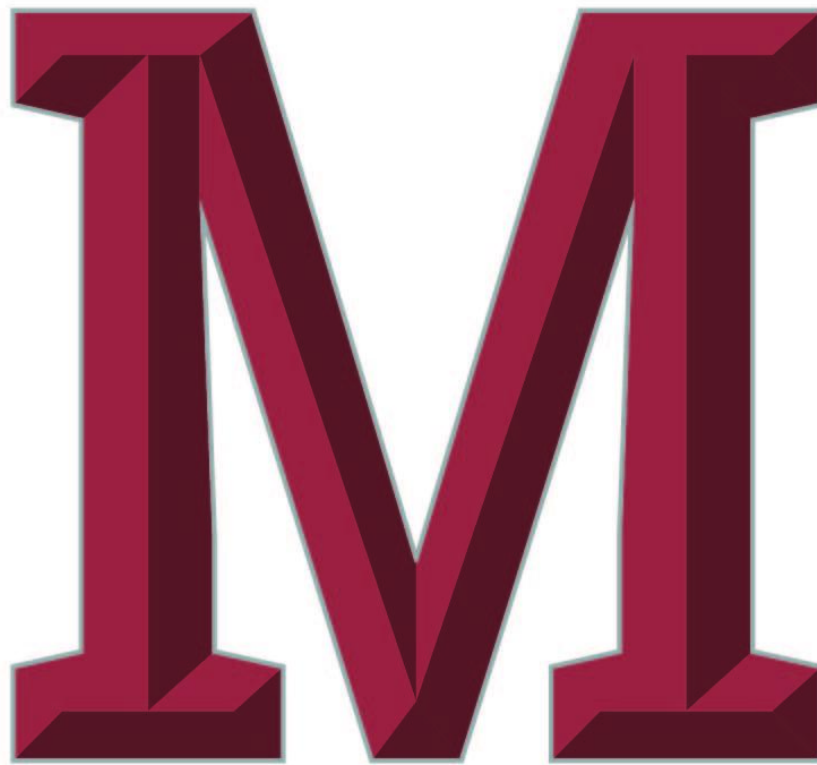




# MILLIS Middle School

**MILLIS MIDDLE SCHOOL  
245 PLAIN STREET  
MILLIS, MA 02054**

School Year 2024 - 2025

[Millis Middle School Website](#)  
[Millis Middle School Newsletter](#)

### **SCHOOL COMMITTEE**

Ms. Robyn Brigg  
Ms. Shayna Canestrari  
Mr. Marc Conroy  
Ms. Denise Gibbons  
Mr. Sean Powers

### **ADMINISTRATIVE TEAM**

|                         |                                                                  |                       |
|-------------------------|------------------------------------------------------------------|-----------------------|
| <b>Robert Mullaney</b>  | <b>Superintendent of Schools</b>                                 | <b>(508) 376-7000</b> |
| <b>Ana Hurley</b>       | Principal, Millis Middle School                                  | (508) 376-7014        |
| <b>Patrick Nash</b>     | Principal, Millis High School                                    | (508) 376-7010        |
| <b>Tanna Jango</b>      | Principal, Clyde Brown School                                    | (508) 376-7003        |
| <b>Nealy Urquart</b>    | Director of Student Services                                     | (508) 376-7021        |
| <b>Kelly Rao</b>        | Director of Student Affairs                                      | (508) 376-7025        |
| <b>Derek Phinney</b>    | Director of Athletics                                            | (508) 376-7010        |
| <b>Ryan Camire</b>      | Director of Digital Learning & Innovative Educational Technology | (508) 376-7008        |
| <b>Maureen Knowlton</b> | Director of Curriculum, Assessment & Professional Development    | (508) 376-7022        |
| <b>John Engler</b>      | Director of Operations                                           | (508) 376-7013        |
| <b>Terry Wiggin</b>     | Director of Finance and Human Resources                          | (508) 376-7000        |

### **MPS Vision Statement**

The Millis Public Schools are respected for high academic standards, committed to social responsibility, and dedicated to educating and inspiring every student to achieve personal excellence.

### **MPS Mission Statement**

The Millis Public Schools Community is firmly committed to developing students as independent, lifelong learners and leaders who will contribute to a changing and complex society.

### **Millis Middle School Philosophy**

The Middle School is dedicated to providing an environment of educational excellence and equitable opportunity for all students. All students will have an opportunity to develop their individual talents and excel academically, physically, socially and emotionally. Students will have the opportunity to receive the care and support services needed to progress successfully through the unique period of adolescence; they will be exposed to a rich, varied and intellectually challenging curriculum designed for middle school students. The school environment will be safe, healthy, clean, attractive and conducive to learning and achieving. All students will be increasingly encouraged to be responsible for their learning, accountable for their actions, and respectful of the rights of others.

### **Team Concept**

We believe middle school students need structure and guidance during these early adolescent years. The team concept has allowed middle school to focus on these needs. The team coordinates with other staff members, parents, and students in order to provide the most positive and meaningful educational experience possible. Parents/Guardians may request a meeting with the team at any time during the school year by contacting the team leader. Parents will also have the opportunity to schedule afternoon or evening conferences in the fall.

|                                                     |                                                            |                                                     |
|-----------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------|
| ELA: Mara Robinson                                  | ELA: Wendi Cantoreggi                                      | ELA: Sharon Monaghan                                |
| Science: Janet Shockley                             | Science: Deborah Hickey                                    | Science: Lance Benham                               |
| Math: Kristine Botelho                              | Math: Michelle Panciocco                                   | Math: Michelle Shepardson                           |
| Social Studies: Diane Shaughnessy                   | Social Studies: Evan MacDonald                             | Social Studies: Michele Lahah                       |
| Spanish: Janet Maguire                              | Spanish: Lizbeth Monaghan                                  | Spanish: Christina Rooney                           |
| <b>Team Leaders:</b> Kristine Botelho & Jan Maguire | <b>Team Leaders:</b> Lizbeth Monaghan & Michelle Panciocco | <b>Team Leader:</b> Michele Lahah & Sharon Monaghan |

The Middle School has a ***Unified Arts Team*** composed of art, music, technology, health, library, and physical education teachers. Our ***Student Support Team*** is made up of counselors, Special Education teachers, the school nurse, and other instructional staff working to support all students. The end result is that we function as one "family" dedicated to promoting a learner-centered atmosphere. We strive to meet the needs of each class, each child and every family at Millis Middle School.

## SCHOOL BELL SCHEDULE

Each day students will have four of their five academic classes (one drops each day), Power Learning Time (PLT) and a Unified Arts block. The morning blocks are 63 minutes in duration, lunch is approximately 22 minutes and PLT and UA are 48 minutes each.

| Time         | Block          |
|--------------|----------------|
| 8:00-9:03    | Academic Class |
| 9:05-10:08   | Academic Class |
| 10:10- 11:13 | Academic Class |
| 11:15- 11:37 | Lunch          |
| 11:40-12:40  | Academic Class |
| 12:42- 1:30  | PLT or UA      |
| 1:32-2:20    | PLT or UA      |

| Millis Middle School Only |                         |                          |                           |                                                         |                                             |                                         |
|---------------------------|-------------------------|--------------------------|---------------------------|---------------------------------------------------------|---------------------------------------------|-----------------------------------------|
|                           | BLOCK 1<br>8:00-9:03 AM | BLOCK 2<br>9:05-10:08 AM | BLOCK 3<br>10:10-11:13 AM | BLOCK 4<br>11:15-12:42 PM                               | BLOCK 5<br>12:42-1:30 PM                    | BLOCK 6<br>1:32-2:20 PM                 |
|                           |                         |                          |                           | MS Lunch: 11:15- 11: 37 PM (22m) Class:<br>11:40- 12:40 |                                             |                                         |
| DAY                       | 63 mins                 | 63 mins                  | 63 mins                   | 87 mins (60 mins class)                                 | 48 mins                                     | 48 mins                                 |
| A                         | 1                       | 2                        | 3                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| B                         | 2                       | 3                        | 4                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| C                         | 3                       | 4                        | 1                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| D                         | 4                       | 1                        | 2                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| E                         | 1                       | 2                        | 3                         | 4                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| F                         | 1                       | 2                        | 3                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| G                         | 2                       | 3                        | 4                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| H                         | 3                       | 4                        | 1                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| I                         | 4                       | 1                        | 2                         | 5                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |
| J                         | 1                       | 2                        | 3                         | 4                                                       | 6<br>UA for Grades 7 & 8 PLT<br>for Grade 6 | 7<br>PLT for Grades 7 & 8<br>Grade 6 UA |



#### AUGUST/SEPTEMBER

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    | 26 | 27 | 28 | 29 | 30 | 31 |
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

24 days Teachers/ 22 days students

#### OCTOBER

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

22 days

#### NOVEMBER

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

18 days Teachers/17 days students

#### DECEMBER

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

15 days

#### JANUARY

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

21 days

### 2024-2025 SCHOOL CALENDAR

|                     |                                                          |
|---------------------|----------------------------------------------------------|
| August 26,27        | Staff Opening Day – Teachers Report                      |
| August 28           | First Day for Grades 1-12                                |
| August 28,29        | Kindergarten Orientation                                 |
| August 30           | No School                                                |
| September 2         | Labor Day-No School                                      |
| September 3         | First Day for PreK & Kindergarten                        |
| September 12        | MS Open House                                            |
| September 19        | HS Open House                                            |
| September 26        | CFB Curriculum Night                                     |
| October 11          | Early Release - Teacher Prof. Dev.                       |
| October 14          | Indigenous Peoples' Day/Columbus Day – No School         |
| October 24          | HS evening conferences                                   |
| November 5          | Prof. Dev. - STAFF ONLY - No School                      |
| November 11         | Veterans' Day Observed - No School                       |
| November 25         | Early Release CFB & MS only                              |
|                     | Conferences K-8                                          |
| November 26         | CFB evening conferences                                  |
|                     | Early Release Day –Conferences K-12                      |
|                     | MS evening conferences                                   |
| November 27         | Early Release – All Grades                               |
| November 28,29      | Thanksgiving Recess – No School                          |
| December 11         | Early Release – Teacher Prof. Dev.                       |
| December 20         | Early Release - All Grades - Winter Break                |
| December 23-31      | Winter Break – No School                                 |
| January 1           | New Year's Day – No School                               |
| January 20          | Martin Luther King Day – No School                       |
| January 31          | Early Release - Prof. Dev.                               |
| February 17-21      | February Break – No School                               |
| March 10            | Prof. Dev. - STAFF ONLY - No School                      |
| March 20            | CFB Early Release – day & evening conferences (K-5 only) |
| March 21            | CFB Early Release - conferences (K-5)                    |
| April 9             | Early Release - Teacher Prof. Dev.                       |
| April 18            | Early Release – Low Attendance Day                       |
| April 21-25         | April Break – No School                                  |
| May 16              | Early Release – All Grades - Prof. Dev & Prom            |
| May 26              | Memorial Day – No School                                 |
| June 5              | Graduation – Class of 2025 – 6 pm                        |
| June 13             | Early Release – Last Day                                 |
| June 19             | Juneteenth - No School                                   |
| June 16,17,18,20,23 | Weather Related Make-up Days if necessary                |

#### FEBRUARY

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 |    |

15 days

#### MARCH

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

21 days Teachers/ 20 days students

#### APRIL

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

17 days

#### MAY

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

21 days

#### JUNE

| S  | M  | T  | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

10 days

First days of school

No School - Teachers & Students

Early Release - Dismissal times: 10:55 MS/HS, 11:25 CFB

Evening Events

Teachers only report

Graduation

## Student Code of Conduct

Most students conduct themselves in a mature and responsible manner. They understand the rules and consequences of the school and demonstrate a desire to cooperate with their teachers, have pride in their school and are eager to take part in the many activities offered at the school and desire to be successful. All students need structure and a clear understanding of limits; however, some students need more reinforcement of limit setting than others do.

Students enter Millis Middle School at a critical phase of their personal development. They experience rapid physiological and emotional changes, an emerging sense of self, and an increased need for self-assertion. Cognitively, middle school students move from concrete toward abstract thinking. Middle school students naturally strive for self-acceptance and a sense of belonging, which shapes their behavior and perceptions. Healthy connections with adults and peers are crucial. Adult recognition reinforces students' sense of worth and their ability to balance extreme and competing developmental needs.

**Millis Middle School has four core values: Respect, Responsibility, Resilience and Reflection.** As middle school aged adolescents move through grades six, seven and eight, they are learning to function more independently, navigate social situations and make good decisions. Middle School is a very unique time in student lives and we are committed to supporting their growth and healthy mistake making.

This We Believe:

- Every student can learn at their own pace using various methods.
- Active learning involves taking risks, and mistakes are important for growth.
- Relevant, real-world curriculum and diverse perspectives are key to educating the whole child.
- Students should feel safe, cared for, and valued.
- Learning is a partnership between school, home, and the community.

We Aim to Provide:

- A student-centered curriculum that is rigorous, relevant and applicable to the real world.
- A staff that supports student growth by teaching, serving as role models, and addressing individual needs.
- A middle school environment that emphasizes character and each student's role in their family, community, and society.

We aspire that all students upon completion of our schools will exhibit the following attributes:

- Students of Millis Public School are individuals of good **character** and socially conscious community members.
- Students of Millis Public School are articulate and reflective **communicators**.
- Students of Millis Public School are responsible and thoughtful **collaborators**.
- Students of Millis Public School are creative and **critical thinkers**.

Most students conduct themselves in a mature and responsible manner. They understand the rules and consequences of the school and demonstrate a desire to cooperate with their teachers, have pride in their school and are eager to take part in the many activities offered at the school and desire to be successful. All students need structure and a clear understanding of limits; however, some students need more reinforcement of limit setting than others do.

### **HALLWAY BEHAVIOR**

In order to establish a climate for courtesy and mutual respect, and for the safety and well being of everyone, students are asked to observe the following:

- Keep to the right side of hallways and stairs, whenever possible.
- Walk in the corridors or hallways at all times.
- Keep hands and bodies safely to self in the corridor or hallways.
- Maintain appropriate volume and language in the school building.

- Respect school property, including locker doors and classroom doors.
- Eating or consuming food or beverages in the cafeteria or outdoors only.

### **LOCKER ASSIGNMENTS AND USE**

Each pupil will be assigned a locker by his/her homeroom teacher. Students may go to their lockers before school, in the morning, after second period, before and after lunch, and after dismissal at the end of the day or at the discretion of each team. Valuable articles should not be left in lockers, but checked in at the office if they must be brought to school at all. Students may not change lockers and should report any damaged locker to the main office. Student lockers are property of the school and are subject to administration search at any time for any reason. Students should not place stickers on, draw on, or deface lockers in any way. Students are responsible for their own belongings as well as school-issued books and materials, and the school recommends students padlock their lockers. Money and all other valuables should be kept at home. In exceptional cases, valuables may be left in the main office. The Millis School Department is not responsible for items lost from lockers. Students should not leave valuables in an unlocked locker at any time, including during physical education classes. Athletes involved in interscholastic sports should not leave valuables in unlocked lockers. In addition, food should not be left in lockers overnight. Students are reminded that the lockers are the property of Millis Middle School. Under no circumstances may they leave anything that is prohibited by the school in the locker. **THE LOCKER MAY BE OPENED AND INSPECTED BY THE PRINCIPAL OR HIS/HER DESIGNEE AT ANY TIME.**

### **ELECTRONIC COMMUNICATION DEVICES**

Student use of the office telephone is limited to school-related matters. **Use of cell phones is not permitted during the school day (this includes texting) unless a student has permission from a teacher and uses their phone in their presence.** Cell phones, smart watches, portable listening or recording devices, Bluetooth devices, cameras or photographic equipment, and other electronic communication devices are not allowed to be used during class time unless approved by the teacher. Violations of this rule during the hours that classes are in session may result in device confiscation (to be returned at the close of school). Repeated offenses will result in device confiscation until parents come in to retrieve them. Violators will be subject to progressive discipline under Discipline and Suspension/Expulsion Procedures.

