

Medway Middle School

Grades 5 - 8



2023-2024

Student and Parent or Guardian Handbook

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MISSION STATEMENT

The Medway Public Schools district, in partnership with the community, creates an academically challenging, safe, and supportive learning environment that promotes the pursuit of excellence for all.

VISION STATEMENT

The Medway Public School District aspires to provide all students with a robust, equitable academic program that engages, challenges and supports all students to apply knowledge, develop talents and skills, think independently, work collaboratively, and become informed, responsible, and productive citizens of a global community.

EXPECTATIONS THAT SUPPORT STUDENT LEARNING

All educators will:

- Act upon the belief that, with appropriate supports, every student can achieve at high levels.
- Share responsibility for the learning of all students by actively collaborating with colleagues.
- Personalize and differentiate instruction to engage and challenge each learner.
- Model for students the core values of respect, perseverance, integrity, responsibility, and tolerance.
- Provide safe and supportive schools.

All students will:

- Exhibit the core values of respect, perseverance, integrity, responsibility, and tolerance.
- Be active and engaged members of the school community.
- Take appropriate risks and believe that hard work and persistence are the keys to successful learning.
- Collaborate with others to solve problems and accomplish goals.

Parent(s) or Guardian(s) will:

- Be supportive of and participate actively in PreK-12 school programs.
- Ensure that students come to school on-time, prepared, rested, and ready to learn.
- Partner with teachers to support their child's learning.
- Support their child's efforts to build skills as independent learners.

The community will:

- Provide resources to support a balanced program of academics, arts, athletics, and co-curricular programs.
- Support school and student learning partnerships with community businesses and organizations.

EXPECTED LEARNING OUTCOMES

All students will:

- Meet or exceed grade-level essential learning outcomes/content standards.
- Communicate effectively and appropriately, both orally and in writing.
- Define and solve complex social and academic problems independently and in teams.
- Use technology for communicating and learning.

Medway Public Schools

CORE VALUES

active, continuous
LEARNING

EQUITY and **EMPOWERMENT**

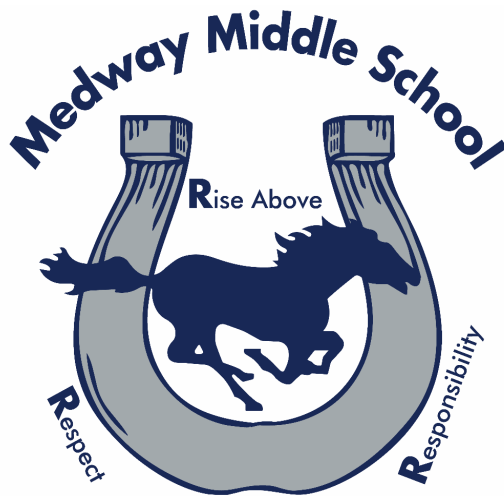
RELATIONSHIPS
characterized by trust
and mutual respect

comprehensive
WELLNESS

FOR ALL!



Welcome to Medway Middle School



Middle school is an exciting and challenging time in a child's development. We believe that all students are capable of high levels of achievement and that it is our collective responsibility to support individual students in order for them to reach their full potential. We believe that the middle school years provide us the opportunity to ignite a lifelong love for learning in our students.

Medway Middle School seeks to support the academic, social, and emotional growth of each student while providing students with a well-rounded educational experience. While the developmental needs of students vary within each grade level and over the course of four years of middle school, we seek to support the individual student's independence.

Middle school can be a time of uncertainty for students. Middle school also offers the opportunity for tremendous growth and development. In addition to our academic program, we offer many after-school activities that allow students to experience new activities and take on new roles. Whether students participate in Student Council, Green Team, Math Club, or our social activities, our students benefit from their participation in the school community. In addition to our after-school activities, Medway Middle School focuses on our core values of Respect, Responsibility, and Rise Above. Throughout the school year, we come together as a community to discuss and celebrate our core values..

This handbook is provided to help the middle school community better understand the policies and procedures of Medway Middle School. Parent(s)/Guardian(s) and students should review and discuss the information together and use it as a resource throughout the year. Through a strong partnership, we know it will be a great year!

Medway Middle School: 2023-2024 School Calendar

August 28, 2023	Faculty Professional Development	
August 29, 2023	Faculty Professional Development	
August 31, 2023	First Day of School	
September 1, 2023		No School
September 4, 2023	Labor Day	No School
September 25, 2023	Yom Kippur	No School
October 9, 2023	Indigenous Peoples' Day	No School
October 18, 2023	Professional Development	Early Release Day
November 10, 2023	Veterans Day	No School
November 22, 2023	Early Release	
November 23 & 25 2023	Thanksgiving Recess	No School
December 22, 2023	Early Release	
December 25, 2023	Holiday Vacation Begins	No School
January 2, 2024	School Re-Opens	
January 15, 2024	Martin Luther King Day	No School
January 31, 2024	Early Release	½ Day Professional Development
February 7, 2024	Early Release	½ Day Professional Development
February 19-23, 2024	Winter Vacation	No School
March 15, 2024	Faculty Professional Development	No School
March 29, 2024	Good Friday	No School
April 15-19, 2024	Spring Vacation	No School
May 17, 2024	Early Release Day	½ Day Professional Development
May 27, 2024	Memorial Day	No School
June 13, 2024	180th Day (Tentative Closing date)	Tentative Early Release
June 19, 2024	Juneteenth	No School
June 14-21, 2024	Inclement Weather Makeup Days	

Academic Programs and Guidelines

Medway Middle School is committed to ensuring all students achieve at high levels. Our curriculum, at all grade levels and content areas, addresses the learning standards that have been established by the Massachusetts Department of Elementary and Secondary Education. The curriculum frameworks clearly identify grade level expectations for what students should know and be able to do by the end of a grade level. We are committed to providing students with a rigorous curricular experience that assists them in developing the knowledge and skills necessary to be successful in the future. Although individual students have different strengths and weaknesses, and learn at different rates, we are committed to providing students the support necessary to be able to achieve at high levels.

Characteristics of a Learner

The Characteristics of a Learner are a set of learning and social expectations upheld for students in all grades. These include important lifelong skills that are expected to be exhibited in all classrooms and school settings. These habits can be found in the “Characteristics of a Learner” section on the report card and will be reported on using the following scale: C=Consistently; U=Usually; R=Rarely.

	Meets expectations for homework completion.	Demonstrates respect for self, others, or property.	Accepts responsibility for actions and self-advocates.	Demonstrates organizational skills.	Actively engaged in learning.
Consistently	Student completes homework assignments at least 90% of the time, and misses no major project deadlines.	Student continually demonstrates a positive attitude, is courteous and kind to adults and peers, and mindful of property.	Student is always willing to acknowledge mistakes if poor choices are made; self-advocates to develop areas that need improvement.	Student comes to class prepared with the appropriate materials, which can be readily accessed.	Student consistently stays on task, puts forth effort, and produces meaningful work.
Usually	Student completes homework assignments at least 70% of the time.	Student usually demonstrates a positive attitude, is courteous and kind to adults and peers, and mindful of property.	Student is usually willing to acknowledge mistakes when poor choices are made; student usually self-advocates to develop areas that need improvement.	Student comes to class prepared with the appropriate materials, which can be readily accessed; however, needs occasional reminders.	Student usually stays on task, puts forth effort, and produces meaningful work.
Rarely/Not Meeting Expectations	Student completes homework assignments less than 70% of the time, or misses major project deadlines.	Student periodically demonstrates a positive attitude, needs frequent reminders to be courteous and kind to adults and peers, or mindful of property.	Student is seldom willing to acknowledge mistakes when poor choices are made; student rarely self-advocates to develop areas that need improvement.	Student comes to class with some materials, but needs frequent reminders to be prepared.	Student does not meet expectations.

Course of Study

Students in all grades, 5-8, participate in four core academic subjects: English Language Arts, Mathematics, Social Studies and Science. [The Medway Middle School Program of Studies](#) provides an overview of what students will study in each content and grade. In addition, students participate in a variety of other courses that are designed to meet their academic needs as well as give them a variety of learning experiences. The Allied Arts course offerings at each grade level can be found below.

Grade 5

- Wellness (health/physical education)
- World Language (French, Spanish)
- Art (semester course)
- Computer Science Discoveries I (semester course)
- Performing Arts (Introduction to Music, Chorus, Theatre Arts), Band or Chorus

Grade 6

- Wellness (health/physical education)
- World Language (French, Spanish, or Mandarin)
- Art (semester course)
- Computer Science Discoveries II (semester course)
- Performing Arts (Introduction to Music, Chorus, Theatre Arts), Band or Chorus

Grade 7

- Wellness (health/physical education)
- World Language (French, Spanish, or Mandarin)
- Art (semester course)
- Design and Modeling (semester course)
- Performing Arts (Introduction to Music, Chorus, Theatre Arts), Band or Chorus

Grade 8

- Wellness (health/physical education)
- World Language (French, Spanish, or Mandarin)
- Art, 3-D Design or Drawing and Painting (semester course)
- Automation and Robotics (semester course)
- Performing Arts (Introduction to Music, Chorus, Theatre Arts) or Theater Arts (drama)*

**Grade 8 students may elect to participate in Band or Chorus in lieu of Performing Arts*

Student Schedule

Building Hours:

Students may enter the building and prepare for the school day beginning at 7:15 am. At 7:25, students should report to their homeroom assignments. Students will be dismissed at 1:58 pm. Late buses are available for students participating in clubs and activities, receiving help from teachers, or serving detention. In order for students to stay after school, they must be in a supervised school-sponsored activity. A late bus schedule will be shared with families in early Fall.

Medway Middle School follows a six-day, rotating schedule. Core classes meet every day in grades 6-8. Students in grade five participate in daily ELA and Math instruction. Science and Social Studies classes meet every other day for students in grade 5.. The Allied Arts courses meet every other day for either a full year or a semester. Below is an example of what a student’s schedule may look like.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Block 1	ELA	Social Studies	Wellness (Health/PE)	Science	Math	Computers/Art
Block 2	Social Studies	World Language	Science	Math	Performing Arts	ELA
Block 3	Wellness (Health/PE)	Science	Math	Computers/Art	ELA	Social Studies
Block 4	Science	Math	Performing Arts	ELA	Social Studies	World Language
Block 5	Math	Computers/Art	ELA	Social Studies	Wellness (Health/PE)	Science
Block 6	Performing Arts	ELA	Social Studies	World Language	Science	Math

Student Planner

As the academic demands increase throughout middle school and as students become more responsible for completing their work independently, it is important for children to develop and use organization and time management skills. The regular use of a student agenda (assignment notebook) can assist students in developing these skills. Each student in grades 5-7 at Medway Middle School is provided a student agenda at the beginning of the school year. Students are expected to bring their agenda to each of their classes and are responsible for writing their daily homework assignments and long-term projects. Grade 8 students are responsible for using the Google Classroom pages set up by their teachers for tracking, planning, and monitoring their assignments. A small number of agenda books will be available for 8th-grade students. Additional agendas may be available for purchase in the main office should a student lose it. Parent(s)/Guardian(s)s are encouraged to regularly check their child’s agenda to ensure that students are using it effectively. The student agenda is the primary source for students to record their assignments. Teachers post information regarding long-term assignments on their Google Classroom page. Students are encouraged to use Google Classroom and their agenda to assist them in managing their assignments.