### **ELEVATOR USE**

Students who are disabled can borrow an elevator key from the nurse or main office. A \$10.00 deposit is required and will be returned once the key is returned.

### **CAFETERIA & VENDING MACHINES**

Each day a period of approximately twenty-two (22) minutes is set aside for lunch. Students should go directly to the cafeteria at lunchtime. All food must be eaten in the cafeteria and trash is to be placed in the receptacles provided. No food is to be removed from or eaten outside the cafeteria, unless for an approved activity. Food eaten outside the cafeteria is to be eaten in the location of the approved activity but not in the halls. No open containers or previously opened containers are allowed in halls or lockers.

In order to safely and efficiently provide an enjoyable environment for the number of students that pass through the cafeteria each day the following guidelines are important.

At the beginning of lunch:

- Once students enter the cafeteria, they sit at their tables. Those who are buying their lunch will then be prompted to form orderly lines by each door to the serving areas. Once in line students are expected to be respectful and courteous to the cafeteria staff and those other faculty on duty; wait patiently to make their way through the service area; and not “cut” the line.
- Students are encouraged to deposit funds in their personal lunch account. When the fund balance is low, students will be given a notification to bring home to their parents/ guardians.

During lunch:

- Students are expected to sit at their tables throughout the entire lunch period.
- The exceptions to this include: leaving their seats to buy seconds, throw out trash, or to request permission to use the restroom.
- Students should assume responsibility for the table at which they are seated. The cleanliness and upkeep of each table is the responsibility of the entire group sitting at the table.
- At the end of lunch, tables must be cleared and cleaned. In addition, the floor area must be left clean and tidy.
- Students must consume or dispose of all food and beverages before leaving the cafeteria.
- A supervisor will dismiss the table as a group to allow students to go outside or leave at the end of lunch.

## STUDENT DRESS

All students are expected to dress in a manner that will be a credit to their family, to our school, and to our town. All clothing should be neat, clean, appropriate, and safe for school wear and activities, including class trips. Forms of attire that are disruptive to the educational process or unsafe will not be allowed. Items containing logos and images for alcohol, drugs, gambling, pornography, and hate speech will be changed. Students may be permitted to wear hats and hoods throughout the school day. Should a staff member ask a student to remove a hat or hood during an activity in class, students will be expected to comply. Shoes must be worn and tied at all times. The Principal will determine whether certain attire disrupts the educational process.

*In accordance with Massachusetts State Law*, students have the right to freedom of expression, provided that such right shall not cause any disruption or disorder within the school. There is an expectation that students dress responsibly to uphold the standards of the school environment; and are obeying reasonable standards of health, safety, and cleanliness, so as to not detract from the education process. Student dress should enhance the teaching/learning environment. At all times, students should treat school as if it were a place of business and dress accordingly. If style demonstrates that it is disruptive to the education process, constitutes a threat to the safety and health of self and others, is in violation of any statute, or is contrary to the school's mission, it will not be permitted in school.

*Clothing that creates a risk of disruption and/or disorder within the classroom or the school is not acceptable. This may include:*

- Articles of clothing with wording or visual representation that relates to or infers sex, alcohol, drugs, tobacco, or displays lewd, vulgar, indecent or "plainly offensive" language.
- Articles of clothing that defame, demean or promote violence or aggression against any individual or group.
- In the event that school officials determine that a student's personal dress violates reasonable standards of health, safety and cleanliness, or, in the event that school officials determine that a student's personal dress interferes with the educational process, the student(s) shall be referred to the principal and will not be permitted to attend class until the student(s) is wearing attire that complies with the above standards.

## USE OF RESTROOMS

Restroom use is permitted as needed, however it is disruptive to have students leaving and entering classrooms during a lesson. Students should try to limit the use of restrooms to before school, during lunch, and in between classes. Student behavior in bathrooms should be quiet, respectful and prohibit cell-phone usage. Smoking and vaping are prohibited in bathrooms, locker rooms, and any spaces within and around the school.

## VALUABLES

Students are advised to be especially careful regarding their personal belongings. The office should be notified immediately when any item is lost. **THE SCHOOL WILL ASSUME NO RESPONSIBILITY FOR ANY LOST OR STOLEN ARTICLES**, but we will aid in the recovery of the missing items. **THE RESPONSIBILITY FOR THE LOSS OF ANYTHING LIES SOLELY WITH THE STUDENT.** Students assume responsibility for any personal digital devices brought to school.

## LOST AND FOUND

We urge all students to put their names or some mark of identification on any and all articles of clothing. Each year we accumulate 5-10 cartons of unidentified clothing. Unclaimed clothing is donated to charity at the end of each trimester. Lost and found items are collected on racks by Stairwell One, students should look there and check in with the MS Office for missing items.

### **SCHOOL HOURS**

The school day begins at 8:00 a.m. and ends at 2:20 p.m. Students should not arrive prior to 7:45 a.m. as there is no supervision for them. Students arriving at school should move to the cafeteria until 7:58 for breakfast and supervision. Students remaining in the building after dismissal, must be with an adult. Students are not permitted in the building without staff supervision. Students participating in clubs and other extracurriculars are expected to be with an adult in the building and following school expectations at all times.

### **AFTER SCHOOL CLUBS AND HOMEWORK CLINIC**

We have many clubs and activities that take place after school. In addition, students may remain for extra help, or be requested by a teacher to remain for one reason or another. Students are expected to go directly to their clubs or activities immediately following dismissal. Students will fulfill all academic or disciplinary responsibilities prior to attending any athletic, club or after-school function. **Students should not be in the building after school if they are not with an adult staff member.**

### **BUS POLICY**

Students riding the bus to and from school each day must have a bus pass. Bus passes are issued by the Central Office. Any students misbehaving or causing damage on a bus may lose their bus privileges and may be subject to disciplinary action. **Students must ride their regular bus home and may not ride a different bus.**

### **CHEATING/PLAGIARISM**

At Millis Middle School we strive to create an environment wherein all act honestly. We believe it is the right, privilege and responsibility of each individual to contribute and to work in an environment of trust. Cheating consists of any schoolwork a student submits for evaluation that is not done by the student themselves. Knowingly sharing work with another student who then submits that work as the student's own is also considered cheating. Plagiarism consists of the unauthorized use or close imitation of the language or thoughts of another author and the representation of them as one's own work. In addition, easy access to electronic information and multiple web sites that offer responses to assignments present students with opportunities that may compromise their integrity and define their work as plagiarism. A student caught cheating will lose credit for the work and additional disciplinary consequences may result.

### **OBLIGATIONS OF STUDENTS**

Students must satisfy all of their obligations in a timely manner; otherwise, they could be denied extra-curricular, co-curricular and intramural opportunities as well as the other privileges generally ascribed to those who fulfill their obligations in a responsible manner. Privileges, which could be denied, are participation in sports, stage productions, class activities, social events, etc. Graduation participation may also be withheld for students not fulfilling their obligations. Obligations for the purpose of this policy can range from owing detention time, books, fees, dues, uniforms, cameras and TV equipment, laptops, Chromebooks, etc. All obligations not satisfied by the end of the school year must be satisfied prior to entering school the following year.

### **FIRE & SAFETY DRILL BEHAVIOR**

The school conducts several fire and safety drills to prepare students and staff for an emergency. Students must consider the drills to be serious. Each student should be aware of the route to the outside from each classroom. When the fire drill bell rings, classes should move quickly, cooperatively and quietly outdoors and should remain together as a group. In the event that some other directions are to be given such as announcements for sheltering in place, classes should remain sufficiently away from the path of emergency vehicles until their teachers give them further instruction.

## **SECURITY**

During school hours the only entrance to the building is through the middle school main office. Students are reminded that for security reasons, they may not prop open doors or open doors for strangers. If someone is attempting to gain entrance to the building through a door other than the middle school main office, do not let the individual in. The person should ring the bell at the middle school main office. Students and staff should immediately report any strangers inside or outside the building to administration.

## **STUDENT SUPPLIES**

Students are expected to bring with them supplies that are needed to accomplish tasks in each class. The minimum supplies each child should bring to class include: pens, pencils, a calculator, notebooks, assignment notebooks, a ruler and their charged assigned device along with any other materials requested by individual teachers. Students are expected to treat assigned school items such as a Chromebook or reading book, with care and respect. Students and families have the option to purchase additional insurance for technology tools. We highly recommend this option to all families, whereas the annual price of \$30 for complete coverage for your school issued device is reasonable.

## **School Procedures**

### **VISITORS**

Visitors to the Middle School should access the bus loop and buzz in before proceeding upstairs to the Middle School Main Office or to the nurse's office. Students wishing to tour or explore enrollment at Millis Middle School must make arrangements with the Middle School Office in advance of any school visits. Any adult who wishes to chaperone a trip or work with students during the school day will need to complete a CORI check through our Central Office in advance of their visit with our students. Thank you for your understanding and compliance with this expectation.

### **CHANGE OF ADDRESS OR PHONE NUMBER**

Parents/guardians should notify the school of any changes of address, telephone number, emergency dismissal procedures or other pertinent information as soon as possible. This must be done in writing and confirmed with a telephone call.

### **CHANGE OF NAME, CUSTODY, OR GUARDIANSHIP**

The school should be notified immediately of any of these changes, as these affect your student's permanent records and transcript. Any original court documents must be brought to the principal's office where a copy will be made and placed with the student's records. If your student can only be dismissed to certain persons, we must have written confirmation of that form from the parent, guardian or the court. Massachusetts' law recognizes common law name changes. According to the Massachusetts Department of Elementary and Secondary Education, "An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required." Hence, when requested, Millis High School will accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change.

### **NON-CUSTODIAL PARENT NOTIFICATION (Excerpt from MGL, Chapter 71, Section 34H)**

For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

### **PARENT/GUARDIAN & STUDENT INVOLVEMENT**

Parent/Guardian and student involvement is encouraged in the Millis Public School. Opportunities for parent involvement are the Middle School Council, Home/School Association, and Millis Educational Resource Initiatives Team (MERIT). Other opportunities are published in the Middle School newsletter and listserv. Parents may also wish to serve as chaperones or volunteer in other ways. Volunteers are required to file a CORI form at the superintendent's office prior to working with students. Parents/guardians have the right to request information about the qualifications of their student's teachers.

### **RELEASE OF STUDENT INFORMATION**

Student Records Regulations (Excerpt from Massachusetts Department of Education 603 CMR 23.00: Student Records, Section 23.07A)

1. School district shall provide a complete copy of a student's school records to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district.

2. Incoming students must provide a complete copy of their student record from their prior school (M.G.L.Ch 71, Section 37L).

A school may release 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 without the consent of the eligible student or parent: provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Although I had previously requested under Massachusetts Department of education 603.CMR 23:00: Student Records, Section 23.07 A that the above listed information relative to my son/daughter \_\_\_\_\_ not be released, I am now rescinding this restriction.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Attended by Son or Daughter

#### **DAMAGED & LOST ITEMS**

Payment for textbooks and other items lost or damaged laptops, digital cameras and TV equipment must be made before the start of the next academic year or before a replacement book, laptop, camera, or TV equipment can be given to a student within an academic year. Payment for damage must be made before the student is issued school books the following year. The cost of a lost or damaged book is the replacement cost. If a book is found and in good condition, money will be returned to the student if the student has already paid for a replacement book. Payment for loss or serious damage to a library book is the replacement cost of the book. If a book is lost, payment for the book must be made. A book may be loaned to a student who believes to know the whereabouts of the book; however, the student shall then be responsible for the return of the two books. If a student refuses to pay for damaged or lost books/school materials the student shall be denied the opportunity to participate in the promotion exercises.

#### **PRIVATE SCHOOL RECOMMENDATION PROCEDURES**

We realize that some families will choose to apply to private schools as an alternative educational option. Part of the application process often includes a request that transcripts and recommendations be completed and sent by appropriate Millis Middle School staff. In order to accommodate all requests in a timely manner we have outlined the following procedures to assist in this process:

- All recommendation forms and transcript requests must be submitted to the Millis Middle School Front office, attention to Cheri Mullally, [cmullally@millisschools.org](mailto:cmullally@millisschools.org) a minimum of one month prior to the application deadline.
- Whenever possible, please submit requests as early as possible so that proper attention may be given to your child's recommendation. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
- All recommendation forms must be accompanied with a stamped, addressed envelope for each school to which records and recommendations are to be mailed.
- All recommendations will be mailed directly to the school and not given to families or students.

## **Attendance Policies**

Students are expected to be in school every day unless they are sick. **Attendance is taken promptly at 8:00 a.m.** **Students arriving to their first class after 8:00 a.m. will be considered tardy.** A tardy or absence will be considered unexcused unless a parent/guardian contacts the office.

Unexcused and unjustified absences are taken seriously and will result in a required conference with the student, team leader, teacher and caregiver. Detention and/or other disciplinary action may be taken for avoidable absences and tardies. The state of Massachusetts has identified chronic absenteeism as a priority concern. Chronic absenteeism is considered missing 10% of the school year. Therefore missing 6 days within a trimester or 18 days over the course of the school year, is considered chronic absenteeism. The state does not differentiate between excused and unexcused absences and therefore students and families need to make every effort to attend. Excessive absences accumulating to thirty-five (35) days or more could result in retention.

Because we are concerned for the welfare and safety of our students, we ask parents/guardians to **call the Middle School office at 508-906-3711 BEFORE 8:00 a.m. to register a child's absence or reason for being late.** By 9:15 am, our office will contact those who have not called in during the morning hours.

### **ABSENT NOTES**

A parent or guardian of an absentee should send a note to the office stating the reason for the absence. When a student has been absent from school for **five days or more due to illness**, a certificate of good health from a physician must be given to the school nurse. The school also requires such certification for any contagious or infectious disease regardless of the duration.

### **TRUANCY**

**Truancy is against the law.** Truancy is defined as being absent from school, class, study hall, or other assignments without permission of parents or school officials. Offenders will meet with the Principal and their parents at school. Detention and/or other disciplinary action may be taken. Students will be required to make up missed assignments. Students who are absent and whose parent or guardian has not called the school will be marked truant. The Commonwealth of MA requires schools to track chronic absenteeism. A student is considered chronically absent when they have missed 10% of school days in session at any given time during the year.