Homework

Homework serves a variety of purposes. It is often assigned to provide students the opportunity to practice and extend previously learned information or skills. Homework may also be assigned to prepare students for an upcoming lesson. Finally, homework encourages students to become independent learners and assists them in becoming more responsible. Homework includes daily teacher assignments, long-term projects, and general review. It is expected that students complete all homework assignments. If homework or classwork assignments are missed, it is expected that they make up the missing assignments in a timely fashion.

The recommended times listed below are guidelines for the amount of time a child may be asked to spend on homework each night. Actual homework time may vary depending on the work habits of the individual child, make-up work, and long-term assignments. If at any time your child is struggling with homework completion or it routinely takes your child longer for the recommended times to complete homework, then you are encouraged to contact your child’s teacher or guidance counselor.

Grade 5	Students in grade five are generally assigned an average of 60 to 90 minutes of homework a night.
Grade 6	Students in grade six are generally assigned an average of 60 to 90 minutes of homework a night.
Grade 7	Students in grade seven are generally assigned 20-30 minutes of homework in each subject a night.
Grade 8	Students in grade eight are generally assigned 30 minutes of homework in each subject a night.

Make-up Work

Regular and punctual school attendance is essential for school success. There are, however, times that a student may have to miss school due to illness or for medical appointments. When a student misses school for any reason, they are encouraged to contact a classmate to get assignments missed or utilize Google Classroom. Upon a student's return to school, they should check in with their teachers to ensure that they receive the work that was missed. Homework, class work, and tests or quizzes missed due to absence are to be made up within the number of school days the student was absent (e.g., 3 days out -- 3 school days to make up work). Upon returning to school, it may be necessary for the child to stay after with teachers in order to make up certain assignments or to receive clarification on missed instruction. On the morning of the third day of consecutive absence, families may request makeup work by contacting the main office, team leader or teacher. Requests that are received before 8:00 am will be communicated to teachers and work will be gathered and available in the main office after 2:30 pm.

There are times when a family will make the decision to take a family vacation during regularly scheduled school days. Teachers are not required to furnish assignments in advance for students planning to go on vacation, overstaying a vacation, or leaving prior to dismissal for holidays. Students are responsible for making up the work, and it should be made up in the same number of school days the student is absent.

Academic Integrity

Our school community values the qualities of respect, responsibility, and rise above. Students should take pride in the work that they complete. In order to ensure that each student is provided the opportunity to practice the skills taught and demonstrate an understanding of newly learned content, it is imperative that students are active participants in their learning, whether completing work independently, with a partner or as a member of a small group. The Medway Middle School community expects that students complete and submit their own work. Anytime a student does not complete their own work or represents another person's (student or author) work or ideas as their own, it represents a violation of the student's academic integrity. The following list includes some examples of what is considered to be a violation of academic integrity.

- Copying material during a test/quiz or copying a classmate's in class or homework assignment
- Allowing the copying of material during a test/quiz or of an assignment
- Communicating with another student during a test/quiz
- Using unauthorized notes or devices
- Obtaining, removing, or accepting a copy of or information about a test/quiz without knowledge or permission of the teacher
- Changing answers and seeking credit on an assignment/test/quiz after the work has been graded and returned

- Altering a teacher’s grading system
- Submitting a paper/project which is not the student’s work – issues relating to plagiarism

Teachers will review and clarify with students what academic integrity is and what actions violate those expectations. They will also provide students instruction and support on the correct ways to cite sources as they progress throughout middle school. Consequences for incidents of academic dishonesty will be addressed with students by grade levels in addition to what is listed under the Code of Conduct.

Communication Between Home and School

A key component to student success is a strong partnership between home and school. We encourage families to work closely with the faculty at Medway Middle School to support individual students. If at any time a family has concerns about a student’s academic progress or social-emotional growth, they are encouraged to contact their child’s teacher or guidance counselor. Each faculty member has an email address. Because of their teaching responsibilities, it can sometimes be difficult for teachers to be reached during the school day. They will, however, make every effort to return calls and emails within 24 hours.

Parent(s)/Guardian(s)-teacher conferences are another effective way for teachers to communicate a student’s strengths or areas of need. Such a conference may be requested by families, teachers, counselors or administrators at any time throughout the year to discuss a student’s academic progress. Conferences are held during the school day or during the Evening Conference Night. To arrange a conference during the school day, parent(s)/guardian(s)s may call homeroom teachers (grades 5), Team Leaders (grades 6, 7 and 8), or the Guidance Office at 508-533-3230.

Learning is a complex process. It is expected that students experience some level of difficulty as they develop new skills and learn new content. At different points throughout middle school, your child may show signs of struggling academically beyond what is expected from the learning process. There are many possible reasons as to why a child may show signs of academic struggle. Sometimes students begin to struggle as the academic expectations increase over time. Students may also struggle as they are given more independence with their work. Finally, as students grow and mature, their social and emotional needs can, at times, impact their academic performance. We believe that a strong partnership between home and school is necessary to support students’ growth. Once a child begins to show signs of struggling academically, it is important that we work together to support the student. Below you will find steps that students, families and teachers can take to work together to support students.

- Students are encouraged to advocate for themselves. If they are having difficulty understanding a topic, then they are encouraged to ask questions and make arrangements with their teacher, before or after school, for extra help.
- Families are encouraged to monitor their child’s progress and their understanding of content. Families can access their child’s grades by accessing the Parent Portal, a secure, online database, to communicate a student’s academic progress throughout the year. The link to the Parent Portal is found on the Middle School’s web site. If their child begins to show signs of struggling, families should encourage/assist their child to make arrangements with their teacher for extra help. Families are also encouraged to contact their child’s teachers or guidance counselor when they see a change in a child’s academic performance.
- Teachers are expected to communicate a student’s academic progress to families regularly. Teachers regularly update the Parent Portal with individual student’s grades. Additionally, when a teacher has observed a significant decline (more than 10 points) in a student’s academic performance, the teacher will directly notify the family in order to devise a plan to assist the student.

Additional Supports

We are committed to supporting each student's achievement at high levels. We use a variety of different measures to monitor student's academic growth. These measures include their progress in the curriculum (grades and proficiency levels), performance on common assessments, performance on state-mandated assessments (MCAS), and other formal and informal assessments. If a student has not shown adequate growth using these measures, other academic interventions may be implemented to support the child. These interventions are in addition to the general curriculum and are usually short in duration. Interventions may occur during the school day, which may result in a child not participating in an exploratory class for a period of time, or after school. We routinely monitor the student's progress. When the student has responded positively to the intervention, and has begun to make progress, the intervention will end. The student's progress will continue to be monitored to ensure that the child's academic growth continues.

Progress Reports and Report Cards

Medway Middle School has four quarterly marking periods and two semesters. Families will receive reminders to log into the Parent Portal at the halfway point of each marking period. This mid-quarter reminder will serve as a Progress Report for families. At the end of each marking period, teachers will post the child's term grade. Report Cards are made available on the Parent Portal.

Students will be given final grades for their semester classes (art, computers, and design and modeling) at the end of term 2 or term 4.

Term	Progress Report Date	Term Grades Available on Portal
1	10/4/2023	11/15/2023
2	12/15/2023	2/2/2024
3	3/1/2024	4/11/2024
4	5/3/2024	Last Day of School

Promotion Policy and Summer School

A student must pass four core academic subjects, including both math and English, in order to be promoted. A student cannot be promoted if two core academic subjects are failed. A student may make-up a maximum of two failed core academic courses by attending summer school. Summer school programs are offered in nearby towns and the tuition for summer school is paid for by families. With the permission of the middle school administration, a family can arrange for their child to receive private tutoring in lieu of attending summer school. The tutor must be a certified teacher in the subject area in which the student is being tutored and must receive approval from the administration. If a student is in danger of failing for the year, families will be notified shortly after the close of the 3rd quarter.

Student Recognition

Medway Middle School has high expectations for all students. We believe that celebrating our students' success formally and informally is important. Medway Middle School recognizes academic success in a variety of ways. In addition to recognizing our students' academic success, we are committed to recognizing our students for citizenship and for being active members of the middle school community.

Academic Recognition (Grades 5 through 8)

The Academic Recognition program is a program for all students in grades 5-8. Students who demonstrate high levels of academic achievement, as determined by the criteria below, will be recognized at the end of each marking period.

Academic Recognition Criteria

Academic Distinction

- Grade of 95 or above for all core and allied arts courses

Academic Honor

- Grade of 90 or above for all core and allied arts courses

Academic Recognition:

- Grade of 80 or above for all core and allied arts courses

Allied Arts Awards (Grades 5-8)

Allied Arts Awards will be awarded in Wellness (Health/PE), Computers, Art, Performing Arts, and World Language. Selected students who have shown enthusiasm for the exploratory subject, have put forth their best effort, demonstrated positive attitudes, and completed exemplary work throughout the school year will be awarded the allied arts subject award.

Citizenship Award (Grades 5 and 6)

The Citizenship Awards is given to one student nominated by their homeroom teacher who exhibits values of responsibility and respect and strives to consistently rise above by building positive relationships with peers and teachers.

Marietta Breakey Award

This award is named in honor of Marietta Breakey who was a mathematics teacher in the Junior High for over 40 years. The award is given to a student selected by the 7th and 8th grade faculty who strives to develop to his or her potential and shows sensitivity to human relationships while respecting the abilities, values, and attitudes of others.

Sean Dixon Award

Sean Dixon was a history teacher and guidance counselor at Medway Middle School for 43 years until June 2016. Mr. Dixon was a dedicated educator who worked to make Medway Middle School a great place for both staff and students. This award is to honor his memory and recognize a 7th grade student who demonstrates the pillars of the Medway school community. This is a student who:

- Shows an *appreciation* and *curiosity* for history which translates into fully reaching their potential in the classroom.
- Values friendships, is kind to others and is inclusive of all.
- Is dedicated to making MMS a better place

Attendance Policies

Learning is an ongoing process that requires the daily interaction of students with teachers and their peers. As stated in the Medway Public Schools, School Committee Policy #JH Student Absences and Excuses School Attendance, “Uninterrupted attendance in regularly scheduled classes allows students to obtain the maximum benefit from the district’s instructional program. Regular and punctual attendance contributes to the general welfare of the entire student body by reducing disruption to the learning environment. Cooperative efforts of parent(s)/guardian(s) and school staff promote regular student attendance are encouraged.” When a child is not present, for either part or all of a school day, it affects the learning process. While students are able and expected to make up missed assignments, it is difficult to make up the learning experiences missed in the classroom.

Absences

Regular and punctual school attendance is essential for school success. The procedures for reporting and monitoring student absences are included in Chapter 76 of the Massachusetts General Law.

In the event that a student is absent from school, it is the responsibility of the parent or guardian to inform the school of the absence. Parent(s)/Guardian(s) are expected to leave a message informing the school of their child’s absence by calling (508) 321-4730 before 7:30 am. The child’s absence should be acknowledged with a note from the parent/guardian upon the child’s return to school. In the event that the school is not contacted by the parent/guardian about a child’s absence, the school utilizes an automated call system to contact the family to confirm the student’s absence.

Excused Absences

An absence may be considered excused if documentation is provided supporting one of the following conditions:

- Family bereavement or serious illness in the family
- School approved field trips
- Observance of major Religious holidays
- Legal (with documentation from the court or lawyer)
- Absences due to illness or doctor appointments (documentation of an office visit must be provided by a physician in order for an absence to be excused)
- Absences on the day following dismissal by the school nurse
- Family circumstances (excused at the discretion of the administrator)

Unexcused Absences

Any absence that does not fit into a category above is considered unexcused. Examples of unexcused absence include:

- Family vacations or trips
- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Cutting class
- Truancy
- Undocumented absences
- Non-emergency family situations

All absences, including absences explained by parent(s)/guardian(s), will be documented on the student’s attendance record.

Pupil Absence Notification

It is the responsibility of the school to monitor and report excessive absences. As required by Chapter 76 of the Massachusetts General Law, the school will inform families, by letter, of the excessive absences. A conference may be scheduled with the building Principal (or their designee), the Parent(s)/Guardian(s) and the student (when appropriate) to develop an action plan to improve the student's attendance if a student has accrued any of the following:

Five (5) or more unexcused absences in a school year

Five (5) days in which a student has missed two (2) or more periods (unexcused) in a school year.

(MGL Chapter 76, Section 7, Section 1A and 1B)

**Note that when a student has been absent for five (5) or more consecutive days, parent(s)/guardian(s) must obtain a doctor's note and submit it to the school.

Late Arrival

Students are expected to be in homeroom by 7:35 am. Students who are not in homeroom by 7:35 am are considered tardy and must sign in at the main office. At that time, students will be given a pass to class and a letter informing their family of the time that they arrived at school. Tardies should be explained following the same guidelines and documentation as absences. When a student accumulates four (4) unexplained tardies in a term, the student will be assigned an office detention. Students will continue to be assigned an office detention for each time they are tardy after the fourth tardy for the remainder of the term. At the start of a new term, tardies will be reset to zero.

Early Dismissal

When it is necessary for a student to be dismissed from school early, the student must present a signed note to the main office after reporting to homeroom. The note will indicate the reason for the dismissal and the desired time of departure. Students will be given a dismissal form which needs to be shown to the teacher before leaving the classroom for dismissal. Dismissals should be requested only when other arrangements cannot be made. Students being dismissed from school must be picked up in the main office and signed out by a parent, guardian, or other authorized adults.

Student Participation in School-Sponsored Activities and Events

Students who are not present for at least half of a school day will not be allowed to participate in after-school events, including all after-school and evening activities.

Planned Absences and Family Vacations

The middle school administration discourages families from this practice and reminds them that teachers are not required to provide advance homework when students and their families plan a vacation when school is in session. It is the student's responsibility to make up the missed work and the student will have the number of missed school days to make up work. For more information on make-up work, please refer to the Academic Programs and Guidelines section of this handbook (page 7).

School Counseling and Health Services

School Counseling

Middle school can be challenging for students as they experience many developmental changes, engage in new opportunities, and encounter and solve problems. The way each child handles these times is unique. The fundamental role of the School Counseling Program is to work with students, parents, guardians, faculty members, and the community to enable each student to adapt and achieve their full potential in middle school. The school counseling program is based on the Massachusetts Model 3.0: A Framework for Comprehensive School Counseling Programs ([MASCA Model 3.0](#)). The MA Model 3.0 is a framework for excellence in school counseling practice and guides the continuous development of a K-12, Tier 1, vertically aligned, comprehensive school counseling program.

At different times during middle school, students need various supports to take full advantage of opportunities and resolve academic, social, and/or emotional challenges. School Counselors provide a variety of services:

- **School counselors meet with students (both individually or in groups), teachers, administrators, and school specialists** to help students achieve academic success, as well as maximize their social and emotional well-being and development. School counselors also help maintain open lines of communication between the school and parent(s)/guardian(s).
- **School counselors provide classroom instruction** to all students on a variety of topics including social and emotional well-being and academic success strategies.
- **School counselors review student academic and social emotional data** individually, and in aggregate, to continuously develop and improve programming to support all students' success.
- **School Counselors support students through grade-level transitions.** This begins with students as they leave elementary school and enter fifth grade. School counselors follow students throughout their middle school experience, providing a strong continuity between each school year. Finally, our school counselors provide students with information, advice, and planning for their transition to Medway High School.
- **School Counselors provide orientation for new students** and placement assistance and information to parent(s)/guardian(s). This includes helping in the transition and adjustment to the new school setting.

Parents/guardians are encouraged to contact the school counseling department for questions or concerns. Students are always encouraged to see their counselor to discuss any problems, uncomfortable situations, questions, goals, or plans they may have. Conversations or concerns about a student's academic performance are best addressed by speaking to the specific content-area teacher. Should parents have global concerns about a child's academic performance, parents should contact their child's Team Leader or Guidance Counselor.

Private School Application Process

Midway through their 8th grade year, all 8th grade students will learn about the courses, programs, and other opportunities at Medway High School. Families will also be informed about the range of programming available for student's academic success and growth, applied and experiential learning, higher education and career exploration, athletics, and clubs and extracurricular activities. School counselors are available to discuss the transition to Medway High School and answer questions.

If your child is applying to a private school, there are a number of steps in the process.

If the prospective school uses Ravenna, or other online portal, the application process will be completed online. To complete this:

- Parents will need to register their child with the private school(s) and include the school counselor's email address.
- This prompts an email to the counselor that your child has applied to a private school, or in some cases, multiple schools.

Private schools ask for information from the sending school. In addition to submitting the required forms, schools often request information about current and past grades, attendance, discipline, and standardized testing.

Many private schools will also seek letters of recommendation from the Math and ELA teachers. Parents can request a recommendation letter by adding the teacher's email address during registration. This prompts an email from Ravenna to the teacher for their input. The teacher will be responsible for completing the form and submitting it through Ravenna for review. Please note there are different options to request letters of recommendation from teachers i.e Special Interest Letter of Recommendation for Art, PE etc.

Some private schools continue to use paper copies of applications. With this, the process is a bit different.

- Please drop off the recommendation forms as well as the completed form titled, "Permission to Release School Records and Recommendations" to your child's school counselor in the main office.
- Please drop off all recommendation forms and the completed and signed records release form directly to your child's school counselor. Please do not send recommendation forms directly to teachers (unless the school requires recommendations to be sent electronically). A signed release is still required for electronic forms.
- Please include a large (8" x 11" or 10" x 13") mailing envelope for EACH school your child is applying to. Please write the private school's name and address on the envelope and include the postage (three first-class stamps on each envelope).
- PLEASE ALLOW AT LEAST TWO WEEKS TO PROCESS APPLICATIONS. Due to the volume of requests, teachers will have a two-week window to complete the recommendations.
- The earlier a form is received, the more time teachers will have to work on recommendations. It can be very difficult for the school counselors to collect all necessary materials, as well as difficult for teachers to complete recommendations when we receive a number of requests late in the process.
- Many teachers appreciate it when students ask them if they would consider completing the recommendations. Please encourage your child to speak with their teacher/s directly about the private school recommendations.

Health Services

The school nurse supports student success by providing health care through assessment, intervention and follow-up for all children during the school day. Additionally the school nurse facilitates integrating health solutions into the educational setting. The school nurse will notify a parent/guardian when she determines the need for student dismissal due to illness/injury. We ask that families arrange for their child to be picked up within the half hour for the benefit of their child and other students coming into the health office. The school nurse can be reached by telephone or email if you have any questions about guidelines for school attendance or if you are in need of any health related information.

The school nurse should be notified by the parent/guardian of any:

- Serious injury, illness, or hospitalization.
- Planned surgery.
- Communicable diseases, or symptoms thereof.
- New diagnosis or change in your child's health status.
- Fracture, sprain, stitches, cast, or crutches.
- New medication and/or dosing change.
- Need to be excused from Physical Education.

In order to minimize the spread of infectious disease and to provide for a safe environment, students should be kept home from school for the following symptoms:

- Fever greater than 100 within the last 24 hours (fever should be under 100 for 24 hours without the use of fever reducing medication before returning to school).
- Vomiting/diarrhea within the last 24 hours.
- A communicable disease or symptoms thereof.
- An upper respiratory illness with consistent and persistent coughing and/or nasal discharge.
- Pain that requires the use of narcotic medications.

Health Requirements

The Medway Public Schools in accordance with the regulations of the Massachusetts Department of Public Health requires the following information before a student enters school:

● Immunizations: Massachusetts General Law requires students to be fully immunized to enroll in school. [Immunization Requirements for School](#) An immunization record must be submitted to and reviewed by the school nurse prior to school entry. If there is a medical reason why immunizations are not done, a certificate must be obtained from your physician and forwarded to the school nurse. For a religious exemption, the parent/guardian must fill out a religious exemption from immunization form annually.

Parent/Guardian should be aware that in the event of a disease outbreak, those students who are not immunized or those who are under-immunized (including those with medical or religious exemptions) will be excluded from school for the appropriate time periods stated in the Department of Public Health regulations: Reportable Disease, Surveillance and Isolation and Quarantine Requirements (105 CMR 300.00) or as otherwise mandated by the Department of Public Health. In addition to state mandated vaccines, it is recommended that students are vaccinated for Influenza and COVID as recommended by MDPH.

Note: Medway Public Schools require that a student's parent/guardian submit written documentation of immunizations at the intervals required by Massachusetts laws and regulations, or their child may be excluded from school until such

documentation has been provided. Families not in compliance with this procedure will be notified of the required documentation in advance of the date of possible exclusion from school.

- **Physical Exams:** Massachusetts General Law requires periodic physical exams for all students within 12 months prior to the entrance to school or within 30 days after school entry, and at intervals of every 3-4 years thereafter. It is recommended that these examinations be completed by the student's primary care provider. Medway Public Schools require that a student's parent/guardian submit written documentation of physical exams at the intervals required by Massachusetts laws and regulations, or their child may be excluded from school until such documentation has been provided. Families not in compliance with this procedure will be notified of the required documentation in advance of the date of possible exclusion from school. Per these regulations, documentation of a current physical examination is required for students entering grades Pre-K or K, 4, 7 and 10.

- A student transferring from another school system shall be examined as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement. Parents/Guardians are encouraged to send their child's physical examination form and current immunization record to the Health Office of your child's school during the summer months to avoid any delay in beginning the new school year.

Medications

All medication, prescription and over the counter medications require a physician's order and completed parent or guardian permission form. Medication will NOT be given without this. All prescription medication must be labeled and in a current pharmacy bottle. All over the counter medication must be in the original packaging. Medication must be delivered to school by the parent, guardian, or responsible adult. Children are not allowed to transport medication unless it is medically indicated and after consultation with the school nurse. Medications will not be accepted in plastic bags. Nurses in the elementary schools only have standing orders to administer Tylenol (acetaminophen) and Motrin (ibuprofen) in an emergency situation. Nurses in the Middle and High School have standing orders to administer Tylenol (acetaminophen) and Motrin (ibuprofen) in limited quantities with parental consent. Please obtain a doctor's order and provide a medication supply if you would like your child to have these medications available for comfort at school. All medication orders expire at the end of the school year. All medications must be picked up by the parent/guardian before the close of the school year. Any medications not picked up by the close of school will be destroyed.