### **MAKE-UP WORK**

When absent, it is the student's responsibility to report to their teachers upon return and arrange to make up any work missed. Students have the right to assignment extensions equal to the amount of time absent.

### **CALLING SCHOOL FOR ASSIGNMENTS**

Assignments may be obtained by calling fellow students, by emailing the teacher(s) or **if absent for more than two days**, by telephoning the office and making arrangements to have the team leader collect make-up work. Such **requests must be received by 9:00 a.m.** to ensure that all work can be collected. Requests made after 9:00 am. may require a 24-hour time span to collect appropriate materials. We feel that students who are ill should make up work at school when they return and are feeling better.

### **MESSAGES FOR CHILDREN**

If a parent/guardian must get a message to a child, please call the office. We will do our best to pass along the message as soon as possible. Emergency situations are **always** dealt with immediately. It is our general policy to ask students to turn off their phones and keep them out of sight during the school day. ***Please do not call or text a student's cell phone during the school day.***

## EARLY DISMISSAL

Students who need to be dismissed early from school must bring a note from their parent/guardian giving a reason for the dismissal. The note should be brought to the Middle School Front Office before the beginning of school. Students will receive a pass from the office to be dismissed from class. They will report to the office at the assigned time to wait for the adult designated to sign them out of school. Should the student return to school, they should check in at the office again for a reentry pass. Every effort should be made to make appointments after school.

For safety reasons, dismissals by phone are not allowed during the school day. A parent/guardian must come to the school office and sign for a student's dismissal. **No student will be dismissed without consent of a parent.** Students must visit the nurse in order to be dismissed for illness. Students may not call or text their parents to come pick them up.

## FAMILY TRIPS

Family vacation trips during the school year are discouraged. If a disruption to consistent attendance must occur, an email or written note explaining the upcoming trip should be sent to the office at least a week in advance. Students are responsible for all work missed and will make up assignments upon their return to school. Students will have one day per day out of school to complete the work missed.

## SCHOOL CLOSING / DELAYED START

The Superintendent makes decisions about school closing, delayed start, or early dismissal due to unforeseen circumstances. These decisions are made in the best interests of students. Parents/Guardians may opt out from the school Listserv on the Millis Public Schools website to receive phone or email messages.

## PHOTOGRAPHING OR VIDEOTAPING STUDENTS

Articles about students and photographs of assemblies, classroom activities, and many events that occur during the school day may be published in print, video, or on social media (website, newsletters, Instagram, etc.)

Some parents may not wish their child to be photographed, videotaped, or have their work displayed in print media (newspaper articles, newsletters, etc) or on social media (website, Twitter, etc). *Should you wish to have no photos, videos, or any of your child's work displayed, [please complete this Google Form to inform the school of these wishes.](#)*

**\*\*IF YOU ALLOW THESE THINGS FOR YOUR CHILD THEN NO LETTER IS REQUIRED.**

## **Millis Middle School Academic Expectations**

Although abilities vary, each learner is expected to demonstrate effective effort and produce his/her best work. We expect learners to be involved in goal-setting and self-reflection, and we expect them to take ownership of their learning.

### **Middle School Mastery of Course Standards (5.2.2)**

A variety of information is gathered to determine successful course completion. Classroom measures of content and skills, performance tasks, and observations provide information relative to mastery of course standards. The following represents criteria for successful course completion: Students receiving traditional grades must demonstrate a year-end average of 60% or better in a course.

Students receiving standards-based grades must achieve grade level mastery (3) in a majority of the standards identified for a course on the report card at the end of the year. If a student does not demonstrate successful course completion, then the student will either successfully complete a summer school course or school-designed instructional program, which may include tutoring in the content area, at the discretion of the Principal. If a student fails to demonstrate mastery of the content and skills of two or more courses, then the student will be considered for retention.

### **Term Dates 2024-2025**

Listed below are the term dates for the 2024-2025 school year. Depending on snow days, dates may change.

| Term  | Start    | Mid-term | End      | Report cards distributed |
|-------|----------|----------|----------|--------------------------|
| ONE   | 8/28/24  | 10/11/24 | 11/22/24 | Friday, 12/6/24          |
| TWO   | 11/23/24 | 1/17/25  | 3/14/25  | Friday, 3/21/25          |
| THREE | 3/15/25  | 5/2/25   | 6/23/25* | Friday, 6/27/25          |

\*Assumes 5 contingency days.

Progress Reports may be sent home in the middle of the marking periods, however parents are encouraged to regularly monitor student progress on PowerSchool.

### **Report Cards**

Report cards are issued three times a year, during the months of December, March and June. This system reports mastery of grade level standards using a proficiency scale and rubric, rather than traditional letter grades. Each marking period is approximately sixty days long. Teachers explain and discuss their grading policies at the beginning of the year and before report cards are issued. The report card will contain the grade the student has earned in each subject area or level of mastery of each content standard. Teacher comments may address behavior, effort, and achievement level. The number of days absent and tardy each trimester are also noted on the report card.

| Standards Based Reporting (Grade 6 & 7)                                                                                                                                                                                                                                                                             | Traditional Marking System (Grade 8)                                                        |                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| The report card will contain the grade that represents the student's level of mastery of each standard in a content area at the time the report card is issued. A proficiency scale of 1-4 will be used and a student's level of proficiency will be determined by rubrics designed specifically for each standard. | A+ = 98 - 100<br>A = 93 - 97<br>A- = 90 - 92<br>B+ = 88 - 89<br>B = 83 - 87<br>B- = 80 - 82 | C = 73 - 77<br>C- = 70 - 72<br>D+ = 68 - 69<br>D = 63 - 67<br>D- = 60 - 62<br>F = Less than 60 |

|                                                                                                                                                                                                                                                                              |                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                              | C+ = 78 - 79                      INC = Incomplete                                                                                            |
| Student conduct, effort and citizenship will be addressed on a separate scale of <b>Learner Expectations</b> . Teacher comments will address both academic performance and Learner Expectations. The number of days absent and tardy will also be listed on the report card. | Modified Marking System - A comment noting use of curriculum accommodations and/or modifications may be noted if appropriate for any student. |
| Narrative progress reports will be sent home at the midpoint of each trimester and parents are encouraged to monitor assignment completion and mastery through PowerSchool. Please contact the Middle School office.                                                         |                                                                                                                                               |

### Promotion/Retention

The Millis Public Schools is committed to the best total and continuous development of all students, at the rate and level best suited to them academically, socially, and emotionally. In evaluating student achievement, each teacher will utilize a variety of information available, including classroom measures of content and skill mastery, standardized assessments, and observations of performance when making placement decisions. Students will normally progress from grade to grade, except when, in the judgment of professional staff, such exceptions are in the best educational interest of the student involved. It is recognized that each case is different. Such decisions will consider the following: goals for the retention; expectations for the child; the student's overall ability, motivation, and learning rate; demonstration of learner expectations; age and peer relationships; and parental input. The primary reason for retention should be failure to demonstrate mastery of grade level course content. Exceptions to promotion will only be made after prior notification and explanation to a student's parent/guardian. The final decision will rest with the building Principal.

### MCAS Testing

Each year all public school students must participate in annual state testing, MCAS. These testing windows are set by the state, please make every effort to not schedule trips during these windows and to have your child at school on these dates:

| Anticipated MCAS Dates (please make every effort to be in attendance on these dates- thank you!) |                 |                                               |                   |
|--------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------|-------------------|
| Grade Six ELA                                                                                    | April 1-4, 2025 | Grade Eight ELA                               | April 1-4, 2025   |
| Grade Six MATH                                                                                   | May 6-9, 2025   | Grade Eight MATH                              | May 6-9, 2025     |
| Grade Seven ELA                                                                                  | April 1-4, 2025 | Grade Eight Science, Technology & Engineering | May 13 & 14, 2025 |
| Grade Seven MATH                                                                                 | May 6-9, 2025   | Grade Eight Civics                            | May 28            |

### HOMEWORK

Effective homework enhances classroom learning and achievement at the middle school level. The amount of homework and the nature of assignments vary from day-to-day and subject-to-subject. The amount of time an individual student takes to complete homework will likewise vary. In general, middle school students should expect to complete one to two hours of homework a night.

In cases where the average amount of homework per day falls outside of the above guidelines, or there are questions about homework assignments, parents/guardians should feel free to contact the appropriate teacher, Team Leader, counselor, or Special Education teacher. It is important to note that students are expected to plan their time accordingly

around long-range assignments (i.e., projects) which may be worked on over a number of days or weeks and which require careful time management. Information regarding homework for most teachers is available online on our school's website. All students are expected to go on Google Classrooms and the grade level HW calendar, each night to see the nightly assignments. There may be some homework that requires students to use their devices; however, the amount of time for this homework should not exceed 1 hour. If students are on their devices at home for an excessive amount of time for "homework", please let your child's teacher know.

### **What is homework?**

Homework is defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

### **What are the objectives of homework?**

The objectives for homework are:

1. To develop independent work habits in the learner.
2. To give added practice for skills being developed in an area.
3. To use as a diagnostic tool for individual or class teaching.
4. To give the learner the opportunity to organize and plan time.
5. To give the learner opportunities to use resources in the community.
6. To enable the learner to get more out of his/her classroom time with the teacher.
7. To broaden learning through independent research and discovery.

### **Respective Responsibilities:**

#### **STUDENTS**

- Use the school provided agenda to help you organize all your assignments.
- Make sure you work in a space free from distraction.
- Use the Chromebook as an educational tool.
- Plan and prioritize time for short-term and long-term assignments.
- Develop a routine for homework with a time and place suitable for study.
- Complete written assignments individually unless instructed otherwise.
- Budget time properly for long-term assignments.
- Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching.
- Ask clarifying questions about homework prior to leaving school.
- Come prepared with homework and materials needed for all classes.
- Establish and use a study buddy for absences and make up work in a timely fashion when absent.
- Communicate with your teacher or family when you need special consideration or extra help.

#### **CAREGIVERS**

- Establish clear expectations for your child about homework.
- Ensure a regular time, place, and materials for homework.
- Monitor homework completion as needed.
- Communicate regularly with your child about homework.
- Recognize that homework is not limited to written assignments, but includes studying, reading, and/or researching.
- Oversee long-term assignments and assist students in learning to budget time accordingly.
- Encourage students to accept responsibility for completing homework assignments.
- Communicate any questions or concerns about homework with the student's teachers.

### **Guidelines for Homework Assignments at Grade Levels**

At the Middle School, independent reading may be required nightly. Other homework will be given as needed. In addition to these guidelines for daily assignments, students may also be assigned short and long term projects as determined by the teachers.

*\*This policy will be updated during the 2024-2025 school year*

## **Student Services**

### **COUNSELING**

Counseling services are available here at Millis Middle School. Our School Adjustment Counselors work with students in general education and students with special needs on a daily basis. The School Adjustment Counselors are advocates for our students and provide support for school-related social/emotional challenges. The counselors meet with team leaders, staff and administrators in order to provide consultation and facilitate a better understanding of our students. Parents and students should feel free to contact our counselors at 508-376-2024.

### **STUDENT SUPPORT**

The Child StudyTeam (CST) consists of school staff who work together with general education teams to help all students. Some students receive instruction or intervention through our Tiered System of Support. If a student does not make effective progress with support, they may be referred for a Special Education evaluation, which may result in an I.E.P. (Individualized Educational Plan). This plan is put into place only after a student is found eligible for services following a team evaluation. Services through the Tiered System of Support are coordinated through each-general-education team and the team leader. If parents have concerns about a child at any time, they should contact a teacher, the team leader, or principal.

### **PBIS: Positive Behavioral Interventions Support**

The PBIS Squad at Millis Middle School has been actively studying student behaviors in classrooms, hallways, the cafeteria and numerous other environments around the school. In a concerted effort to positively influence the respectful, responsible, reflective and resilient behavior of our students, we have been creating a PBIS program. Students

## **Student Activities**

### **STUDENT COUNCIL**

The Middle School has its own Student Council that provides leadership in developing school and community service programs. The Student Council represents all the students in the Middle School. The student body elects officers each September, while each class elects Student Representatives. Candidates are required to have and maintain a strong academic record, and demonstrate appropriate conduct. Any suspension will mean a probable loss of involvement in the Student Council; the Principal will make the final decision. Members work with the faculty and administration to help formulate school policies. The council sponsors a range of student activities.

### **EXTRACURRICULAR CLUBS**

Students are encouraged to make full use of their school by signing up for after school clubs and activities. Activities normally begin at the close of school and last for at least one hour. If a student chooses to remain until the close of the program, transportation will be the responsibility of the parent. Activities that have been offered in the past include Chess Club, Kindness Club, Art Club, Pop Culture Club, Yoga Club, Spanish Culture Club, and Video Media Club. Each year different clubs and activities are offered- Terpsichore, Millis Drama Club, etc.

### **SCHOOL DANCES**

The Middle School Student Council may sponsor dances for MMS students during the year. Dances and similar gatherings are a fun opportunity for students to socialize in a more informal and relaxed setting. This is an important part of their social growth and development and we encourage all students to attend and participate. An 8th grade Promotion Dance may be held in June. **Dances are open to Millis Middle School students only.** Questions regarding a student's eligibility to attend a dance should be directed to the Middle School administration in advance of the dance.

Once a student enters the dance, they will not be allowed to leave until the end of the function without parent/caregiver permission. If a student must be dismissed early, a parent or other family member must come in person before the student is allowed to leave.

## **Middle School Sports**

### **Middle School Sports** (proposed changes noted in red)

The Middle School offers sports opportunities for middle school students in grades 7 and 8. The program has been established to provide a fun learning experience for all students. Middle School sports may include: football, soccer, volleyball, **cross country**, **basketball**, softball, **spring track**, and baseball. Students will need insurance coverage vis-a-vis a home policy or the school insurance program to participate. **Students in grade 6 may participate in middle school cross country and spring track**

Representing the Middle School on a sports team is a privilege and students are expected to maintain good academic standing and demonstrate appropriate behavior both in school and on the sports field. If a student's behavior is considered to be unacceptable by teachers, administrators, or the coach, then the student may be placed on probation or removed from the team. The final decision rests with the building Principal and Athletic Director.

Middle School students in 7th and 8th grade may also participate in sub-varsity sports depending on the year. Due to safety and developmental issues, the participation of middle level students in high school interscholastic athletics should be restricted.

Procedures for 7th and 8th grade athletes to participate at the high school level:

1. No middle school student will be allowed to replace a position that could be held by a high school student.
2. Middle school students are only allowed to play at the lowest available level.
3. In order for a middle school student to participate, s/he must register on [www.familyid.com](http://www.familyid.com).

### **MIDDLE SCHOOL STUDENTS' PARTICIPATION IN HIGH SCHOOL SUB-VARSITY SPORTS**

Adhering to MIAA regulations, students in grade 8 who are participating in high school sub-varsity sports, must maintain a passing grade of 60% or better in all subjects during the **2024-2025** school year in order to maintain athletic eligibility. In order to participate in sub-varsity high school athletics, students receiving standards-based ratings must:

First Two Trimesters:

Maintain an average score greater than 2 of all standards reported in all subjects OR

Maintain an average score equal to 2 of all standards reported in all subjects AND attains a U in their learner expectations.