Health Screenings

The Medway Public School nurses follow the Mass Department of Public Health Regulations 105 CMR 200.000, for vision, hearing, scoliosis, and growth screenings. The nurse will perform these screenings during the regular school day. When a student fails any of these screenings, the parent/guardian will be notified and asked to follow up with a medical evaluation. In accordance with M.G.L. c. 71, § 57, a student shall be exempt from physical examinations or screenings on religious grounds, upon written request of the parent or legal guardian, except with respect to communicable diseases.

Hearing and Vision Screenings

- Hearing and vision screening requirements are available on the following link:

[General Law - Part I, Title XII, Chapter 71, Section 57](#)

- **Prior to entry to kindergarten:**

In accordance with M.G.L. c. 71, § 57, upon entering kindergarten or within 30 days of the start of the school year, the parent or guardian of each child shall provide to school health personnel the results of a vision screening or comprehensive eye exam that was completed within the previous 12 months. For children who did not pass their vision screening, proof of a comprehensive eye examination performed by an eye doctor must also indicate any pertinent diagnosis, treatment, prognosis, recommendation, and evidence of follow-up treatment if necessary.

- **Children with a diagnosis of neurodevelopmental delay:**

In accordance with M.G.L. c. 71, § 57, children entering kindergarten with a diagnosis of neurodevelopmental delay, must show proof of a comprehensive eye exam performed by an eye doctor within the past 12 months, indicating any pertinent diagnosis, treatment, prognosis, recommendation, and evidence of follow-up treatment if necessary.

- **Lead Test:**

A lead test is required for all children in preschool and kindergarten.

Growth Screenings

- Heights and weights are required in grade 1, 4, 7 and 10. Results are not sent home, but are available upon written request from parent/guardian.

Postural Screening will take place in grades 5-9. The screenings will be conducted during the school day with every effort made to protect privacy. Documentation of a recent spinal/postural examination or screening by a health care provider will be accepted. The purpose of this screen is for detection of early signs of spinal problems in children grades 5-9. It is not a diagnostic service but a program to identify young people who should have further medical evaluation. If your child has unusual findings, you will be notified and asked to take your child to their physician for evaluation. The majority of students exhibit no findings. If nothing unusual is found, you will not be notified. Female students are asked to bring a 2 piece bathing suit top, sports bra, or halter top, and shorts to school on the day of the screening. This type of clothing permits more accurate observation of the back.

Screening Schedule

Screening	Grade
Vision	K-5, 7, 9
Hearing	K-3, 7, 9
Postural	5-9
Growth (Height, Weight (BMI))	1,4,7,10
SBIRT (Screening, Brief Intervention, Referral to Treatment)	7 and 10

Life Threatening Allergy Management

The Medway Public Schools recognize the increasing prevalence of food allergies and the life threatening nature of these allergies for many students. Talk with your school nurse about creating an Allergy Action Plan to meet the specific needs of your child. Students must have access to emergency medication at all times. A physician's order for Epipen or Auvi-Q is required and parents/guardians must supply the medication in the original container with a pharmacy label. Storage of Epipen or Auvi-Q will be addressed in the student's Allergy Action Plan.

Latex Allergies

Due to the increasing number of children in school with latex allergies, no latex balloons are allowed in school for any reason without prior notice and approval from the building principal.

Concussions

The Medway Public Schools seek to prevent concussions and provide a safe return to activity, both academic and athletic, after a head injury. The management of students who have sustained a concussion requires education, supervision, and close collaboration between students, parents/guardians, the school nurse and when applicable, the athletic trainer, athletic director, administrator, guidance counselors and medical professionals. Parents/Guardians must contact the school nurse prior to returning to school following a head injury. This will allow us to work collaboratively to support the student during their recovery.

Students with Medical Equipment Needs

A medical order is mandatory if a student requires the use of crutches, wheelchair, or any other medically necessary equipment. If a student comes to school without a note for this equipment, the student may be sent home for reasons of liability and the potential for further injury. It is imperative that the nurse be aware when students with crutches, etc. are in the building so that, in the event of an emergency, an evacuation plan can be developed.

Physical Education

All students are expected to participate in physical education classes. A parent or guardian note is required to excuse a student from participating in a physical education class for a maximum of one class. For longer exclusions, a physician's note is necessary. A student will automatically be excluded from physical education class if the student has a documented disability, after surgery, or having an injury resulting in a cast, splint, ace wrap, sling, or sutures (even if applied by parent or guardian). Participation in physical education can resume with a note from the physician. For safety reasons, students are required to wear sneakers during physical education classes and may be excluded from class if they are not wearing appropriate footwear.

Animals in School

Animals may cause an allergic reaction or otherwise impair the health of students. No animal shall be brought to school without prior permission of the classroom teacher, building principal, and notice to the superintendent, with the exception of service animals.

Medway Middle School In-Person and Remote Learning Code of Conduct

Medway Middle School is a community made up of many individuals. It is important that each member of the community feels safe in-person, and in remote learning settings, in order to create a positive and supportive environment that allows each individual to learn and grow academically, socially and emotionally. In order to establish a positive school climate, the Medway Middle School community has identified three core values that we expect all members of the community to demonstrate. Medway Middle School's core values are Respect, Responsibility, and Rise Above. These values are important for success in middle school and in life. We are committed to teaching students what Respect, Responsibility, and Rise Above look like in all settings within our community. In addition to clearly identifying and communicating the expected behaviors to students, we explicitly teach the expected behaviors. These approaches ensure that all students understand what is expected of them enabling them to meet or exceed our expectations.

The middle school years are often considered an exciting and challenging time for students. As children grow older and gradually become more independent, they have more opportunities to make their own choices. With increased independence comes increased responsibility. It is always important to remember that choices have consequences and that consequences may be either positive or negative. Before making a choice, a student needs to think about the possible outcomes and how they and others will be affected by their choice.

Individual teachers establish classroom expectations and rules that reflect our core values in order to maintain a safe environment conducive to learning. Classroom/team rules are at the discretion of the teacher, provided that these limits do not violate any portion of this Handbook nor violate the student's constitutional rights. Classroom teachers handle routine classroom discipline. When a student receives a detention from a teacher, twenty-four-hour notice will be given.

Violations of classroom/team rules, whether due to the severity of the offense or the frequency of the offense, may result in a referral to the administration.

	All Settings	Classroom	Hallway	Cafeteria	Outside	Bathroom	Bus	Library
Respect Respect yourself, others, and your community.	<p>Maintain personal space.</p> <p>Use kind words.</p> <p>Be accepting of others.</p> <p>Keep your community clean.</p>	<p>Know and follow classroom rules and routines.</p> <p>Be an active listener.</p> <p>Ask permission to use a person's belongings.</p> <p>When working in groups, actively participate & work cooperatively.</p>	<p>Maintain personal space.</p> <p>When at your locker be considerate of your neighbor.</p> <p>Keep the floors clean of papers and trash.</p> <p>Be considerate of classrooms in session.</p> <p>Be considerate of objects on display.</p>	<p>Use a quiet, indoor voice.</p> <p>Be polite to the cafeteria staff.</p> <p>Use table manners.</p>	<p>Keep your hands, feet, lunchboxes, and other items to yourself.</p> <p>Use the equipment in an expected way.</p> <p>Return any equipment that you use.</p> <p>Enter the building quietly.</p>	<p>Honor the privacy of others.</p> <p>Flush.</p> <p>Conserve water and paper.</p> <p>Use trash cans.</p> <p>Keep walls clean.</p>	<p>Use a quiet, indoor voice.</p> <p>Follow bus safety rules and procedures.</p> <p>Be courteous to the bus driver and other passengers.</p> <p>Keep the bus clean.</p>	<p>Be considerate of others</p> <p>Enjoy food or drinks before entering the library.</p> <p>Take care of library property and return materials to their proper place.</p>
Responsibility Be responsible for yourself and your actions.	<p>Be on task.</p> <p>Make good choices.</p> <p>Own your actions.</p>	<p>Come to class prepared.</p> <p>Hand in assignments on time.</p> <p>Stay on task and complete your work.</p>	<p>When traveling, walk on the right side of the hallway.</p> <p>Keep your locker neat and keep your materials in your locker.</p> <p>Be timely.</p>	<p>Make healthy lunch choices.</p> <p>Push your chair in when leaving the table.</p> <p>Clean up your space.</p> <p>Follow the correct recycling and composting procedures.</p>	<p>Be responsible for your own belongings; what goes out with you comes back in with you.</p> <p>If you finish your snack outside, be responsible and clean it up.</p> <p>Stay on dry land, and do not jump in the water.</p> <p>Stay within the established boundary lines.</p>	<p>Sign out of the classroom.</p> <p>Wash hands.</p> <p>Promptly return to class.</p>	<p>Be on time for your pick up.</p> <p>Remember to take your belongings with you.</p>	<p>Remember to sign in when entering the library.</p> <p>Engage in educational activities and be productive.</p> <p>Follow acceptable use of computers and log out when you are done.</p> <p>Return library books on time.</p>

Rise Above ...to be the best YOU.	Always strive to do the right thing. Help others in need. Always try your best.	Be an active participant in class discussions and activities. Ask for help. Offer to help others. Always try your best & take pride in your work.	Hold doors open for others. Pick up any paper or trash that is on the floor.	Be friendly to others. Welcome and get to know new people.	Pick up trash that you see on the ground; even if it is not yours.	Report safety issues to a teacher or staff member.	Be inclusive and let others sit with you. Report safety concerns to the bus driver.	Report inappropriate behavior to an adult. Help a peer in need. Learn something new!

Student Discipline

There will be times when a student’s behavior will not meet the expectations that are set forth by the school and disciplinary action will be taken. The goal of discipline is to hold the student accountable for their behavior while increasing their self-awareness. The discipline process is viewed as a learning experience which gives students the opportunity to reflect on their behavior and make better choices in the future,

Our system of discipline is progressive in nature. The building administrators will use their discretion to increase the consequence levied depending on the severity of the offense, the frequency of the offense, and the student’s prior disciplinary record. The Infraction/Consequence Chart included on the next page categorizes offenses as Mild Infractions, Moderate Infractions, and Serious Infractions. The chart also includes a range/progression of possible consequences that may be levied. Since all behaviors that violate our expectations cannot be included, the included chart provides examples of behaviors and possible consequences. This chart is not intended to provide an exhaustive list. Administrators will assign a consequence that is aligned with the seriousness of the infraction, provides an opportunity for students to learn from their mistake(s), and reserves the right to assign a consequence greater than that listed.

In every case of student misconduct for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

For the purpose of the Medway Middle School discipline code, the school adopts the definitions approved under 603 CMR 53.00, which stipulates the purposes and definitions of specific types of offenses and consequences.

1. Disciplinary offense means any alleged or determined disciplinary infraction by a student, except for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c71, §§37H or 37H ½.

2. Disciplinary offense under M.G.L. c71, §§37H or 37H ½ means one or more of the following alleged or determined disciplinary infractions: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c71, §§37H or 37H ½.
3. Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M.G.L. c71, §§37H, §37H ½ or §37H3/4.
4. In-School Suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due-process, appeal, and reporting purposes.
5. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) days cumulatively for multiple offenses during a single school year. The principal may allow a student to serve a long-term suspension in-school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.
6. Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal may allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
7. Suspension means short-term and long-term suspension, unless otherwise stated.
8. Office Detention is an assigned 60-minute period to be served after school. Students will be given 24 hours notice to make arrangements to serve the detention. After school jobs and student co-curricular activities are not considered valid reasons for not attending detention.

Infractions/Consequences

Mild Infractions	
Actions/behaviors that are inappropriate and cause a minor interference to the learning and school environment.	
Infraction	Possible Consequences/Restorative Practices
Minor Disruptive Behavior Non-Compliance/Disrespect Inappropriate Language Property Misuse Use of Cell Phone/Electronic Devices Violation of Dress Code Peer Conflict Resulting in Minor Disruption	Conference with Student/Verbal Warning Parent/Guardian Contact or Conference Loss of Privilege Confiscation Required to Change Attire Teacher/Team Specific Consequences (ex: Teacher Detention) Restorative Conversation

Moderate Infractions	
Actions/behaviors that are inappropriate and cause a moderate interference to the learning and school environment.	
Infraction	Possible Consequences/Restorative Practices
Excessive Mild Infractions Moderate Disruption Non-Compliance/Disrespect Skipped Detention Cheating/Lying/Violating Academic Integrity/Dishonest Behavior Teasing/Hurtful Behavior	Conference with Student/Verbal Warning Parent/Guardian Contact or Conference Teacher Detention Loss of Privilege Required to Complete an Alternate Assignment or Assessment Reduction in grade Lunch Detention Office Detention Restorative Conversation

Severe Infractions	
Actions/behaviors that are inappropriate and cause significant interference to the learning and school environment.	
Infraction	Possible Consequences/Restorative Practices
Excessive Moderate Infractions Major Disruption/Dangerous Behavior Instigating/Conspiring a Dangerous Behavior Defiance/Disrespect Harassing, Bullying, and/or Discriminatory Behaviors (including verbal, physical, emotional, or sexual) Out of Assigned Area/Leaving School Grounds Fighting Physical Aggression Violation of Acceptable Use Policy Property Damage/Vandalism Illegal Behavior, including but not limited to possession of a weapon, possession of a controlled substance, or assault on a member of the educational staff	Parent/Guardian Contact or Conference Loss of Privilege Office Detention In-School Suspension Out of School Suspension Restorative Conversation

Notice of Suspension and Hearing under M.G. L. ch.71, §37H ³/₄

Suspension will only be imposed as a consequence for a disciplinary offense (other than those covered by M.G.L. c71, §§37H or 37H ¹/₂ as set forth below) after the student and parent/guardian has been provided oral and written notice, and the student has been provided an opportunity for a hearing on the charge and the parent the opportunity to participate in such hearing. For any disciplinary offense that could result in a suspension, student shall be provided oral and written notice to the student in plain language:

1. The disciplinary offense;
2. The basis for the charge;
3. The potential consequences, including the potential length of the student's suspension;
4. The opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
5. The date, time, and location of the hearing;
6. The right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;
7. If the student may be placed on long-term suspension following the hearing with the principal:
 - a. The rights set forth in 603 CMR 53.08 (3)(b), and
 - b. The right to appeal the principal's decision with the superintendent.

Emergency Removal From School under M.G.L. ch. 71, §37H ³/₄

The principal shall not be prevented from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal, during which time the school shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need of said removal, and the other matters set forth above;
2. Provide written notice to the student and parent, as noted above;
3. Provide the student with an opportunity for a hearing with the principal and the parent/guardian the opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent.
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

Hearing with the Principal under M.G.L. ch. 71, §37H ³/₄

In the case of Potential Short-Term Suspensions:

1. The purpose of the hearing with the principal is to hear and consider information regarding the alleged disciplinary offense for which the student may be suspended, provide the student with an opportunity to explain the circumstances surrounding the alleged incident, determine if the student committed the offense, and, if so, the consequences for the infraction.
2. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense and, if so, what remedy or consequence will be imposed.
3. The principal shall notify both the student and parent/guardian of the determination and the reasons for it, and, if the student is issued a short-term suspension as a consequence, the duration of the suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing.

In the case of Potential Long-Term Suspension

1. The purpose of the hearing with the principal is to hear and consider information regarding the alleged disciplinary offense for which the student may be suspended, provide the student with an opportunity to explain the circumstances surrounding the alleged incident, determine if the student committed the offense, and, if so, the consequences for the infraction.
2. In addition to the rights outlined for the short-term suspension hearing, the student shall have the following rights:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 - b. The right to be represented by counsel or a lay person in the student's choice, at the student's/parent's expense;
 - c. The right to produce witnesses on his/her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
 - d. The right to cross-examine witnesses presented by the school district;
3. The right to request that the hearing be recorded by the principal, and a copy of the audio recording be provided to the student or parent upon request. If said request is made, the principal shall inform all participants before the hearing that an audio record will be made and a copy provided to the parent and student upon request.
4. The principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
5. Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:
 - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - b. Set out the key facts and conclusions reached by the principal;
 - c. Identify the length and effective date of the suspension, as well as a date of return to school;
 - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
 - e. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days;
 - ii. and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

Appeal Procedure for Discipline under M.G.L. ch. 71, §37H ³/₄

- 1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.
- (2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- (3) The superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.
- (4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- (5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- (6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).
- (7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- (8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

With regard to discipline under M.G.L. c. 71, §§ 37H and 37H¹/₂, notice, hearing and appeal rights will be provided consistent with the law.

Exclusion/Expulsion under M.G.L. ch. 71, § 37H

In accordance with M.G.L. ch. 71, § 37H, a student may be excluded or expelled from school under the following circumstances:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- d) Any student who has been expelled (suspension exceeding 90 school days) from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e) 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.
- f) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal.
- g) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Felony Complaint or Conviction under M.G.L. ch. 71, § 37H½

Pursuant to M.G.L. ch. 71, § 37H½, the following procedures shall be implemented for students charged with or convicted of a felony

- a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of this right to appeal and the reasons for such suspension taking effect. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.
- b) The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.
- c) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect of the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.
- d) The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion

- e) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
- f) Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Education Services and Academic Progress

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
2. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.
3. The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students.
4. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Search and Seizure

Searches by school officials will be conducted when there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating the law or school rules. All searches will be reasonably related in scope to the circumstances that justified the search. Reasonable grounds include, but are not limited to, when a teacher, school employee or another student reports that a student was observed with contraband on school premises or when school officials receive a reliable report, even if from an anonymous source.

Contraband is defined as material prohibited by school regulations and/or material that is illegal and would interfere with school discipline and order or materials that are dangerous to the health and safety of the school. There should be no expectations of privacy of desks and/or lockers.

Any search conducted will be free of embarrassment to the student. The school is not required to call in the police before searching a student or his/her locker, nor does the school official have to obtain a search warrant.

An attempt will be made to contact the parent/guardian to notify them that a search is to be conducted. If the parent/guardian is unable to be contacted, the search will be conducted and parent/guardian will be notified of this as soon as possible.

The basis of the above is the principle "loco parentis," that is, school officials may act in place of parents/guardians to protect the safety, health, and security of students and provide a disciplined educational environment.

Procedures for Discipline of Students with Disabilities

Procedures for Suspension(s) Not Exceeding 10 School Days

- Any student with a disability may be suspended for up to ten (10) school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.
- The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year

Procedures for Suspension(s) Exceeding 10 School Days

- If your child is suspended for more than 10 school days in a school year, this removal may be considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Federal law defines a “change of placement” as:
 - o Removal for more than 10 consecutive school days; OR
 - o A series of removals that constitute a pattern 1) because the series of removals total more than 10 cumulative days in a school year; 2) because the student’s behavior is substantially similar to that in previous incidents that resulted in the series of removals; and 3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. Please note that determination of whether a pattern of removals is a “change of placement” is made by the District.
- Prior to any removal that constitutes a change in placement, the school must convene a meeting to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child’s disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the team will consider two questions:
 - o Did the student’s disability cause or have a direct and substantial relationship to the conduct in question?
 - o Was the conduct a direct result of the district’s failure to implement the IEP/Section 504 Plan?
- If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child’s disability OR a direct result of the district’s failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
- If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child’s disability OR was NOT the direct result of the district’s failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according the school’s code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention plan and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to

make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

Special Circumstances for Exclusion

Special circumstances exist if your child: 1) possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; 2) carries a weapon to school or a school-sponsored event; or, 3) inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension constituting a change in placement. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office for Civil Rights (Section 504).

Procedural Requirements for Students Not Yet Determined to Be Eligible for Special Education or a 504 Plan

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible for an IEP or 504 Plan, then one receives all procedural protections subsequent to the finding of eligibility.

Bullying and Harassment

Medway Middle School seeks to provide a safe and respectful school climate for all students to pursue their education. In accordance with Chapter 71, section 37O of Massachusetts General Laws and the Medway Public Schools Bullying Prevention and Intervention Plan (see Appendix), Medway Middle School seeks to educate students of the harmful effects of bullying behaviors, prevent occurrences of bullying/harassment and respond to bullying should it occur. Bullying and harassment of any form will not be tolerated.

Bullying is defined as a verbal, physical, written, or electronic action, or incident or other direct or indirect behavior that is repetitive. Bullying is the repeated use by one or more students or by a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, directed at a target that has the effect of:

- causing physical or emotional harm, or of damage to that individual's property,
- placing a target in reasonable fear of harm or of damage to the target's property,
- creating an unwelcoming or hostile environment at school for another person,
- infringing on the rights of another person at school, or
- materially and substantially disrupting the education process or the orderly operation of a school.

Bullying may include, but is not limited to unwanted teasing, threatening or intimidating behavior, physical violence, threat or destruction of property, sexual, religious or racial harassment, public humiliation, cyberbullying, social exclusion or rumor spreading. Cyberbullying is the repeated use by one or more students of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic system
- photo-electronic or photo-optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off-school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by the district, or through the use of technology or an electronic device owned, leased or used by the school district.

Bullying and/or cyberbullying are also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the district, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Reporting Bullying

Medway Middle School will respond and investigate all suspected reports of bullying with the goal of preventing future incidents.

Students, families, and faculty/staff members may report suspected bullying incidents by:

- Completing a Harassment or Bullying Reporting Form and providing it to a Guidance Counselor, Psychologist, Assistant Principal or School Resource Officer.
- Report verbally in person to one of the people listed above. A form will be completed at that time.
- Harassment or Bullying Reporting Forms will be given to the Assistant Principal or Principal.
- Forms may be found on the Medway Public School's website, under the Students and Parents tab, middle school website, in the main office, guidance office, health office, or office of the School Resource Officer.
- Reports may be made anonymously; however, this may limit the ability to contact reporters when necessary. Also, no disciplinary actions can be taken against a student solely on the basis of an anonymous report.