Third Trimester:

Achieve grade level mastery (3) in a majority of standards in all subjects. Any student who does not achieve this may utilize summer offerings to gain mastery level in order to participate in fall athletics

### **HEAD INJURY/CONCUSSION POLICY (5.11.3.2 (REVISED))**

For Extracurricular Athletic Activities

Millis Public Schools have developed a policy to address the prevention, identification and proper handling of head injuries and concussions in students. It is in compliance with Massachusetts General Laws Chapter 111, section 222, and accompanying regulations 105 CMR 201.000: Head Injuries and Concussions in Extracurricular Athletic Activities. This policy outlines definitions, roles and responsibilities, training, participation requirements, and reporting requirements. The full text of this policy can be found in the School Committee Policy Book on the Millis Public Schools Website at [http://www.millisps.org/information/school\\_committee/district\\_policy\\_book/policy\\_5\\_11\\_3\\_2-head\\_injury\\_concussion\\_policy](http://www.millisps.org/information/school_committee/district_policy_book/policy_5_11_3_2-head_injury_concussion_policy)

## MIDDLE SCHOOL STUDENTS' PARTICIPATION IN HIGH SCHOOL VARSITY SPORTS

Unless granted an MIAA Rule 53 Waiver specifically approving varsity level participation, middle school students in grades 7 and 8 are not eligible to compete at the varsity level.

### Exception: Indoor Track & Field

For instances where an indoor track and field meet is held at a facility that can only accommodate the entire league to compete as a whole, middle school athletes may participate in high school varsity track meets on a non-competitive basis provided: In indoor track and field, middle school athletes may participate in high school varsity track meets on a non-competitive basis provided:

- If there is a sub-varsity level event or heat, they will participate in the sub-varsity event or heat
- They cannot score points for the high school team and their participation has no bearing on the final outcome of the meet
- They do not displace any high school athletes (9-12) from competing in their events
- They cannot earn varsity points or a varsity letter
- They are not eligible for the Tri-Valley League Showcase, or any MIAA State meets (exception: middle school athletes may participate in the Freshman Mile at the TVL showcase as it a non-scoring event)
- Their participation does not violate any Tri-Valley League or MIAA rules
- Middle school participants must meet all academic requirements noted above

The final decision on whether a middle school athlete may participate in a high school indoor track and field meet on a non-competitive basis will rest with the building Principal and Athletic Director, in consultation with the high school track coach.

## TRI-VALLEY LEAGUE PRINCIPALS - GUIDING PRINCIPLES

1. High school interscholastic athletics are intended to provide athletic opportunities for students in grades 9-12. A major emphasis of these programs is to ensure maximum participation.
2. In instances where local communities have chosen for educational reasons to configure their secondary programs other than 9-12 the T.V.L. Principals will abide by M.I.A.A. regulations pertaining to their participation.
3. The T.V.L. Principals acknowledge the position of the Middle Level Principals Association that, due to safety and developmental issues, the participation of middle level students in high school interscholastic athletics should be restricted.
4. Nonetheless, in instances of extenuating circumstances where the maintenance of an existing athletic program is in jeopardy, due to low participation, the T.V.L. Principals will consider the inclusion of middle level students.

## GUIDELINES

1. No middle school student will replace a position that could be held by a high school student.
2. Waivers will be sport and level specific and determined on a case-by-case basis.
3. Waiver requests for the following year will be submitted at the May meeting unless these are extenuating circumstances.
4. If approved, waivers will be granted on an annual basis.

5. The approval of all waivers must be by unanimous vote of the T.V.L. Principals

## MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION

### Interscholastic Athletic Eligibility Rules

The violation of any rule may result in forfeiture of a game won or the elimination of a student from participation for one year. A mistake could spoil a season. If there is any doubt concerning eligibility, consult your principal or athletic director. The rules apply to all teams (i.e. varsity, sub varsity and freshman girls' and boys' sports).

A student is not eligible who:

1. Was not a member of a school for the previous two (2) months, exclusive of summer vacation, and who has not received a report card preceding the contest. (Reference: rule #65)

2. Transferred from any school to a MIAA member school. (Reference: rule #66) (\*)

3. Has not secured during the last marking period preceding the contest (e.g. second quarter marks and semester grades determine third quarter eligibility) passing grades in the equivalent of four major subjects. To satisfy this requirement, a student must have passed sufficient courses so as to be earning for that marking period credits totaling the equivalent of four 1-year major English courses. A student cannot at any time represent a school unless that student is taking courses that would provide credit equivalent to four 1-year major English courses. To be eligible for the fall marking period, students are required to have passed for the previous academic year equivalent to four 1-year major English courses. The academic eligibility of all students shall be considered as official and determined only on the date when report cards for that ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility. (Reference: rule #67)

\*At the end of each marking term middle school students must pass five core subjects with a 60 or better to remain eligible.

4. After first entering Grade 9, twelve (12) consecutive athletic seasons have passed, regardless of participation. (Reference: rule #68) (\*\*)

5. Becomes 19 years of age before September 1. (Reference: rule #69)

6. Has graduated from any secondary school. (Reference: rule #70)

7. Was "persuaded" or influenced to transfer to the present high school by a coach, athletic director, principal or other person connected with the school. (Reference: rule #56)

8. Practices or plays more than once in any one day with a school team and a non- school team. (Reference: rule #60)

9. Is put out of a game for fighting or flagrant unsportsmanlike conduct. This includes but is not limited to, the use of threatening, abusive or obscene language. If it is the second time during the season, then you are disqualified from any further participation in that sport season for one full year. (Reference: rule #63)

10. Physically assaults an official. (Such a student is ineligible in all sports for one full year.) (Reference: rule #63)

11. In the judgment of the game official, willfully, flagrantly or maliciously attempts to injure an opponent, in any sport. (Such a student will be immediately excluded from participation in that sport season for one year.) (Reference: rule #63)

12. During the season of practice or play uses or consumes, possesses, buys/sells or gives away any beverage containing alcohol, any tobacco product, steroids, marijuana or any other controlled substance. (Reference: rule #71)

13. Additionally only awards of no intrinsic value and approved by the MIAA may be accepted by a student as a result of participation in school or non-school competition in a sport recognized by MIAA. (Reference: rule #62)

14. A student is not eligible for MIAA tournament participation unless he/she is regularly present and actively participated in all school team practices and competitions. (Reference: rule #99)

**\*\*There are some exceptions or variations to this rule. Consult your principal or athletic director if there is any possible doubt.**

The MIAA has established a procedure that provides a full and multifaceted review of all requests to set aside an eligibility requirement for an individual high school student. The waiver process (#93) is published in the MIAA Blue Book.

IT SHOULD BE NOTED THAT THE MIAA RULES LISTED ABOVE ARE MINIMUM REQUIREMENTS AND EACH SCHOOL MAY EXCEED THESE SHOULD THEY SO CHOOSE.

### **MIDDLE SCHOOL STUDENTS' PARTICIPATION IN HIGH SCHOOL SUB-VARSITY SPORTS**

Adhering to MIAA regulations, students in grade 8 who are participating in high school sub-varsity sports, must maintain a passing grade of 60% or better in all subjects during the 2023-24 school year in order to maintain athletic eligibility. In order to participate in sub-varsity high school athletics, students receiving standards-based ratings must:

#### **First Two Trimesters:**

Maintain an average score greater than 2 of all standards reported in all subjects OR  
Maintain an average score equal to 2 of all standards reported in all subjects AND attains a U in their learner expectations.

#### **Third Trimester:**

Achieve grade level mastery (3) in a majority of standards in all subjects. Any student who does not achieve this may utilize summer offerings to gain mastery level in order to participate in fall athletics

### **HEAD INJURY/CONCUSSION POLICY (5.11.3.2 (REVISED))**

For Extracurricular Athletic Activities

Millis Public Schools have developed a policy to address the prevention, identification and proper handling of head injuries and concussions in students. It is in compliance with Massachusetts General Laws Chapter 111, section 222, and accompanying regulations 105 CMR 201.000: Head Injuries and Concussions in Extracurricular Athletic Activities. This policy outlines definitions, roles and responsibilities, training, participation requirements, and reporting requirements. The full text of this policy can be found in the School Committee Policy Book on the Millis Public Schools Website at

[http://www.millisps.org/information/school\\_committee/district\\_policy\\_book/policy\\_5\\_11\\_3\\_2-head\\_injury\\_concussion\\_policy](http://www.millisps.org/information/school_committee/district_policy_book/policy_5_11_3_2-head_injury_concussion_policy)

### **TRI-VALLEY LEAGUE PRINCIPALS - GUIDING PRINCIPLES**

1. High school interscholastic athletics are intended to provide athletic opportunities for students in grades 9-12. A major emphasis of these programs is to ensure maximum participation.
2. In instances where local communities have chosen for educational reasons to configure their secondary programs other than 9-12 the T.V.L. Principals will abide by M.I.A.A. regulations pertaining to their participation.
3. The T.V.L. Principals acknowledge the position of the Middle Level Principals Association that, due to safety and developmental issues, the participation of middle level students in high school interscholastic athletics should be restricted.
4. Nonetheless, in instances of extenuating circumstances where the maintenance of an existing athletic program is in jeopardy, due to low participation, the T.V.L. Principals will consider the inclusion of middle level students.

### **GUIDELINES**

1. No middle school student will replace a position that could be held by a high school student.
2. Waivers will be sport and level specific and determined on a case-by-case basis.
3. Waiver requests for the following year will be submitted at the May meeting unless these are extenuating circumstances.
4. If approved, waivers will be granted on an annual basis.
5. The approval of all waivers must be by unanimous vote of the T.V.L. Principals

### **MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION**

#### **Interscholastic Athletic Eligibility Rules**

The violation of any rule may result in forfeiture of a game won or the elimination of a student from participation for one year. A mistake could spoil a season. If there is any doubt concerning eligibility, consult your principal or athletic director. The rules apply to all teams (i.e. varsity, sub varsity and freshman girls' and boys' sports).

A student is not eligible who:

1. Was not a member of a school for the previous two (2) months, exclusive of summer vacation, and who has not received a report card preceding the contest. (Reference: rule #65)
2. Transferred from any school to a MIAA member school. (Reference: rule #66) (\*)
3. Has not secured during the last marking period preceding the contest (e.g. second quarter marks and semester grades determine third quarter eligibility) passing grades in the equivalent of four major subjects. To satisfy this equipment, a student must have passed sufficient courses so as to be earning for that marking period credits totaling the equivalent of four 1-year major English courses. A student cannot at any time represent a school unless that student is taking courses that would provide credit equivalent to four 1-year major English courses. To be eligible for the fall marking period, students are required to have passed for the previous academic year equivalent to four 1-year major English courses. The academic eligibility of all students shall be considered as official and determined only on the date when report cards for that ranking period have been issued to the parents of all students. Incomplete grades may not be counted toward eligibility. (Reference: rule #67)  
\*At the end of each marking term middle school students must pass five core subjects with a 60 or better to remain eligible.
4. After first entering Grade 9, twelve (12) consecutive athletic seasons have passed, regardless of participation. (Reference: rule #68) (\*\*)
5. Becomes 19 years of age before September 1. (Reference: rule #69)
6. Has graduated from any secondary school. (Reference: rule #70)
7. Was "persuaded" or influenced to transfer to the present high school by a coach, athletic director, principal or other person connected with the school. (Reference: rule #56)
8. Practices or plays more than once in any one day with a school team and a non-school team. (Reference: rule #60)
9. Is put out of a game for fighting or flagrant unsportsmanlike conduct. This includes but is not limited to, the use of threatening, abusive or obscene language. If it is the second time during the season, then you are disqualified from any further participation in that sport season for one full year. (Reference: rule #63)
10. Physically assaults an official. (Such a student is ineligible in all sports for one full year.) (Reference: rule #63)
11. In the judgment of the game official, willfully, flagrantly or maliciously attempts to injure an opponent, in any sport. (Such a student will be immediately excluded from participation in that sport season for one year.) (Reference: rule #63)
12. During the season of practice or play uses or consumes, possesses, buys/sells or gives away any beverage containing alcohol, any tobacco product, steroids, marijuana or any other controlled substance. (Reference: rule #71)
13. Additionally only awards of no intrinsic value and approved by the MIAA may be accepted by a student as a result of participation in school or non-school competition in a sport recognized by MIAA. (Reference: rule #62)
14. A student is not eligible for MIAA tournament participation unless he/she is regularly present and actively participated in all school team practices and competitions. (Reference: rule #99)

**\*\*There are some exceptions or variations to this rule. Consult your principal or athletic director if there is any possible doubt.**

The MIAA has established a procedure that provides a full and multifaceted review of all requests to set aside an eligibility requirement for an individual high school student. The waiver process (#93) is published in the MIAA Blue Book.

*IT SHOULD BE NOTED THAT THE MIAA RULES LISTED ABOVE ARE MINIMUM REQUIREMENTS AND EACH SCHOOL MAY EXCEED THESE SHOULD THEY SO CHOOSE.*

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## **School Health Services**

Millis Public Schools employ nurses who are responsible for serving the Millis Public Schools. During the school day the nurses perform a number of duties, including but not limited to, administering first aid, providing assistance for injuries or illnesses that occur during the school hours and managing chronic conditions that a child may have. They are responsible for state mandated school health regulations.

The health office is located on the first floor. It is for use by students who have to leave regular class activities due to illness or injury. Students must obtain a pass to the Health Office from the teacher. The nurse will issue a return pass. With parental permission, the nurse only will dismiss students from the health office. Students must be accompanied out of school by a parent or an adult designated by a parent or guardian. All accidents should be reported to the nurse. The health office is for the sick and injured. This service should not be abused. The nurse will report chronic visitors to the health office to the principal. ***Students may not call or text someone, without permission, to come pick them up if they are not feeling well.***

### **EMERGENCY INFORMATION**

At the beginning of each academic year, families are asked to fill out an emergency form identifying relatives or friends school personnel should contact in the event of illness or injury when a parent/guardian cannot be reached at home or at their place of business. **Parents/guardians should notify the school promptly of any changes in the list of emergency contacts.** These will be available via Millis website.

### **ILLNESS AT SCHOOL**

A student must receive permission from his/her teacher to visit the nurse.

- At the time of the visit the nurse will record the student's name, time of arrival, reason for the visit, assessment of the problem and intervention.
- Parents/guardians will be notified when there is serious illness or injury, repeated visits during the school day for the same complaint or frequent visits to the nurse.
- Parents/guardians will be asked to pick up their child if their child's recorded temperature is 100 degrees or more.
- In the event that a student requires immediate medical attention (911) will be called, the parents/guardians will be contacted if possible and the student will be sent to the Emergency Room (preference to the designated hospital, if possible.)
- Only those injuries or illnesses occurring in school or on the school bus going to or from school, or on the school grounds during school hours are the responsibility of the school personnel. The school nurse will not treat children injured outside of school hours. The treatment or the arrangement for treatment of home injuries, illnesses, rashes, etc., is the parents/guardians responsibility.
- The school nurse may not legally diagnose a child's medical condition.
- The school has the responsibility for immediate first aid care as well as notifying parents, who, in turn, have the responsibility for transporting the student home or to a doctor at their expense. It is the responsibility of the parent to arrange for the taxi if this is the means of transportation of choice. Under no circumstances shall any school personnel call a taxi for a child.
- The discretion of the school nurse will be used when the parent/guardian cannot be reached for a reason that would require parental notification. If the child needs to be treated, a memorandum from the Health Office will be sent home.
- Accidents are to be reported to the school nurse and the Principal. This includes any and all accidents. The teacher in charge of the class or activity in which the accident occurred must submit an accident report to the office before the end of the day. This report must include the assessment of the school nurse.
- Treatment and after-care of injury or illness is the responsibility of the family and their family physician.
- No student shall be dismissed without being accompanied by a responsible adult, or with parental permission. It should be made certain that a qualified adult will be there when the injured or sick child arrives home.

## RETURNING TO SCHOOL FOLLOWING ABSENCE

**When a child has been absent from school for five (5) days or more due to illness or hospitalization, a note from their physician stating that they may return to school is required.** The school also must have a physician note for any contagious or infectious disease regardless of the five-day rule. (Some examples are: measles, mumps, chicken pox, etc.)

- If the student was not treated by a physician the school nurse will consult with the school physician, if necessary, to determine a proper course of action. If it is determined that the student needs to be evaluated by a physician prior to returning to school, the parent will be notified and will be responsible for making an appointment with a physician.
- Do not send your child back to school if they have a temperature of 99.6 or above.
- Your child should be fever free for a full 24-hours before returning to school.
- If your child's physician prescribes an antibiotic for a contagious or infectious condition such as strep throat or conjunctivitis, your child may not return to school until they have received **a full 24-hour dosage of the prescribed antibiotic.**

## PHYSICAL EDUCATION PROGRAM

If a student is unable to participate in Physical Education/Health, they must submit a note from their physician stating the reason for and duration of restriction. All Health Office forms will be available via the Millis website.

- All long-term medical restrictions from physical education must be renewed yearly.
- Any fracture, sprain, etc. that requires a cast, crutches, ace bandage, sling or splint will automatically exclude a student until a physician's note is received.
- Instruction for outdoor access should be included in the physician's note as well.

Please refer to the following website for the state laws applicable to school nursing: **[www.doe.mass.edu](http://www.doe.mass.edu)**

## ADMINISTRATION OF MEDICATION AT SCHOOL

The school nurse cannot administer medications of any kind solely on parent or guardian request unless we receive a **written order from a physician and a parental authorization form.**

**Medications will be administered at school only under the following conditions:**

1. Acetaminophen (Tylenol) may be given by the school nurse with written and/or one time telephoned permission of a parent.
2. A written note from the doctor must accompany the medication requesting that the dose be administered at school. The order must also include the name of the medication, dose to be administered, time(s) for administration, any known allergies or side effects, and the reason for medication. The only exception to this policy for prescription medications requiring administration for ten (10) days or less. Under these circumstances the pharmacy or manufactured-labeled container may serve as the doctor's order if the school nurse has no questions. Each time a prescription medication is changed or the dosage is adjusted, a new order **must** accompany all medications. Physician's orders may be brought in or faxed to the Health Office.
3. State law (105CMR210.005) requires written authorization by the parent/ guardian, which contains approval to have the school nurse administer the medication. A parental authorization form, which is available in the Health Office, **must** accompany all medications.
4. All medications must be plainly labeled and brought to school in the original pharmacy or manufacturer-labeled container.
5. **When it is necessary for a child to take medication at school, a parent/guardian or a responsible adult must bring the medication to school. The student should not bring medication to school.** There is a safety factor to consider regarding bottle breakage or other children taking the medication. Please contact the school nurse if you require special arrangements.

6. There shall be a new licensed prescriber order for all medications at the beginning of each academic school year. A new licensed prescriber order will also be required when there are any changes made in the type or dosage of medication.
7. **No student will be allowed to carry any medications (this includes inhalers unless they have a physician's letter/order allowing them to carry them) during the school day. All medications are to be brought to and kept in the Health Office.** The school nurse will dispose of any medication left in the Health Office after the last day of school.

## PHYSICAL EXAMINATIONS

Massachusetts State Law requires that children have a physical examination at intervals throughout his/her school career. The Millis Public Schools require physical examinations when entering kindergarten and before entering grades 3, 7 and 10. A yearly physical examination by a physician is required if a child participates in interscholastic sports. Parents may have examinations performed by a private physician.

## IMMUNIZATIONS

All students must be immunized as required by the state law (Massachusetts Department of Public Health 105 CMR 220.000) before visiting or being admitted to school. **This requirement applies to all newly enrolled students, transfer students, visiting students and exchange students.** Parents should realize that a "booster" of tetanus toxoid should be given prior to entering the 7<sup>th</sup> grade.

## NEW STUDENT ENROLLMENT

All incoming students must register with the nurse. The nurse must review and sign the Student Registration Form before enrollment. Documents that are required are:

- Complete copy of student record from previous school (M.G.L.Ch 71, Section 37L.)
- Birth certificate copy
- Complete immunization record
- Current physical exam report
- Completed student registration form
- Health history form
- Medical and Emergency Information Form
- Proof of Residency

## SCREENINGS

As required by the Commonwealth of Massachusetts, students are screened for vision, hearing and postural deviations. Parents will be notified of any problems that are discovered during the screening. In order for a child to be excluded from postural screening, written verification from a physician stating that this exam has been done must be given to the Health Office.

## HEAD LICE

Periodically, school health personnel examine the hair and the scalp of each student for the presence of head lice and nits. A student who has head lice and or nits will be sent home with directions for treatment. **A student may not return to school until seen and determined by the school nurse to be lice and nit free.** If your child has been exposed to or treated for head lice, even on a weekend or during vacation, please inform the school nurse.

## STUDENT INSURANCE

Student accident insurance is available to all students enrolled at Millis Middle School. The insurance form is distributed to each student early in the school year. When the insurance form is distributed, please take it home and investigate the coverage contained.

## **Millis Digital Learning and Technology Responsible Use Policy**

### **Purpose**

This Millis Public Schools Responsible Use Policy (RUP) is a written agreement that outlines the terms and conditions for all users using district-owned technology, as well as any personal technology that is on school property, including district networks and accounts.

All Millis Public Schools (MPS) students and staff have access to the district's robust and secure network infrastructure, as well as a variety of mobile devices and digital learning applications. MPS technology and network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance with the educational mission of the district.

This RUP helps protect our district network and technology, as well as comply with legislation including the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA), Family Educational Rights and Privacy Act (FERPA) and Massachusetts Public Records Law. This RUP also clarifies the educational purpose of district technology.

### **Goal**

The goal of the Millis Public Schools is to promote innovation and educational excellence for all learners, pre-kindergarten through our post-high school transition program. To achieve this goal, the network must provide high-quality information and communication resources to the educational community in an equitable, cost-effective manner, while promoting a safe and secure environment for use of the network and respect for the individual rights of all users.

### **Users**

Primary users of the Millis Public Schools' network are teachers, administrators, other educators, and students. Under certain circumstances, network administrators may permit a non-educator to use the network or other related school technology, provided the individual demonstrates that his/her use furthers the purpose and goals of the network and public education in general.

### **Responsible Use of District Technology**

All students and employees of Millis Public Schools must read and attest to understanding and agreement with the provisions of this Responsible Use Policy (RUP) annually in order to retain access to District technologies and accounts.

### **Passwords**

- ☐ School or district passwords shall not be shared with others, including other district staff or students.
- ☐ It is important to log out of unattended devices or accounts in order to maintain privacy and security.

### **Professionalism**

- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools are expected to use professional language in all work-related communications, including email, social media posts, audio recordings, conferencing, and artistic works. Social media posts refer to any content or messages shared on public or private social media platforms, such as Facebook, Twitter, Instagram, LinkedIn, etc. in the course of their work-related activities.
- ☐ MPS technology may not be used for commercial activities, gambling, political lobbying, or product advertisement when not directly related to the educational purposes of MPS.
- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools are responsible for modeling and actively practicing positive digital citizenship.
- ☐ What students, teachers, and others employed by MPS do and post online must not disrupt school activities or compromise school safety and security.

### **Privacy**

- ☐ Users should have no expectation of privacy regarding their use of MPS equipment, network, and/or Internet access or files, including email. The district will only review electronic mail transmissions on an individual basis if there is a determined need to examine that particular information.
- ☐ Do not share personal information about students or employees, including, but not limited to, names, home addresses, date of birth, telephone numbers, student ID numbers, employee numbers, and visuals.
- ☐ The transfer of student information should be only through approved district information systems.

- ☐ Email is not a secure method for transmitting student data.
- ☐ All students, staff, and those contracted to provide service to the Millis Public Schools are responsible for protecting students' data privacy by only using digital learning applications and websites that have been vetted and approved for use by the school district.

### **Cyberbullying**

- ☐ Bullying in any form, including cyberbullying, is unacceptable both in and out of school.
- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools are expected to report all cases of known or suspected bullying to the building principal or a district administrator.

### **Security**

- ☐ All users are responsible for respecting and maintaining the security of district electronic resources and networks.
- ☐ The district network and district technology may not be used to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- ☐ Bypassing security settings and filters, including through the use of proxy servers, is strictly forbidden.
- ☐ The use of illegal software or files, including unauthorized software or apps, on any district device is prohibited.
- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools are expected to report any observed security concerns, such as websites that should be blocked or filtering that doesn't seem to be working properly.
- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools must report any suspected password or network breaches to their relevant administrators and the Technology Services Team.

### **Equipment and Network Safety**

- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools are expected to use all reasonable precautions when handling district equipment.
- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools are expected to promptly report technical issues to the Technology Services Team.
- ☐ Students, Staff, and those contracted to provide service to the Millis Public Schools are expected to use caution when downloading files, opening emails, clicking on links, or opening attachments, as these could be phishing attacks containing viruses or malware that may impact our district network and security in significant ways.
- ☐ Vandalism in any form is prohibited and must be reported to an appropriate administrator or the Technology Services Team. Vandalism will result in the cancellation of privileges, disciplinary action, and possible legal action. Vandalism in this instance is defined as any malicious attempt to harm or destroy computer system hardware and/or user data on our network or other networks on the Internet and includes, but is not limited to, the downloading, uploading, or creating of computer viruses.
- ☐ Tampering with computer security systems will be considered vandalism, destruction, and defacement of school property.

### **Data Storage**

- ☐ The district provides students and employees with a Google account for storing and managing school-related files and content. Students and employees should use a personal account for storing and managing personal files and content.
- ☐ Personal data, files, images, and content should not be stored on district devices.
- ☐ The district may reimage any device at any time to maintain equipment in good working order.
- ☐ Personal information from a district device risks being backed up or stored on district storage systems, which may be subject to subpoenas or information requests.

### **Inappropriate Material**

- ☐ Students, staff, and those contracted to provide service to the Millis Public Schools may not seek out, display, or circulate material that is hate speech, discriminatory, harassing, sexually explicit, or violent while at school *or while identified as a district employee*. Exceptions may be made in an appropriate educational context.
- ☐ The use of the district network for illegal, political, or commercial purposes is strictly forbidden.
- ☐ Transmitting large files that are unrelated to district business and disruptive to the district network is prohibited.

#### **Copyright and Trademarks**

- ☐ Intellectual property rights must be respected.
- ☐ Copyright guidelines must be observed when using the work of others.
- ☐ Downloading or use of illegally produced/obtained music, video, imagery, software, apps, and other works is prohibited.
- ☐ Plagiarism of any kind is strictly forbidden.
- ☐ MPS logos and symbols are for school district use only.

#### **Communications and Compliance with Public Records Laws**

- ☐ In order to comply with the Commonwealth's public records laws, employees and appointees must *only use district-approved resources and accounts* when communicating with students, staff, and families/guardians or conducting school business.
- ☐ Employees are expected to check their school-issued email account for daily communications.

#### **Bring Your Own Device (BYOD)**

Students, staff, and those contracted to provide service to the Millis Public Schools will follow all procedures as outlined in the BYOD protocol.

#### **Consequences for Unacceptable Use**

Appropriate behaviors for network and technology use follow the general guidelines for all appropriate behaviors and are outlined in individual school handbooks. Misuse of MPS technologies, as outlined in the provisions of this RUP, may result in restricted access or account cancellation. Failure to uphold the RUP provisions listed above constitutes misuse. Such misuse may also lead to disciplinary and/or legal action, including personnel action and/or criminal prosecution by government authorities. The administration of the Millis Public Schools may direct network administrators to deny, revoke, or suspend specific user privileges. Any user identified as a security risk or having a history of computer or network-related problems might be denied access to the network. The district will attempt to tailor any disciplinary action to specific issues related to each violation.

The Millis Public Schools makes no warranties of any kind, whether expressed or implied, for the services it is providing. The Millis Public Schools will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused for any reason.

#### **Disclaimer**

MPS makes no guarantees about the quality of the services provided and is not liable for any claim, losses, damages, costs, or other obligations arising from the use of the network or district accounts. Users are responsible for any charges incurred while using district devices and/or networks.

MPS also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the district, its affiliates, or employees and appointees.

#### **Attestation:**

I have read and attest to understanding the provisions of this Responsible Use Policy (RUP). My signature below attests to my agreement to abide by the provisions of this Responsible Use Policy (RUP).

Employee/Student Signature: \_\_\_\_\_

Employee/Student Printed Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_

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

## **POWERSCHOOL PARENT / STUDENT ACCESS**

### **Acceptable Use Guidelines**

1. The sole purpose of PowerSchool Parent/Student Access is to provide academic/attendance data to parents/guardians for their student(s) only and to provide this same data to the student.
2. The parent/guardian is given a username and password specific to each student that attends the Millis Middle School. It is the sole responsibility of the parent/guardian to protect the security of this username and password. Each student will be issued a different username and password and will be expected to secure his/her access. The district accepts no responsibility in the event the username and password is shared, given, stolen, or in any other way, becomes the possession of a person other than the parent/guardian/student. In the event of a username and/or password being compromised, the parent/guardian can contact the Millis Middle School office to have them changed.
3. Only one parent/guardian is given the access information via U.S. mail. The district does not give this information in person, over the phone, email, or fax. The parent/guardian and student must sign and return an agreement before this information is mailed home.
4. Users of this system shall not use a username and password that has been assigned for use to another individual. Individual student information should be kept confidential.
5. The PowerSchool Parent/Student Access system is secured by SSL encryption, the recommended industry standard. Users of the system should be aware that most email communications are not encrypted, nor can they be guaranteed to be private.
6. Student access differs from parent access only in that students cannot email their teachers through the system. Students should always go to their teachers directly about their academic progress.
7. Email communication between parents/guardians and teachers should be kept to informational dialog (i.e. work passed in, grade received, meeting dates). Information that is personal in nature should not be communicated via email but rather through a teacher conference.
8. Abusive language or harassment of any kind will not be tolerated and will result in immediate termination of access.
9. Should misuse of the above conditions occur, access will be terminated.

### **Millis Public Schools**

#### **Request for PowerSchool Parent/Student Access**

This form should be completely filled out and returned to your student's homeroom teacher. By signing this agreement you acknowledge that you have received and read the PowerSchool Parent/Student Access – Acceptable Use Guidelines.