Report Response Procedure

- Person receiving the report (Guidance, Psychologist, Assistant Principal, or School Resource Officer) will assess the safety of the victim.
- The Assistant Principal will review the incident and conduct an investigation, including but not limited to; interviews of reporters or targets, note witnesses and/or adults who may have been present, determine online involvement, and query about behaviors which may be threatening in the context of the bullying, but are not explicitly forbidden in the school discipline code (e.g. a perpetrator who stares at a victim), and interview the alleged aggressor(s).
- A safety plan will be created to restore a sense of safety for the victim and prevent recurrence of the alleged conduct during the investigation.
- Disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior as stated in the legislation.
- Depending on the seriousness of the incident and the repetition of bullying behaviors, school response may include:
 - Notification of parents/guardians
 - Notification of the School Resource Officer for referral to the criminal justice system.
 - Detention, after school, and/or suspension (short-term or long-term).
 - Other interventions may include mediation and/or individual interventions for the target and the aggressor such as counseling, parent/student meeting.
 - Consequences will also consider progressive discipline recognizing the seriousness and frequency of a student's behaviors requiring disciplinary action.
- A plan with the goal of providing support, restoring a sense of safety for the target and the aggressor, and preventing recurrence of the alleged conduct will be developed as appropriate. Factors to be taken into consideration may include:
 - Where the incident has taken place
 - Unstructured areas and adults who have contact with the student reporter.
- Parents of the target and the aggressor will be notified verbally and in writing. In accordance with the Family Educational Rights and Privacy Act and Massachusetts State Law, 606 CMR 23.07 (4), school officials cannot share the specific disciplinary procedures against any child except your own, and actions being taken that affect another child or the content of communication with another child's parent or guardian or any contract with a child who is not your own.

- Reporting form and action plan will be kept on file. In the event of further incidents involving the student(s) involved, this documentation will be considered.

Medway Middle School, in accordance with bullying legislation, will continue to develop a plan for educating students and staff with the goal of prevention, while working to address and intervene when behaviors compromise a student's well-being and safety.

General Information

Student Dress Code

It is commonly understood that the school environment is influenced by the dress and appearance of students. Students are expected to dress appropriately for the school setting. In accordance with Massachusetts State Law, there is an expectation that students dress in keeping with reasonable standards of safety, health and cleanliness, so as not to detract from, or disrupt the educational process.

The administration reserves the right to ask students to change any attire that disrupts the educational process or environment, promotes illegal activities, or violates health or safety and cleanliness standards.

Guidelines

1. Hoods should not be worn inside the school building at any time.
2. Clothing/jewelry that displays slogans, insignias, or designs that advertise alcohol, drugs, or sexual material which promotes products or activities that are illegal, profane, or suggestive will not be permitted.
3. Clothing/jewelry which is disparaging to others in the school environment and contains slurs regarding race, ethnicity, religion, disability, gender, gender expression, or sexual orientation will not be permitted.
4. Student's clothing, tops and bottoms, must provide appropriate coverage.
 - a. Undergarments must be covered at all times.
5. Any other clothing deemed inappropriate by the administration will not be permitted.

As a safety issue, we strongly advise students and families that flip-flops and slippers are not the best choice of footwear. They present problems as the students are navigating the stairways, and flip-flops may also leave the exposed foot subject to injury. Slippers that are not rubber soled are not permitted in school. Also for safety reasons, students should not bring throw blankets to school as they may present safety concerns during passing, and sneakers must be worn during all physical education classes.

Extracurricular Activities /In-school Activities/Field Trips

Field trips, in-school activities, and extracurricular activities are an important part of our students' middle school experience. Participation in extracurricular activities and/or in-school activities is a privilege. In order to be able to participate in a non-educational field trip (e.g. Canobie Lake Park), in-school activity (e.g. Class Competition, Volleyball), or other extracurricular activities (including after school clubs, groups or sports), students must be in good academic standing (failing no more than one class) and consistently meet our behavioral expectations. Eligibility to participate in extracurricular activities, in-school activities, or non-educational field trips is at the discretion of the administration. Any student who is subject to disciplinary action in school may be deemed ineligible to participate in any extracurricular, non-educational field trip, and/or in-school activities. This decision will be made by the principal or the assistant principal. In addition to academic and behavioral eligibility, students are required to be present in school on the day of the

event. Students who arrive after 10:30 am or are dismissed before 10:30 am will not be allowed to participate in or attend extracurricular activities.

Students attending extracurricular activities (e.g. dances, after school activities, clubs) are expected to abide by the same rules that are in effect during a normal school day. Students attending a dance or other after-school activity must remain at the event upon arrival and will not be dismissed unless parental confirmation is made.

Sample of Medway Middle School Clubs and Activities:

Community Service/Helping Hands	Drama Club/Set Crew	Green Team
Jazz Band	Math League	VEX IQ Robotics Team
Science Fair	Student Council	TADA
World of Difference	Yearbook	Mustang Message
Comic Book Club	WEB	

Please note that the list of student activities varies from year to year. Not all activities are available every year, and others may be added from time to time. A list of clubs and activities for 2023-2024 school year will be shared with students and families at the start of the year.

Cafeteria and Recess

Students must report to recess and lunch during their assigned recess/lunch periods. Students are expected to remain in their seats during the lunch period, except when purchasing their lunch, cleaning up after lunch, purchasing a snack, or when going outside. No food or drink is allowed out of the cafeteria or is to be consumed outside of the cafeteria, unless prior approval has been granted by the administration. Students are expected to be respectful towards each other and to the adults in the cafeteria/outside and abide by their decisions regarding seating arrangements and other concerns. We ask that students share the responsibility of keeping the cafeteria clean by cleaning up their area before leaving the lunchroom. We encourage and expect students to make use of the recycling program that is in place.

Cell Phones and Electronic Devices

Cell Phones and Electronic Devices, (iPods/Phones, smartwatches, wireless headphones, cameras, laser pointers, and hand-held gaming devices, etc.) while useful when used responsibly, easily become a disruption to the learning environment and may compromise academic integrity. Students are expected to turn their cell phones to the power off position upon entering the building and store them in their locker. If a student is wearing a smartwatch all messaging and internet capabilities of smartwatches should be turned off during the school day. If families allow their children to bring cell phones and electronic devices to school, it is at their own risk. It is recommended that students secure their cell phones in their lockers to limit distractions. Aside from School Chromebooks, other types of electronic devices will only be permitted in the classroom during the school day with express permission from a teacher for academic purposes. Students may not use their cell phone to call a parent to pick them up from school even if they are ill. If a student is ill, the nurse must examine the student and call the parent with the child. If a parent needs to get an urgent message to their student during the day, they are to call the school. Students will not have the ability to send or receive text messages or phone calls with parents. Electronic devices must be used in accordance with the Responsible Use Policy (RUP) and the Bring Your Own Device Policy. If a student violates the AUP the electronic device will be confiscated and turned into the main office.

The school will not be responsible for lost or stolen cell phones or other electronic devices. Students should also refrain from wearing ear buds or other headphones (both wired and wireless) in the hallway, as it can become a safety hazard. If a student is seen with their cell phone or electronic device out at an unauthorized time, the phone or device will be confiscated and turned into the main office. After the first violation, the student may have to pick up their phone in the main office. A second violation will result in the student's parent/guardian needing to pick the phone up in the main office. Any subsequent violations will result in a meeting with the Assistant Principal to discuss a plan that will ensure no further violations of the school policy. Students who need to contact home will be allowed to use the student phone in the office during the day with a pass from their teacher. Phone use will be permitted only in the case of an emergency. Students may resume using their cell phones and electronic devices upon exiting the building or at the conclusion of an after school activity.

Dropping Off Items in the Office and Messages for Students

It is expected that students come to school with the materials and assignments that they need in order to be successful. All after school plans should be made before arriving to school. We encourage families to develop routines with their child that help them help them come to school prepared. This may include sending your child with extra materials for them to keep in their locker or keeping money in your child's lunch account in case they forget their lunch. We understand that at times a book, assignment, or lunch may be forgotten at home or that after school plans may change due to an unforeseen event. Calling into classes with messages, or to pick up items that have been dropped off, can be incredibly disruptive to the learning environment. In order to minimize disruptions to the learning environment, we will not call into classes for these reasons. If a student calls home for a forgotten item and a family member is able to bring it to school, it is the student's responsibility to pick up the item in the main office.

Wellness Policy

The Medway Public Schools is committed to helping our students develop healthy habits. The School District Wellness Policy (School Committee Policy #ADF) was revised in 2009 to reflect our goal of promoting and protecting children's health, well-being and ability to learn. Partnership between the school, families, and the community is important to help our students develop lifelong, healthy habits. As part of this policy, school staff members will no longer use food as a reward for academic performance or good behavior. Classroom celebrations should not include food, unless there is a direct curricular connection. We ask families not to send in food to be shared by the entire class or to be distributed in the cafeteria. This is important to keep all students, especially those with food allergies, safe and healthy.

Grade level teams may allow students to bring a snack with them during the day. Students are encouraged to bring a healthy snack that does not pose a distraction as this time is used by many teachers as a "working snack". Team expectations around snack will center around the following guidelines:

1. Due to food allergies, students are not to share their snacks with any other students. Those classrooms with life threatening allergies will be identified for students.
2. Snacks should be small in size (sandwich bag) that can be easily eaten by students while students transition to their classes.
3. Students should not need silverware to eat their snack. If a snack requires silverware (yogurt for example), students should bring those items with their snack.
4. Once the school day begins, students are strongly encouraged to keep water with them. As part of our Wellness, students should not be consuming energy drinks or caffeinated drinks once the school day begins at 7:25 am.
5. Grade level Teams will set their specific expectations, snack times, and possible consequences for not meeting their expectations that will be communicated with both students and families at the start of the year.

Backpacks

Students are not permitted to carry daypacks, backpacks, etc. from classroom to classroom during the school day. They may carry these packs to and from school only and the packs should remain in their lockers during the school day.

Elevators

Students are not allowed to ride the school elevators without permission from the school nurse and/or the school administration. It is important for us to know when a student is not able to use the stairs in case there is an emergency evacuation.

Bus Procedures and Expectations

Medway Middle School considers the school bus as an extension of our school and rules regarding behavior are the same as they are in school. Bus safety is our primary concern. In cases where students seriously or continuously misbehave, the principal, assistant principal, dean of students, or other designee will notify families. In cases where student conduct jeopardizes the safety and wellbeing of other students, the student may face disciplinary action up to and including removal from the bus for a period of time.

Expectations

- Students should not approach a bus until it is completely stopped. Once the door is open, students should board the bus in an orderly manner.
- Students are expected to remain seated at all times and may not sit on backpacks.
- Students should not throw anything in the bus or out the window. Hands, arms, and body parts must remain inside the bus at all times.
- When entering or exiting the bus, students must cross in front of the bus when the blinking lights are on and the stop sign is extended. Students should monitor traffic in both directions when entering and exiting the bus.
- Students should keep their hands and feet to themselves
- Students are not allowed to use obscene, profane, or abusive language on the bus.
- Students are not permitted to eat or drink on the bus.
- The bus drivers job is to drive the bus, students should not distract the bus driver from their main role. This includes yelling and making loud noises on the bus.
- Students are expected to follow the directions of the bus driver.

Fire and Safety Drills

Instructions for procedure in case of a fire drill are posted in every classroom of the building. The instructions are to be followed exactly. Students should walk silently to designated areas and remain with their class and instructor throughout the drill. If an evacuation alarm sounds during a passing time, students should immediately exit the building and proceed to the designated area on the football field.

No School Announcements

No School Announcements will be made utilizing the automated call system and carried on the following radio and television stations:

WBZ-TV, Channel 4
WCVB-TV, Channel 5
WHDH-TV, Channel 7

WBZ-Radio 1030 AM
WMRC-Radio 101.3 FM
WRKO-Radio 680 AM

Early Dismissals

In cases when school will be dismissed early because of worsening storm conditions or other emergency, an announcement of the time of dismissal will be made on the television and radio stations that carry the No School Announcements. Early dismissal notices will be posted on the school website. Parents who have signed up for the listserv email notification service will receive an automatic email notification.