I, \_\_\_\_\_, am the parent or guardian of \_\_\_\_\_

And I wish to request electronic access to his/her grades and attendance. I have read the guidelines document with my child. My child and I will adhere to these guidelines.

My current mailing address is:

Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Student name (Please Print) \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent/Guardian name (Please Print) \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

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



# AI Guidelines

Version 1.0  
August 2024

## Purpose

The Millis Public Schools recognizes the significant potential of Generative Artificial Intelligence (AI) to improve teaching methods, personalize learning experiences, increase administrative efficiency, and drive educational innovation. This document establishes the guidelines for using AI responsibly, ethically, and safely in our schools. We aim to leverage AI to improve the teaching and learning experience for all staff and all students while staying aligned with our vision of high academic standards, social responsibility, and fostering personal excellence for every student and our mission of cultivating independent, lifelong learners who contribute positively to a changing and complex society. It ensures AI empowers our students to become the graduates we envision: masters of critical thinking, effective communicators, collaborative leaders, and exemplars of character.

## Definitions

- Artificial intelligence: Computer systems or software that perform tasks requiring human intelligence, including but not limited to learning, decision-making, and language processing.
- Generative AI: Tools that create new content (text, code, images) based on existing data.
- Personal Data: Any information that can be used to identify an individual
- Large Language Model (LLM): A type of AI trained on massive amounts of text data to generate human-quality text, translate languages, write different kinds of creative content, and answer your questions in an informative way.
- Machine Learning: A subset of AI that involves computers learning from data without being explicitly programmed for specific tasks.
- Natural Language Processing (NLP): AI's ability to understand and generate human language.

## Access and Permissions

- Access to approved AI tools is granted to students, faculty, and staff for educational and administrative purposes only.
- Requests for new AI tools must be submitted to the Technology Department for review and approval, ensuring compliance with district standards for privacy, security, and education on the [Digital Resource Request page](#) on the District [Digital Learning Site](#).

- AI tools are not considered approved until final authorization has been granted, and communicated by the Director of Digital Learning and Technology.

### Privacy, Security, and Data Protection

- The Millis Public School District prioritizes student and staff data privacy. All AI tools must comply with the Family Educational Rights and Privacy Act (FERPA), the Children’s Online Privacy Protection Act (COPPA), and other relevant privacy laws.
- Users are responsible for safeguarding their login credentials for AI tools.
- Personally identifiable, confidential, and/or sensitive information should never be shared with an AI tool unless such sharing is explicitly approved by the district.
- The district conducts regular security assessments of AI technologies to safeguard against vulnerabilities.

### Academic Integrity

Students are expected to uphold academic integrity when using AI tools. Here are key principles:

1. **Transparency:** Disclose AI use to teachers and cite sources when appropriate.
2. **Authentic Learning:** Use AI to supplement learning, not replace critical thinking and original work. Submission of work that is not your own and sharing work to be submitted by someone else is considered cheating.
3. **Originality:** AI-generated content should be reviewed, edited, and understood before submission. Users must respect copyright laws and intellectual property rights when using AI tools. This includes not using AI to replicate or modify copyrighted materials without authorization and properly citing all sources of content, including AI-generated content, to avoid plagiarism. Plagiarism consists of the unauthorized use or close imitation of the language or thoughts of another author and the representation of them as one’s own work.
4. **Accuracy:** Verify the accuracy of information generated by AI tools.
5. **Bias Awareness:** Be mindful of potential bias in AI-generated content.
6. **Teacher Approval:** Seek teacher guidance when unsure about appropriate AI use.
7. **Reporting:** Report any observed misuse of AI tools.

### Ethical Use of Generative AI by Students and Staff

The AI world is constantly evolving, making it impossible to provide a definitive list of allowed and prohibited uses. The examples and guidelines provided in this document offer a general direction but are subject to change as technology, legal considerations, and other policies evolve.

| Use Case              | Ethical   | Why or Why not                                                                 |
|-----------------------|-----------|--------------------------------------------------------------------------------|
| Research Assistant    | Yes       | Can gather information and sources efficiently                                 |
| Brainstorming Ideas   | Yes       | Sparks creativity and new approaches                                           |
| Building Study Guides | Yes       | Offers personalize review materials, but requires student understanding        |
| Writing Drafts        | Partially | Can help with structure and clarity, but critical thinking and originality are |

|                        |     |                                                                                 |
|------------------------|-----|---------------------------------------------------------------------------------|
|                        |     | essential                                                                       |
| Completing Assignments | No  | Undermines learning objectives and violates academic integrity                  |
| Translations           | Yes | Enhances communication and understanding, but human verification is recommended |

### Monitoring and Enforcement

- The district reserves the right to monitor the use of AI tools to ensure compliance with these guidelines.
- There is no right to privacy on the district's network or devices. All users should operate under the assumption that all online activity, including digital communications and interactions with AI tools, will be visible to the district's system administrators.
- Violations of these guidelines may result in disciplinary action, including but not limited to suspension of access to technology resources, disciplinary measures as per the student and employee handbooks, and notification of supervisors, parents, or guardians.

### Review and Modification

These guidelines will be reviewed periodically and updated as needed to reflect advancements in AI technology.

### Acknowledgement

By using AI tools provided by the Millis Public Schools, users agree to abide by these guidelines.

## Discipline

In recent years the Commonwealth of Massachusetts have adjusted the disciplinary codes and laws for schools with the intention of keeping students in school and promoting restorative practices. Discipline has evolved to be more learning and counseling focused which is a shift from the punitive practices of years ago. Therefore, when a student has treated a peer unkindly or acted in a manner that is hateful or egregious, our approach, aligned with the State's guidance, is to provide an inclusive and educational focused approach. Consequences and corrective actions may also be assigned, with the end goal to be student education and growth.

First and foremost as a learning institution, our school does not function as a place of judgment and punishment for student misbehavior; although sometimes we have to provide consequences, it is not our main focus. Instead, our goal is to ensure students are happy, healthy, and able to move forward positively when unexpected situations occur. While our objectives as a school may sometimes differ from those of parents in certain instances, we are committed to the overall well-being and development of our students.

| SERIOUS OFFENSES                                                                                                                                                                                                                                 | MAJOR OFFENSES                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The infractions listed below may result in action taken by the teacher, team leader or principal:</p> <ul style="list-style-type: none"> <li>• Cutting class(es)</li> <li>• Cheating</li> <li>• Forging</li> <li>• Insubordination</li> </ul> | <p>Infractions listed below demand consideration of immediate suspension of up to five days. The severity of the infraction may prompt a recommendation of expulsion.</p> <ul style="list-style-type: none"> <li>• Fighting, vulgarity, obscenity and gambling</li> <li>• Verbal or physical assault or verbal or written threats directed at a staff member or student</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Snowball throwing</li> <li>● Swearing</li> <li>● Inappropriate use of technology</li> <li>● Littering school grounds</li> <li>● Failing to report after school for any staff member</li> <li>● Use of a cell phone during school without permission.</li> <li>● Plagiarism</li> <li>● Any other infraction deemed serious and not listed above</li> </ul> | <ul style="list-style-type: none"> <li>● Bullying, hazing, harassment, and hate speech</li> <li>● Stealing or destruction of school or another individual's personal property</li> <li>● Possession or use of alcohol, drugs or any other illicit substances and/tobacco or tobacco products or personal vaporizers/e-cigarettes</li> <li>● Possession of any dangerous weapon, and/or igniting explosives or incendiaries of any kind</li> <li>● Tampering with fire fighting equipment or tampering with alarm system</li> <li>● Repeated serious infractions and other infractions deemed serious, but not listed above</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **PHYSICAL RESTRAINT OF STUDENTS (4.22)**

The Millis Public Schools has established written procedures regarding appropriate responses to student behavior that may require immediate physical intervention. The full Physical Restraint Policy is available in the District Policy Book on the [Millis Public Schools' website at this link](#).

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### **Required Notification of Rights under FERPA (The Family Educational Rights and Privacy Act for Elementary & Secondary Schools)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records.

Their rights are:

1. The right to inspect and review the student's education records. In no event shall such access be delayed more than two consecutive business days after the initial request unless the requesting party consents to a delay.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.
3. Parents or eligible students may ask the School to amend a record that they believe is inaccurate.
4. They should write to the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
5. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
6. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).
7. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
8. Upon request, the School discloses education records without consent to officials of another school or district in which a student seeks or intends to enroll.
9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605  
I have reviewed this handbook with my child.

---

Parent, Guardian, Step-Parent Signature

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DATE

---

Student Signature

---

DATE

## **Discipline and Expulsion Procedures: Student Code of Conduct**

### **Massachusetts General Laws-Chapter 71, Section 37H : Expulsion/Exclusion**

1. Any student who is found on school premises or at any 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 94C, including but not limited to, marijuana, cocaine or heroin may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other staff member on school premises or on school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at the principal's discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (1) or (2) above.

Any student who has been expelled from a school district pursuant to those provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of the student's 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.

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.

### **Massachusetts General Laws-Chapter 71, Section 37H1/2: Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal**

Notwithstanding the provisions of Section 84 and Sections 16 and 17 of chapter 76:

Upon 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 detrimental effect of the welfare of the school. The student shall receive written notification of the charges and the reasons for suspension prior to such suspension taking effect. The student shall also receive written notification of the student's right to appeal and the process of appealing 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 the student's request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on the student's behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

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

#### **Massachusetts General Laws-Chapter 71, Section 37H3/4**

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.

Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

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 a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

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

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. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or 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 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.

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.

### **Alcohol/Drugs**

There will be no alcoholic beverages consumed or non-prescription drugs used on school property or at any sponsored school function at any time. Students who must take prescribed medications in school must follow the Student Health Services Guidelines. Parents of students found to be in violation of this rule will be required to come to the site of the function or to the school promptly to escort the student home. The parent will then be required to attend a subsequent hearing with the Principal to determine the consequences and a course of action.

If a school employee has reasonable suspicion that a student has been abusing substances, parents or guardians of that student will be called and asked to come to the school and take the student home. At this meeting, a hearing will be held with the Principal to determine the consequences and a course of action.

Possession and use of electronic cigarettes is not permitted in school or at school-sponsored events whether or not these events are on school property. These devices will be confiscated and will not be given back to the student.

### **Behavior in Class**

A student must fulfill the student's responsibilities in the classroom as well as in the other areas of the school buildings and grounds. The student does this by punctual attendance in each of the student's classes and studies, and by doing all in the student's power to learn as much as the student can without infringing in any way upon another student's right to learn.

Students are expected to obey all reasonable teacher requests, as they relate to behavior problems. Insubordinate behavior, such as back talk, swearing, and failure to respond to these requests will be made known to the parents of the students in an attempt to curb the behavior at its inception. Documentation of such contacts and details of each incident shall be made and a copy referred to the Principal will be filed in the individual's disciplinary folder. If a student is asked to leave a class and sent to an administrator's office for inappropriate behavior, the student may receive two (2) hours of office detention. Depending upon the circumstances, the administrator may use her/his discretion to invoke suspension for classroom misbehavior.

If a student does not attend an office detention, that student will receive two mandatory office detentions. If either of these two detentions is not served, the student will be suspended for a day.

For minor infractions within the classroom, the teacher will keep the student after school on the day of the infraction or the following day. If the student does not fulfill this responsibility, it will be treated as a cut and will be dealt with according to the "Cutting of Classes and/or Detention" policy. More serious or repeated infractions will be subject to progressive discipline under the Discipline and Suspension/Expulsion Procedures.

### **Behavior on School Buses**

Proper behavior on school buses is a prerequisite to ensure student safety in transporting them to and from school or on field trips. In cases of students who are fighting, throwing things, or in any other way disrupting the safe operation of a school bus, the bus driver has the right to stop the bus and wait until the students calm down before proceeding. All incidents shall be reported to the Principal and repeated offenses will result in a parental conference and the possible suspension of bus privileges. Students who misbehave on buses are also subject to progressive discipline under the Discipline and Suspension/Expulsion Procedures.

### **Search Protocol**

Students' lockers are assigned to them for the period of the academic year. A locker is not the private property of the student assigned its use and students do not have a reasonable expectation of privacy in the lockers assigned to them. Lockers are the property of Millis Public Schools and are provided only for uses consistent with legitimate school or social purposes. Storage of contraband (e.g. weapons, narcotics, alcohol, or stolen property) in school lockers is not permissible, and lockers are subject to periodic inspections to ensure compliance with these policies. Likewise, since possession of contraband is illegal and inconsistent with school policy, students, their belongings, and/or vehicles on school property (or extensions of school campus) may also be searched by administrators if there is a reasonable suspicion of having such contraband. Refusal to allow administration to conduct a search will result in consequences equal to possession of contraband.

Random searches may be conducted of lockers, students, students' belongings, and vehicles on school property by contraband-seeking dogs. These may come at any time and students will be expected to remain in their classrooms for the duration of the search.

### **Right of Attendance**

MGL Chapter 76: Section 5. Place of attendance; violations; discrimination

Section 5. Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

### **Discipline of Students with Special Needs**

According to the Individuals with Disabilities Education Act and Mass General Laws, a child with a disability may be suspended up to ten (10) days in any school year for violating school rules to the extent that such a removal would be applied to students without disabilities. Additional procedural safeguards apply prior to any suspension beyond ten (10) consecutive days or more than ten (10) cumulative days (if there is a pattern of suspension) in any school year. After a child with a disability has been removed for more than ten (10) school days in the same year the school must provide services during any subsequent days of removal.

School personnel may order change in the placement of a student with a disability to an interim alternative education setting for not more than forty-five (45) calendar days if a student: (1) carries a weapon to school or to a school function, (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function. A hearing officer may also order a change in placement of a student with a disability to an interim alternative setting for not more than forty-five (45) days. If the removal of a student will constitute a change in the student's placement as defined by federal special education law, the student's IEP team shall meet to review the student's educational program and the misconduct.

When suspension of students with disabilities exceeds ten (10) consecutive school days or a pattern has developed for suspension exceeding ten (10) cumulative days, it is considered a change in placement. If the school has not already conducted a functional behavioral assessment and implemented a behavioral intervention plan the school shall convene the IEP meeting to develop an assessment plan. After developing the plan, the school shall develop appropriate behavioral interventions and implement those interventions. If a child with a disability has a behavior plan, the IEP team shall review the plan and determine if modifications are necessary.

If an action is contemplated regarding removal of a child with a disability from the child's current placement for more than ten (10) school days, a review must be conducted between the child's disability and the behavior subject to disciplinary action. Parents will be notified and provided notice of parent and student rights.

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

For more information on these procedures, contact the Millis Public Schools Office of Student Support Services.

### **Discipline of Students with 504 Plans**

Students with 504 Accommodation Plans have similar protections to those with IEPs. The 10-day suspension limit applies to students with 504 plans, as does the requirement to hold a manifestation determination before suspensions of more than 10 days or expulsions. Further, a 504 student whose offense involves drugs or alcohol and is currently using drugs or alcohol can be suspended or expelled like any other student and has no right to a manifestation determination.

### **Suspension**

Any student who is suspended for disciplinary reasons is allowed to make up work missed during the suspension.

1. A student may be temporarily suspended by a principal for evident or repeated opposition to authority or failure to observe reasonable regulations of the school. The following nonexclusive list of bad conduct will be cause for suspension: persistent truancy, fighting, theft or receiving stolen goods, opposition to authority, repetition of offenses after notice, not attending a mandatory detention, habitual and determined neglect of duty, hazing or harassing others, use of profane or obscene language, marring, defacing, destroying public property, the use of tobacco products on school premises, improper use of motor vehicles, disrupting the educational process, and throwing snowballs. Failure to adhere to the no snowball rule will be cause for loss of CSS privileges for ONE MARKING TERM and/or possible disciplinary action. Teachers may report any infraction to the office.
2. In suspension cases involving suspensions of ten (10) or fewer days, the student shall be provided with notice of the charges and an opportunity to respond to the charge(s).
  - a. Before sending a student out of the school building, the parent or guardian shall be notified by

telephone that this is being done.

- b. If the parent or guardian cannot be reached by telephone, the student shall be kept in the school office until dismissal time.
- c. If the suspended student is disrupting the school process, in a situation where the parent cannot be reached by telephone, the police shall be called.
- d. In all suspension cases where a parent or guardian cannot be reached by telephone, a follow up letter shall be sent to the parent or guardian on the same day as the suspension, if possible. This letter shall make it clear to the parent or guardian that the pupil will not be reinstated until a satisfactory parent-school conference has been held. Furthermore, a copy of this letter of notification will be sent to the School Counselor. It is expected that the School Counseling Department will exercise a supportive role in any conference involved in the suspension process.
- e. A student shall have the opportunity to make up assignments and tests missed during a period of temporary suspension. The responsibility for making such arrangements rests with the student. All work must be made up within the same number of days as suspension, i.e., two days of suspension=two days for makeup.
- f. First and second suspensions will result in a letter to the parent or guardian to inform them of the suspension.
- g. Third suspension at the discretion of the principal or designee may result in a referral to the Superintendent of Schools, at which time the parent or guardian may be required to accompany the child for a conference.
- h. Further suspensions indicative of an anti-social behavior pattern may result in a prolonged suspension/exclusion from school.
- i. If a student is suspended from school and during the suspension period appears on school grounds for any reason (i.e. to attend a dance, a sporting event, or to pick up a friend after school) that individual will receive an additional day to the suspension.

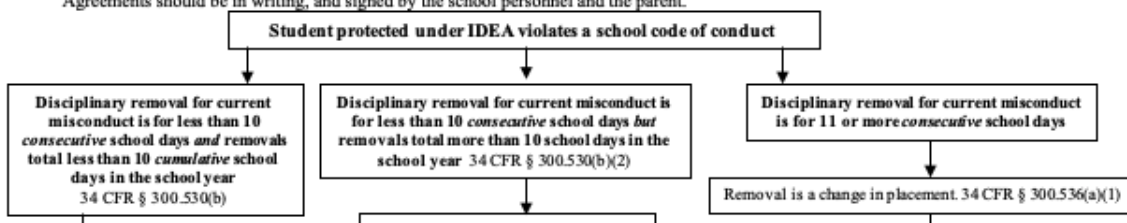
### Education During Suspension

In accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. The responsibility for making such arrangements rests with the student. All work must be made up within the proportionate number of days suspended, i.e., two days suspension - two days for makeup.

Also, in accordance with Massachusetts General Laws chapter 76, section 21, students who are suspended for more than ten (10) consecutive days are entitled to receive educational services as outlined in the Millis Public Schools Educational Service Plan.

### Discipline of Special Education Students Under IDEA 2004 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536

- This chart should be read in conjunction with discipline procedures in state law, M.G.L. c. 71, §§ 37H & 37H1/2, and district-wide and school-wide student codes of conduct.
- Protections in the IDEA apply to students who have been found eligible for special education and to students for whom the school is deemed to have knowledge that the child might have a disability (i.e., students who have not yet been found eligible but the school had a basis of knowledge of a disability, including students who have been referred for initial evaluation). 34 CFR § 300.354
- Beginning on the 11<sup>th</sup> school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).
- If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.
- Although the following flowchart lays out the steps that a school district must take when disciplining a student with a disability, it is important to remember that at any point the parent and school district can agree to change a student's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.

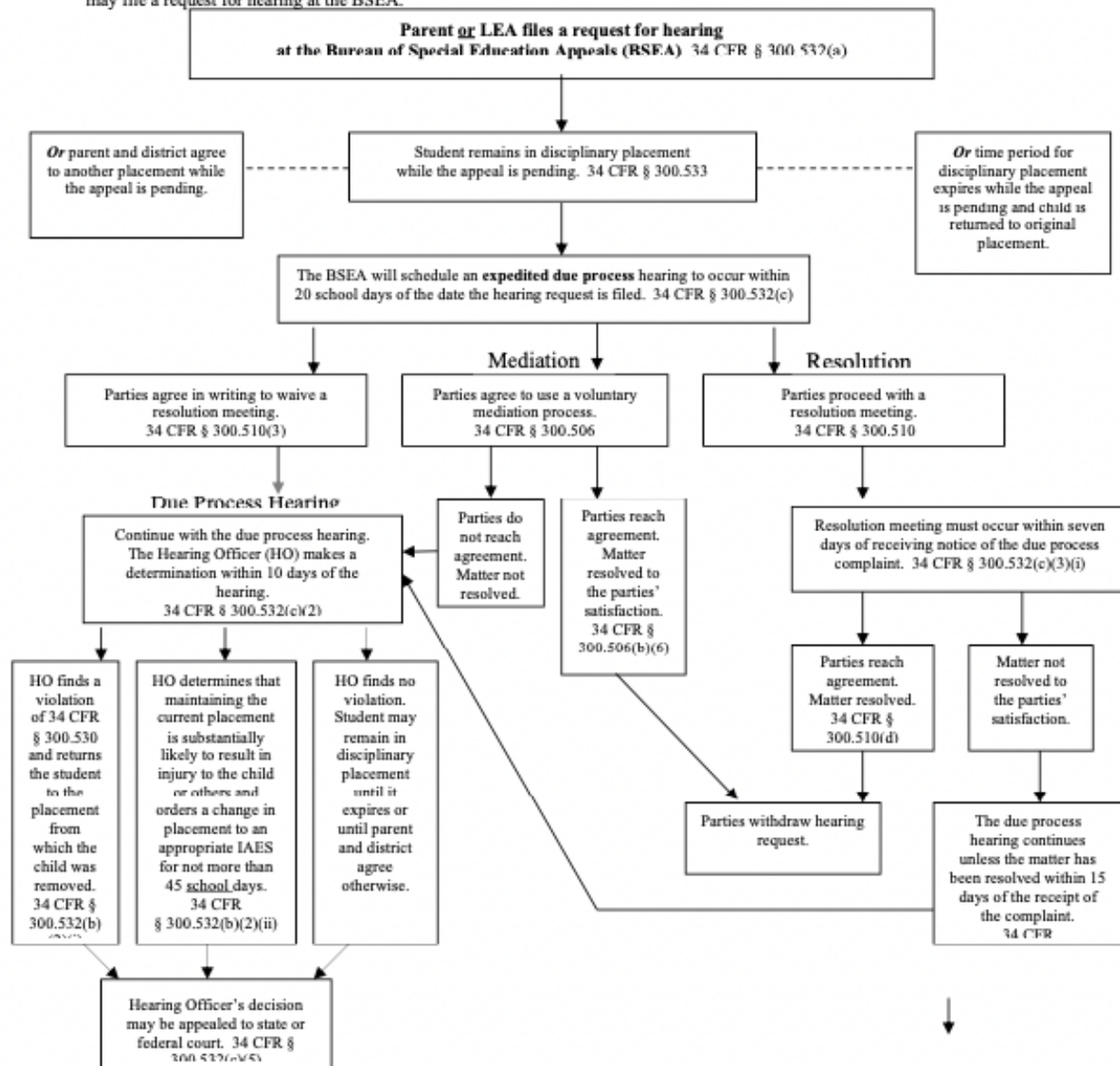


## Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

### Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

#### Who may file an appeal of a disciplinary decision?

- **A parent of a child with a disability** who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.
- **An IEA** that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.



Massachusetts Department of Education: *December, 2007*

### **Hazing (MGL Chapter 269) Crimes against public peace**

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 hundred dollars (\$300.00) 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 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 other 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 in the contrary, consent shall not be available as a defense to any prosecution under this action. Added by Sl. 1985, c.536; amended by St. 1987, c665.

### **CH 269, S.18. DUTY 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 (\$1,000.00) Added by Sl. 1985, c.536, amended by Sl. 1987, c.665.

### **CH. 269, S19, HAZING STATUTES TO BE PROVIDED STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED**

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

Each group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and

participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985, c536. amended by St. 1987, c665.

### **Anti-Harassment**

The Millis Public Schools, in accordance with M.G.L. Chapter 76 Section 5 is committed to maintaining a school environment free from harassment and discrimination based on race, color, religion, sex, national origin, age, disability or sexual orientation, gender identity, or homelessness. Any harassment or discrimination based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or homelessness will not be tolerated.

The Millis Public Schools procedures in regards to complaints of alleged harassment are as follows:

1. Students should notify a counselor, nurse, school psychologist, or teacher.
2. The matter is referred to the principal immediately.
3. When the principal receives a complaint of harassment, an investigation is conducted in a fair and expeditious manner. The investigation is conducted in such a way that confidentiality is protected to the extent practical under the circumstances.
4. If it is determined that harassment has occurred, the Millis Public Schools will take action as is appropriate under the circumstances, including disciplinary action (disciplinary actions may include but are not limited to detention, short-term suspension, and long-term suspension).
5. Disciplinary measures will be based on the nature of the offense, as well as the development level of the accused student (disciplinary actions may include but are not limited to detention, short-term suspension, and long-term suspension).
6. Upon the completion of the investigation a written report is sent to the Director of Pupil Personnel Services (Coordinator of Title IX and Chapter 622). (The complete Millis Public Schools Harassment Policy may be found in the School Committee Policy Book and every classroom in Millis Public Schools.)

### **Nondiscrimination Policy**

The Millis Public Schools has the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential regardless of race, color, religion, sex, national origin, age, disability or sexual orientation, gender identity, or homelessness. The public school system will do its part. It is committed to equal opportunity for all individuals and creating a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

It is the policy of the Millis Public Schools to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, disability, sexual orientation, gender identity or age (collectively known as the "actual or perceived protected class status").

The complete Millis Public Schools Nondiscrimination Policy may be found in the School Committee Policy Book and district website (School Committee policy #1.16).

### **Nondiscrimination/Anti-Harassment Procedures - Investigation Process**

Any individual who believes he or she has been harassed, or who has witnessed or learned about the harassment of another person in the school environment, should inform the School Principal or appropriate discrimination/harassment complaint official as soon as possible. If the principal/official does not address the problem in an effective manner, the individual should inform the appropriate discrimination/harassment complaint official.

The discrimination/harassment complaint officials for the Millis Public Schools are:

Section 504 / Americans with Disabilities Act (ADA)  
Nealy Urquhart, Director of Student Support Services

Titles VI, VII, IX, Chapter 622, Section 504/ADA and Age Discrimination  
Nealy Urquhart, Director of Student Services

### **McKinney-Vento Homeless Education Assistance Act**

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.

The Millis Public Schools homeless liaison is:  
Nealy Urquhart, Director of Student Services

### **Bullying Prevention Plan**

The Millis Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying. The Millis Public School District is committed to working with students, staff, families, law enforcement agencies, and the community to create a culture that is respectful to all and to prevent issues of bullying. We take a proactive approach through Peer Leadership programs and many other initiatives to create a culture that respects and values all. This plan was developed by Millis' Bullying Prevention Committee to clearly define the manner in which the Millis Public School will develop and implement the Bullying Prevention and Intervention Plan to ensure the emotional and physical safety of our students. Members of the team include the Millis School District Administration and the members of the Millis School District Faculty. We are soliciting public comment through Millis School Councils and broadly through our website and list serves. In the future, parents will access our plan/curriculum through our website, [www.millisps.org](http://www.millisps.org). In addition, parents and guardians will be made aware of the plan at Open Houses, Back-to-School Nights, and through newsletters, listservs, etc.

The Millis Public Schools Bullying Prevention and Intervention Plan is our system's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. School leaders, with input from families, students and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services.

During the 2016-2017 school year, and every two years going forward, our schools will have utilized surveys to obtain input from students, staff, parents and guardians on school climate and school safety issues through the MetroWest Adolescent Health Survey. Data from each school is collected and analyzed on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses). This information helps to identify patterns of behaviors and areas of concern, and informs decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, in-school support services and outreach to families.

### **Planning and oversight**

The Millis Public Schools Bullying Prevention and Intervention Plan has identified the building principal (or the building principal's designee) as the individual who is responsible for receiving all reports on bullying. The building principal (or the building principal's designee) is responsible for collecting and analyzing building data on bullying to assess the present climate. This same individual is also responsible for creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors. The Millis Public Schools' Professional Development Committee, under the supervision of the Director of Curriculum, as well as building principals are responsible for planning for the ongoing professional development that is required by the law. The building principal (or the building principal's designee) is responsible for planning supports that respond to the needs of targets and

aggressors as well as for choosing and implementing the curricula that the school or district will use to instruct students about issues of bullying and cyberbullying. Each building principal (or the building principal's designee) is responsible for implementing the Millis Public Schools Bullying Prevention and Intervention Plan; for amending student and staff handbooks and codes of conduct; leading parent or family engagement efforts and drafting parent information materials; and reviewing and updating these materials each year, or more frequently if necessary.

The Superintendent (or her/his designee) is responsible for developing new or revising current policies and protocols under the Millis Public Schools Bullying Prevention and Intervention Plan, including an Internet safety policy, and for designating key staff to be in charge of reviewing and updating these policies. The School Committee is responsible for the approval of any new policy. The School Committee updated our policy in June of 2016 to adhere to new laws and regulations.

### **The Millis Public Schools' Priority Statement:**

The Millis Public Schools Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyber-bullying, and each school in the district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for creating respectful cultures and for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The building principal is responsible for the implementation and oversight of the Plan. Each school in the district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

### **Definitions:**

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

Bullying, as defined in M.G.L. c. 71, § 37O, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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

### **Collaboration with Families**

#### **Advice for Parents and Adults About How To Deal With Bullying**

*Millis Middle School Handbook 2024-2025*

*Small School...Big Family*

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Kids who are bullied are more likely to

- Do poorly in school
- Have low self-esteem
- Be depressed
- Turn to violent behavior to protect themselves or get revenge on their bullies

Kids who bully are more likely to

- Do poorly in school
- Smoke and drink alcohol
- Commit crimes in the future

Parents can play a central role in preventing bullying and stopping it when it happens. Here are a few things you can do.