Delayed Openings

There may be occasions when conditions justify delaying the opening of schools by one or two hours. In the case of a delayed opening, school schedules and bus schedules will be delayed for the amount of time announced. For example: if a bus run normally starts at 7:30 am, and a two hour delay is announced, the bus run will begin two hours later at 9:30 a.m. Since the Middle School normally begins classes at 7:40 am, a two hour delay would mean that school will begin at 9:40 am. School lunches will be served as usual on days when the school opening has been delayed. Delayed opening announcements will be carried on the same television and radio stations that carry the No School Announcements.

Surveillance

Parents and students should be advised that video surveillance cameras are operational in the hallways and on school buses and will be used for security purposes.

Visitors

All visitors are to report to the main office, sign in and take a Visitor Pass to wear while in the building. When visitors are finished with their business, they should sign out in the office and return their Visitor Passes.

Review of Handbook

Student and Guardian Handbook

I HAVE REVIEWED THE MEDWAY MIDDLE SCHOOL STUDENT HANDBOOK.

Student: _____ (Please print name)

Guardian's Signature: _____ Date: _____

APPENDIX

DISTRICT POLICIES and STATE/FEDERAL MANDATES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA), and Massachusetts state regulations, 603 CMR 23.00 et seq., require that Medway Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Medway Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures (see below). The primary purpose of directory information is to allow Medway Public Schools to include this type of information from your child's education records in certain school publications such as a playbill, the annual yearbook, graduation programs, and sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent such as companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local districts receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories: names, addresses and telephone listings; unless parents have advised the district that they do not want their student's information disclosed without their prior written consent.

If you do not want Medway Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by October 15. Your written request not to disclose directory information should be addressed to the Office of the Superintendent of Schools, 45 Holliston St., Medway, MA 02053 (No faxes please). Medway Public Schools has designated the following information as directory information:

- | | | |
|---------------------------------------|---|-------------------|
| -Student's name | -Dates of attendance | |
| -Address | -Grade level | |
| -Telephone listing | -Participation in officially recognized activities and sports | |
| -Date and place of birth | -Photograph | -Weight and |
| -Electronic mail address | | height of members |
| | -Major Field of study | of athletic teams |
| -Degrees, honors, and awards received | -Recent educational agency or institution attended | |
-

Many school events and student accomplishments are publicized through print and electronic media, including local newspapers, local cable television, and the district website. Any parent/guardian who does not wish his/her student's image or work to be photographed displayed electronically or in print should submit a letter to the office of the building principal at the beginning of the school year.

Student School Work

Student school work, including but not limited to, graphic arts and literary works, may be published on the district website.

Electronic Images

Photographs and video images of students are permitted as it relates to curriculum, instruction, and school activities. Students' addresses, email addresses, phone numbers, or any other personal information will not be included with any photos published in print or electronically by the district, any parent teacher organization, home and school association, special education parent advisory council or any other organization.

News Media

Students participating in a school or classroom activity/event may be photographed or taped electronically by news media. School administrators may deny access to the news media if it is determined to interfere with student learning.

*Note: The full text of this policy may be found here and on the MPS website: **Policy: [JR](#)***

SECTION 504 OF THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, as amended, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination on the basis of disability and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)].

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility. Students found eligible will be provided with reasonable accommodations, supports and services to support access to the educational environment. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations, supports or services will be denied contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, MCAS etc.), are necessary, they will be identified on a Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, and collaboration with family practitioners will be a part of the eligibility/accommodations decision-making process.

A Section 504 Accommodation plan will outline all accommodations, services or supports necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers. If a parent or guardian disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the ' Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator: Mr. David Elsner, 508-533-3227.

**CUSTODIAL AND NONCUSTODIAL PARENT RIGHTS
AND RESPONSIBILITIES**

Policy: KBBA

Not all public school students come from homes that include two parents. Some students are from one-parent families, and others have non-parent guardians. Also, a child may have two parents who are not living together. Custody of the student may be joint, or may be by only one of the parents.

Student Record Access:

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Elementary and Secondary Education (DESE) Regulations. A non-custodial parent may have access to the student record in accordance with the specific provisions outlined by the law and the DESE.

Right to Visit Child at School or Remove Child from School Property

Both custodial and noncustodial parents have the right to visit the child briefly at school in accordance with the school visiting policy/procedure and upon the discretion of the Principal. Both also have the right to participate in parent/teacher conferences (although, at the school's discretion, there may be separate conferences for each parent).

Only the custodial parent has the right to remove the child from school property. If a non-custodial parent asks to remove the child from school, the following steps should be followed:

- (a) The principal, or his/her designee, shall explain that school staff is responsible for the child's welfare while at school. In the non-custodial parent's presence, the custodial parent should be contacted by telephone, and the request to visit explained. If the custodial parent agrees, then the school may comply with the request.
- (b) If the custodial parent does not agree, explain to the non-custodial parent the rights of both parents (see above). Confirm that the school will allow a brief visit by the non-custodial parent. Make clear that the child will stay in the office area during the visit, will not leave school property, and will return to class after the visit. {This discussion of the conditions of the visit should take place, when possible, within the hearing of both parents}.
- (c) Escort the child to the office. {Do not send the non-custodial parent to the classroom.} Explain to the child how the visit will be handled. Emphasize that the child will be returned to the classroom after the visit. Provide a place for the visit that can be observed by office staff. After the visit, escort the child back to class.

Note: The full text of this policy may be found here and on the MPS website: **Policy:** [KBBA](#)

Policy: AC

NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Medway School Committee and Medway Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Medway Public Schools.

The Medway Public Schools does not exclude from participation, deny the benefits of Medway Public Schools from or otherwise discriminate against, individuals on the basis of race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived shared ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

The Medway Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

LEGAL REFS: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. c. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. c. 151B

[Acts of 2022, Chapter 117](#) (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and

protective hairstyles.)

CROSS REF: ACE, Non-Discrimination on the Basis of Disability
[ACAB](#), Sexual Harassment
[AC-R](#), Non-Discrimination Policy Including Harassment and Retaliation
[GBA](#), Equal Employment Opportunity
[IJ](#), Instructional Materials
[JB](#), Equal Educational Opportunities
[JICK](#), Harassment of Students

Reviewed: June 2, 2022

Approved: June 2, 2022

Reviewed: September 1, 2022

Approved: September 15, 2022

Policy: AC-R

PROCEDURES FOR RESPONDING TO COMPLAINTS OF DISCRIMINATION, HARASSMENT AND RETALIATION

The Medway Public Schools will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to district policies and procedures described below and in related policies AC, ACAB; ACAB-R and JICK. Where it is determined that discrimination or harassment has occurred in a school program or activity, Medway Public Schools will act promptly to stop the discrimination or harassment, remedy the impact and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action to prevent the recurrence .

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law, in the administration of its educational and employment policies, or in its programs and activities.

. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.

- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Implied or explicit threats concerning one's grades, achievements or other school matters.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the District or (ii) creates an intimidating, threatening or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, create a hostile educational or work environment.

Retaliation includes, but is not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of Title IX Sexual Harassment shall be reported and investigated pursuant to the Medway Public Schools Procedures for Investigating Sexual Harassment and Retaliation Pursuant to Title IX. Any student or employee of the District who feels that they have been discriminated against or subjected to harassment for any of the reasons cited in Policy AC, or who becomes aware of an incident of such discrimination or harassment, should utilize the following procedure set forth in this policy to report the incident.

Complaint Procedure for Non-Sexual Harassment matters

1. Reporting a Complaint of Discrimination or Harassment

If any District student or employee believes, in good faith, that he or she has been subjected to discrimination or harassment as defined in School Committee Policy AC, the individual has a right to file a complaint with the District through the Equity Coordinator/Title IX Coordinator (hereinafter the "Coordinator"). This may be done verbally or in writing to the following:

Director of Student Services
45 Holliston Street
508-533-3229
Email Address

Any complaint by a member of the school community must be reported to the Coordinator. If a complaint comes to any member of the staff, that staff member must notify the Coordinator. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or designee. Administrators aware of harassment involving any employee should promptly report such incidents to the Coordinator.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or administration in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

2. Interim Measures and Investigation

The Medway Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim measures to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation.

All complaints will be thoroughly investigated by the Coordinator or designee. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. A record will be kept of each investigation.

Complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received, except for extenuating circumstances. When more than thirty (30) school days is required for the investigation, the Coordinator or designee shall inform the Complainant that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the findings in writing, in a manner consistent with federal and state law.

3. Appeals

If either party disputes the results of the investigation or resolution, such person may submit an appeal in writing to the Superintendent within ten (10) school days of the Coordinator or designee's decision. After receipt of such an appeal, the Superintendent or designee will review the records of the investigation and may request a meeting with the appellant to obtain additional information. The Superintendent or designee will issue a written decision within ten (10) business days of receipt of the appeal or meeting (if requested), whichever is later. The Superintendent or designee's decision shall be final.

4. Responsive Measures and Disciplinary Action

If a complaint is substantiated, the Coordinator or designee will act promptly to eliminate the conduct and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining agreement procedures, if applicable. Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

While this policy sets forth the District's goals of promoting a school environment that is free from discrimination and harassment, this policy is not designed or intended to limit the District's authority to discipline and/or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct falls within the ambit of this policy.

In certain cases, harassment, especially sexual harassment, of a student may constitute child abuse under Massachusetts law. The Medway Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Medway Public Schools will also report instances of harassment that may involve a crime to the Medway Police Department as appropriate.

For more specific information regarding complaints of sexual harassment, sexual assault or sexual

violence in violation of District policy, Massachusetts law and Title IX of the Education Amendments of 1972, and the grievance procedures related thereto, please refer to School Committee Policy ACAB (Harassment) and accompanying ACAB-R.

Nothing in this policy or procedure shall be deemed to affect a complainant's right to other remedies at law. Administrative agencies with jurisdiction in these matters include:

Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
P: (617) 727-3990

U.S. Department of Education, Office for Civil Rights
5 Post Office Square 8th Floor
Boston, MA 02109-3921
P: (617) 281-0111
F: (617) 289-0150
Email: OCR.Boston@ed.gov

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

U.S. Equal Employment Opportunity Commission ("EEOC")
John F. Kennedy Federal Building
25 Sudbury Street
Boston, MA 02222
One Congress Street - 10th Floor
Boston, MA 02114
P: (617) 565-3200

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

Acts of 2022, Chapter 117 (*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and

protective hairstyles.)

CROSS REF: [AC](#), Non-Discrimination Policy Including Harassment and Retaliation
[ACE](#), Non-Discrimination on the Basis of Disability
[ACAB](#), Sexual Harassment
[GBA](#), Equal Employment Opportunity
[IJ](#), Instructional Materials
[JB](#), Equal Educational Opportunities

Title IX Sexual Harassment Grievance Procedure
Civil Rights Grievance Procedure

Reviewed: June 2, 2022

Approved: June 2, 2022

Reviewed: September 1, 2022

Approved: September 15, 2022

Policy: ACAB

SEXUAL HARASSMENT

The Medway School Committee and Medway Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of harassment, including sexual harassment. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Medway Public Schools.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or

alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Schools must promptly respond to allegations of sexual harassment that are alleged to have occurred in the school's program or activities in a manner that is not deliberately indifferent (clearly unreasonable in light of the known circumstances).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Implied or explicit threats concerning one's grades, achievements, or other school matter;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate. In accordance with Title IX, a complainant's wishes with respect to whether the school investigates an allegation of sexual harassment will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. However, in certain cases sexual harassment of a student may constitute child abuse under Massachusetts law. The Medway Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Medway Public Schools will also report instances of harassment that may involve a crime to the Medway Police Department as appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The Title IX regulations require a school district to respond promptly when the district has actual notice of sexual harassment in a manner that is not deliberately indifferent. School districts have actual notice when an allegation is made known to any school employee. Schools are required to investigate every formal Title IX complaint and respond meaningfully to every known report of sexual harassment in order to stop any harassment; to remedy the effects of any harassment and to prevent future harassment.