- Teach kids to solve problems without using violence and praise them when they do.
- Give children positive feedback when they behave well to help build their self-esteem. Help give them the self-confidence to stand up for what they believe in.
- Ask your children about their day and listen to them talk about school, social events, their classmates, and any problems they have.
- Take bullying seriously. Many kids are embarrassed to say they have been bullied. You may only have one chance to step in and help.
- If you see any bullying, stop it right away, even if your child is the one doing the bullying.
- Encourage your child to help others who need it.
- Don't bully your children or bully others in front of them. Many times kids who are bullied at home react by bullying other kids. If your children see you hit, ridicule, or gossip about someone else, they are also more likely to do so themselves.
- Support the bully prevention program in your child's school.

### **When Your Child Is Bullied**

Many kids are embarrassed to be bullied and may not tell their parents or another adult right away. If your child comes to you and asks for help with a bully, take it seriously. Many times, if kids aren't taken seriously the first time they ask for help, they don't ask again. Even if your child doesn't turn to you for help, you can watch for these warning signs that he or she is being bullied. Kids who are bullied often experience

- Withdrawal
- A loss of friends
- A drop in grades
- A loss of interest in activities he or she previously enjoyed
- Torn clothing
- Bruises
- A need for extra money or supplies
- Child does not want to ride bus, wants to be driven to school

If you think your child is being bullied or if your child has told you that he/she/they is being bullied, you can help. Parents are often the best resource to build a child's self-confidence and teach him or her how to best solve problems. Here are a few ways you can help:

- Talk to your child's teacher about it instead of confronting the bully's parents. If the teacher doesn't act to stop the bullying, talk to the principal.
- Teach your child nonviolent ways to deal with bullies, like walking away, playing with friends, or talking it out.
- Help your child act with self-confidence. With the child, practice walking upright, looking people in the eye, and speaking clearly.
- Don't encourage your child to fight. This could lead to him or her getting hurt, getting in trouble, and beginning more serious problems with the bully.
- Involve your child in activities outside of school. This way he or she can make friends in a different social circle.

Some children seem to be bullied all the time, while others rarely get picked on. Why do some kids seem to attract all of the bullies? Kids who are bullied often:

- Are different from other kids, whether by size, race, sexually, or have different interests
- Seem weak, either physically or emotionally
- Are insecure
- Want approval
- Won't tell on their bullies

Through various ways, the staff of the Millis Public Schools will support students who may be more vulnerable to being targets of bullying and provide them with the skills and strategies they need to prevent or respond to bullying.

Parents or guardians seeking assistance or wishing to file a claim/concern may access the Massachusetts Department of Education's problem resolution system at [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu). For more information please see:

<https://www.doe.mass.edu/prs/>

### **When Your Child Is a Bully**

It's hard for any parent to believe that their child is a bully, but sometimes it happens. But just because your child bullies doesn't mean that he or she will bully forever. Parents are one of the best resources to help their child stop bullying and start interacting positively with their classmates.

#### **Your child may bully if, he or she**

- Lacks empathy and doesn't sympathize with others
- Values aggression
- Likes to be in charge
- Is an arrogant winner and a sore loser
- Often fights often with brothers and sisters
- Is impulsive

#### **What you can do to stop your child from bullying**

- Take it seriously. Don't treat bullying as a passing phase. Even if you're not worried about long-lasting effects on your child, another child is being hurt.
- Talk to your child to find out why he or she is bullying. Often, children bully when they feel sad, angry, lonely, or insecure and many times major changes at home or school may bring on these feelings.
- Help build empathy for others and talk to your child about how it feels to be bullied.
- Ask a teacher or a school counselor if your child is facing any problems at school, such as if your child is struggling with a particular subject or has difficulty making friends. Ask them for advice on how you and your child can work through the problem.
- Ask yourself if someone at home is bullying your child. Often, kids who bully are bullied themselves by a parent, family member, or another adult.

### **Training and Professional Development**

The Millis Public Schools ongoing professional development plans reflect the requirements under M.G.L. c. 71, § 370 and provide annual professional development for all staff, including but not limited to, educators, administrators, counselors,

school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

#### **Annual staff training on the Plan:**

Annual training for all school staff on the Millis Public Schools Bullying Prevention and Intervention Plan includes staff responsibilities under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school building. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

#### **Ongoing professional development:**

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyber bullying; and
- Internet safety issues as they relate to cyberbullying.
- Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.
- Additional areas identified by the school or district for professional development include:
  - promoting and modeling the use of respectful language;
  - fostering an understanding of and respect for diversity and difference;
  - building relationships and communicating with families;
  - constructively managing classroom behaviors;
  - using positive behavioral intervention strategies;
  - applying constructive disciplinary practices;
  - teaching students skills including positive communication, anger management, and empathy for others;
  - engaging students in school or classroom planning and decision-making; and
  - maintaining a safe and caring classroom for all students.

#### **Written notice to staff:**

Each school provides all staff with an annual written notice of the Millis Public Schools Bullying Prevention and Intervention Plan by publishing information about it, including sections related to staff responsibilities, in the mandated training.

#### **Access to Resources and Services**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of all students are addressed. These students include targets, aggressors or bystanders of bullying or cyberbullying. Schools will also address the emotional needs of these students' families. The Millis Public Schools Bullying Prevention and Intervention Plan includes strategies for providing supports and services necessary to meet these needs. In order to enhance the schools' capacity to prevent, intervene early, and respond effectively to bullying, available services reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets, aggressors and

bystanders. The schools provide counseling or referral to appropriate services for students who are aggressors, targets, and family members of those students.

**Identifying resources:**

School counselors, together with building administrators, will work to identify the school's capacity to provide counseling, case management and other services for these students (targets, aggressors, bystanders) and their families. Schools will conduct an annual review of staffing and programs that support the creation of positive school environments, focusing on early interventions and intensive services, and develop recommendations and action steps to fill resource and service gaps. The Millis Public Schools work in collaboration with local and state agencies to adopt evidenced-based curricula and to provide additional preventative services to students, parents and guardians, and faculty and staff.

**Counseling and other services:**

School counselors, nurses, school adjustment counselors, and special educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention, and help with community based counseling referrals when appropriate. School counselors meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns as collaboratively as possible. School counselors work with administrators to provide linguistically appropriate resources to identified families. School counselors maintain up-to-date information on community based mental health referrals as well as Community Service Agencies (CSAs) within the local vicinity, providing services to Medicaid eligible students. School counselors, adjustment counselors and intensive special needs educators work collaboratively to develop behavior plans and social thinking groups for students with social skill weaknesses. In addition, school counselors and special education professionals work together to educate and support parents, conduct parent workshops and apprise parents of outside resources to enhance parenting skills and provide for the needs of children.

The Millis Administrative Team is committed to a proactive approach to preventing bullying through establishing an accepting, respectful and caring culture and building student leadership capacity in our school district. Clearly, this is the key component to reduce bullying in our schools. We are very proud of the positive contributions of staff members and the accomplishments of each school. Some of these include: numerous high school academic awards, a community-wide drama program, team sportsmanship recognition by the state and individual sports awards, a thriving Spanish Immersion program, and a nationally recognized anti-bullying program in the middle school. These programs were highlighted because they promote a high level of school spirit, student engagement, and more importantly the building of positive relationships with our students that must be maintained to promote a healthy school culture.

Below is a list highlighting activities offered at various schools that, put all together, create a seamless and comprehensive approach to building a healthy and respectful culture:

- One-on-one and small group counseling
- Case management services
- Crisis intervention
- Social Competency Program (Open Circle)
- MARC K-5 Curriculum: Bullying and Cyberbullying Prevention
- Facilitating classroom meetings to resolve problems
- School counseling curriculum on issues of respect, sexual harassment and student success skills
- Leadership Group
- DARE
- High School Mentor Program
- Save one Student Program
- Social skills groups
- Study skills/time management groups
- Parent-teacher conferences
- Parent workshops (online internet safety night for parents)

- Transition planning
- Parent guidance
- Behavioral plan development
- Classroom observations
- Peer Tutoring Program
- Grade Level Team Meetings
- CST(Child Study Team)

### **Academic and Non-Academic Activities**

The Millis Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the schools' evidence-based curricula. Effective instruction includes classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development.

### **Specific Bullying Prevention Approaches:**

- Bullying prevention curricula is informed by current research, which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference; and
- providing parents and guardians with information regarding the schools' bullying prevention curricula
- Initiatives will also teach students about the student-related sections of the Millis Public Schools Bullying Prevention and Intervention Plan through school assemblies and/or small group meetings at the beginning of each school year.

### **Policies and Procedures for Reporting**

This process applies to only situations where bullying is alleged. Disciplinary incidents will be reported using the school disciplinary action process.

#### **Step One: Complete Incident Report Form**

##### **If a staff member or other adult witnesses or reports incident:**

- Staff member completes incident report and gives to the building Principal
- **If a student reports incident to staff member:**
- Acknowledge student's feelings
- Determine if there are safety issues that must be addressed immediately
- Staff member completes incident report and gives to the building Principal

#### **Step Two: Conduct Investigation**

##### **Interview Target of bullying:**

- Interview the target first, then the alleged aggressor
- Target and alleged aggressor should be separated
- Do not ask to see target in the alleged aggressor's presence
- Encourage target to report any additional incidents with the alleged aggressor

##### **Interview the student accused of bullying:**

- Identify the problem
- Focus more on the alleged aggressor's behavior, protecting the target's confidentiality
- In case of denial or if further information is needed, interview witnesses.
- Document the witness account
- Make the alleged aggressor aware of consequences of retaliation against target and reporter

**Contact parent of target and alleged aggressor**

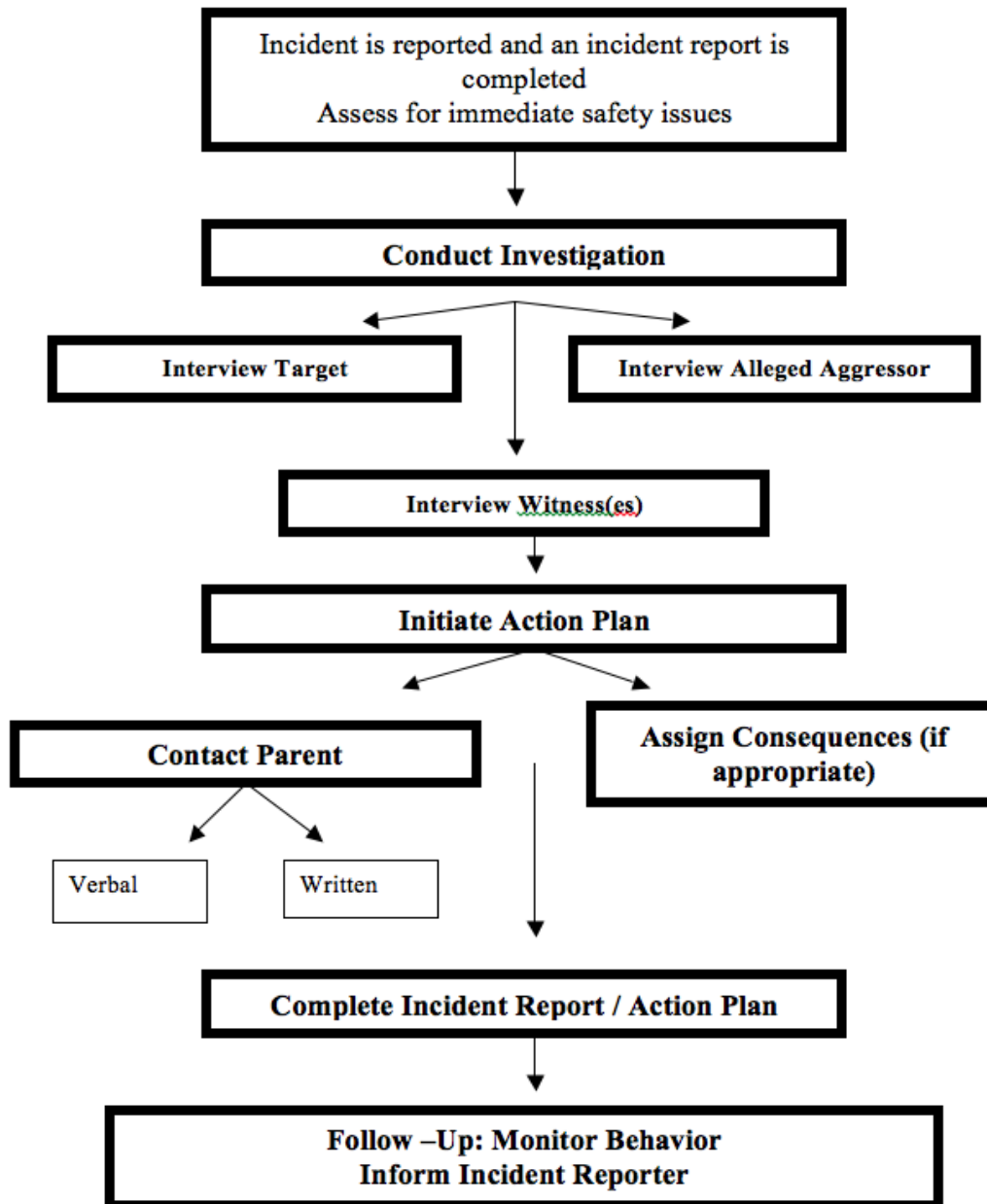
**Step Three: Assign Consequences if needed**

- Assign appropriate consequence
- If the alleged aggressor denies the incident and there is insufficient evidence, tell the alleged aggressor that you hope s/he is right and that nothing happened, but you will continue to monitor behavior
- No discipline will be taken until anonymous reports are verified
- Any student that knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action
- Monitor safety of target

**Step Four: Document Incident and Consequences / Follow-up / Implement procedures for restoring a sense of safety for a target, reporter, witness or interviewees**

- All names of target, reporter, witness and interviewees will be kept confidential
- Two check-ins by Principal or designated personnel on day immediately following conclusion of investigation
- One check in per day on the two following days
- Document outcome of investigation on the Incident Report Form / Action Plan Form Follow up: provide update to appropriate staff member(s)
- Monitor students' behavior
- Notify teachers who have contact with target and aggressor
- Notify police if the action may be of a criminal nature

## PROCESS FOR RESPONDING TO A REPORT OF BULLYING FLOWCHART



### Prohibition Against Bullying and Retaliation

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

Acts of bullying, which include cyber bullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school

bus or other vehicle owned, leased, or used by a school district; or through the use of technology or an electronic device owned, leased, or used by a school district, and

- The following statement will be included in the student code of conduct, the student handbook, and the staff handbook and will be disseminated widely through student assemblies, newsletters, the news media, on our website and list serves.
- acts of bullying, which include cyber-bullying, are prohibited:
  - (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
  - (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

### **Relationship to Other Laws**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Millis Public Schools Bullying Prevention and Intervention Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Millis Public Schools Bullying Prevention and Intervention Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether this Plan covers the behavior.

### **English Language Learners (ELLs)**

Under federal and state law, Massachusetts school districts must take appropriate steps to identify English Language Learners (ELLs) so they can receive instruction that is designed to assist them in learning the English language and subject matter content, and their parents can participate in the decision-making process relative to the type of program the identified ELL will receive.

The Millis Public Schools ELL liaison is:

Maureen Knowlton, Director of Curriculum, Assessment and Professional Development