Title IX requires that the District provide supportive measures to a complainant which are designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the District will implement remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption that respondent is not responsible throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through questions submitted to decision-maker subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence along with the opportunity to select an advisor of the party's choice who may be, but need not be, an attorney;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Parties must be provided notice of appeal rights;

Upon filing a formal complaint, the District must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard.

For additional information regarding due process protections under Title IX and the District's Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R).

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every formal Title IX sexual harassment complaint including the formal complaint, investigation, relevant evidence; decision-makers determination and any appeal. This could also include mediation, restorative justice, or other models of alternative dispute resolution. Additionally, schools must maintain records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Medway Public Schools to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator/Director of Student Services
List the appropriate party by name and phone number to receive a complaint in each District School
Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Reviewed: June 2, 2022
Approved: June 2, 2022

Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy ACAB.

I. Reporting of Sexual Harassment Complaints

A. How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator, Director of Student Services, 45 Holliston Street, Medway 508-533-3229.. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

B. Handling of Sexual Harassment Complaints

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator. The Title IX Coordinator (or designee), investigator and decisionmaker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

II. Supportive Measures and Filing of a Formal Complaint

A. Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the “Complainant”) to discuss the availability of supportive measures and consider the Complainant’s wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

“Supportive measures” are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to: no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

B. Filing a Formal Complaint

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances.

C. Contents of a Formal Complaint

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX or did not occur in the District’s education program or activity, the District must

dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan.

III. Grievance Procedure

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

- A. The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a Respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.
- B. Any interim supportive measures, as appropriate, will be offered to both parties.
- C. The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.
- D. During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.
- E. The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.
- F. During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
- G. The investigator will make findings based on a preponderance of the evidence standard.
- H. The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.
- I. Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written,

relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

- J. Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the decisionmaker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.
- K. The decisionmaker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).
- L. The decisionmaker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

IV. Disciplinary Action

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

V. Retaliation Prohibited

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds for discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

VI. Appeal Procedure

Both parties have the right to appeal the decisionmaker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

- A. Was there any procedural irregularity with the investigation process?
- B. Is there any new evidence not reasonably available at the time of the investigation?
- C. Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

VII. Training Requirements

All Title IX personnel including Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

Reviewed: June 2, 2022

Approved: June 2, 2022

STUDENT DISCIPLINE

Policy: JIC

Medway Public Schools recognizes the importance of high standards of conduct in our schools. Such standards allow our schools to fulfill their mission of effectively educating the youth of Medway. Our community takes pride in our schools and the successes of our students.

The Medway School Committee endorses the concept that effective discipline involves the participation of staff, parents and students in a process which is constructive, fair and designed to protect the rights and responsibilities of all involved.

Principals shall exercise discretion in deciding whether to issue an out-of-school suspension. Suspension is intended to underscore the seriousness of an infraction (a single act or series of acts) and to focus the attention of all concerned (the student's parents, teachers, and other students) on the child and the problem. It is not the purpose of a suspension to adversely affect the student's academic record or long-term participation in school life. In this context, students will be allowed to make up school work missed during a suspension and the student shall receive credit for work completed. It should be noted that the teachers are not responsible for reteaching the material missed during suspension.

Each principal in the Medway Public Schools shall establish a discipline code for their school that is consistent with this policy and consistent with the Massachusetts Student Discipline regulations at 603 CMR 53.00 . Such discipline codes will be published in the school's student handbook after consultation with the school council after the approval of the Medway School Committee.

Note: The full text of this policy may be found here and on the MPS website: [Policy: JIC](#)

HARASSMENT OF STUDENTS

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the Medway Public Schools. The District will promptly investigate and respond to alleged harassment that occurred within the school's own program or activity, such as at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, actual or perceived ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action, up to and including suspension, in accordance with disciplinary codes and state law. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate the allegations of harassment through designation of Civil Rights Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees and will respond to any reports or complaints of discrimination, including sexual harassment and retaliation pursuant to our Grievance Procedures for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972 (ACAB-R). Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally-appropriate disciplinary, restorative, and/or corrective action to remedy the harassment and to prevent its recurrence.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.: [AC](#), Non-Discrimination Policy Including Harassment and Retaliation
[AC-R](#)
[ACAB](#)
[ACAB-R](#)

Reviewed: June 2, 2022
Approved: June 2, 2022
Reviewed: December 15, 2022
Approved: December 15, 2022

STUDENT TRANSPORTATION

Policy: EEA/EEAA

School bus transportation will be provided in accordance with state and federal law and applicable regulations. Unless a student is eligible for transportation provided by the Medway Public Schools, the transportation of a student to and from the student's school is the responsibility of the parent/guardian of the student.

It is the parent/guardian's responsibility to see that the student gets to his/her assigned bus stop. The behavior and/or actions of the student while at a designated bus stop are subject to the parent/guardian's supervision and will not be the responsibility of the School Department.

Busing Eligibility

Children in the elementary schools who live more than one (1) mile from the school they are required to attend shall be eligible for school bus transportation to and from school and home at bus stops designated by the Transportation Committee. Students in the middle school who live more than one and one-half (1-1/2) miles from the middle school shall be eligible for school bus transportation to and from school and home at bus stops designated by the Transportation Committee. Students in the high school who live more than one-half (1.5) miles from the high school shall be eligible for school bus transportation to and from school and home at bus stops designated by the Director of Finance and Operations. Virtually all kindergarten students shall be eligible for school bus transportation to and from school and home at bus stops as close to their living areas as feasible as designated by the Director of Finance and Operations, with the understanding that there will be no extra cost to the district and that a continuation will be voted on each year.

With certain exceptions, all students in Grades 1-12 are allowed only one A.M. bus assignment and one P.M. bus assignment. All students in Grade K are allowed only one A.M. and one P.M. bus assignment. Students will be allowed to ride only their assigned bus. Requests for temporary changes in bus assignments may be granted after review and approval by the Business Office and with the consultation of school based leaders if space is available.

The school district will contract for transportation services. The school committee will award contracts on a competitive bid basis on a regular basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Director of Finance and Operations, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

*Note: The full text of this policy may be found here and on the MPS website: **Policy:** [EEA/EEAA](#)*

Medway Public Schools (MPS) is dedicated to the goal of protecting our students from child abuse and neglect and to responding effectively to incidents of child abuse and neglect. MPS recognizes local, state, and national efforts to address problems associated with child abuse and neglect and will work cooperatively with all agencies with responsibility for addressing such concerns.

Massachusetts General Laws (M.G.L) c. 119, § 51 A, requires that certain persons in their professional capacity are mandated to report child abuse and neglect when they have reasonable cause or suspicion to believe that a child under the age of 18 years is suffering physical or emotional injury resulting from abuse that causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse, or from neglect, including malnutrition. All employees of MPS are mandated reporters.

MPS employees, like employees in other school departments, are in a unique position to identify potential cases of abuse and neglect of children, because of their sustained contact with school-age children. Responsible action by employees can be achieved through recognition and understanding of potential incidents of abuse, knowing and following established reporting procedures, and participating in available child abuse and neglect information/training programs.

Definition of Terms:

- Neglect is the failure, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care. It is understood that such inability is not solely due to inadequate economic resources or solely due to the existence of a handicapping condition. Neglect can occur while the child is in an out-of-home or in-home setting. Permitting a child to be truant or failing to enroll a child in school without providing an alternative program can constitute neglect.
- Physical abuse includes infliction, by other than accidental means, of physical harm upon the body of a child.
- Emotional abuse refers to excessive, aggressive, or unreasonable behavior by an adult that places demands on a child that are above his/her capabilities. This may include verbal attacks, humiliation, degradation, and chronic rejection of the child, close confinement of the child, or the permitting or abetting of delinquent behavior.
- Sexual abuse refers to any sexual contact between a caretaker and a child or the commission of a sex offense against a child as defined by the criminal laws of the Commonwealth.
- Verbal sexual harassment of a child by anyone, including school district employees/volunteers, is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse.

All MPS employees who have reasonable cause or suspicion to believe that a child is suffering physical or emotional injury resulting from abuse or neglect shall report such a belief to the appropriate school or district based administrator.

Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch.119, § 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

The Superintendent of Schools, or his or her designee, has the responsibility to ensure that appropriate reporting procedures are implemented in the school system.

Complaints

A person who believes the policy and/ or procedures have not been correctly observed, should contact either of the following MPS administrators:

Director of Student Services

Medway Public Schools 45 Holliston Street

Medway, MA 02053

Phone: 508-533-3229

or

Superintendent of Schools

Medway Public Schools 45 Holliston Street

Medway, MA 02053

Phone: 508-533-3153

*Note: The full text of this policy may be found here and on the MPS website: **Policy:** [JL](#)*

STUDENT RECORDS

Student Record Laws and Procedures

Individual student records are developed and maintained for each student in the District in accordance with federal and state regulations, School Committee policy and administrative procedures. These records provide the data needed to plan and implement legitimate and recognized educational goals for each student. Private, personal or working notes made by a District employee are not regarded as student records so long as such notes are for that person's sole use or by the use of his/her substitute. The school principal or his/her designee is responsible for the privacy and security of all student records maintained in the school. The Superintendent of Schools or his/her designee is responsible for all student records that are not under the supervision of the school principal. The student's record consists of the transcript and the temporary record in accordance with 603 Code of Massachusetts Regulations Chapter 23.00. The student record includes all information, regardless of form or characteristics, concerning a student that is organized on the basis of the student's name or in a way such student may be individually identified.

1. Transcript

Minimum administrative records necessary to reflect the student's educational progress and to operate the educational system. Data is limited to:

Name (student and parent/guardian)

Address (student and parent/guardian)

Telephone number (student and parent/guardian)

Date of birth

Course titles

Grades or equivalent

Course credit

Grade level completed

Year completed

The transcript may be destroyed sixty (60) years following the student's graduation, transfer, or withdrawal from the District.

2. Temporary Record

All information in the student record not contained in the transcript which is clearly of importance to the educational process. This information may include:

Standardized test results (including MCAS results)

Class rank

Extracurricular activities

Evaluations

Educational plans: IEP, 504, Regular Education Accommodation, Behavior Support Plans and Safety Support Plans, Student Support Process Reports, Individual Student Success Plans

Health records

Attendance

Incident reports

School Discipline Records

Teachers' notes and similar information that is not accessible to authorized school personnel or third parties are not included in the student record... Any information added to the temporary record shall be limited to that which is relevant to the educational needs of the student.

The temporary record of each student shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school district. Written notice to the eligible student and his/ her parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation or withdrawal. During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated or irrelevant information contained in the temporary record.

The Medway Public Schools hereby gives notice on an annual basis that temporary records are so reviewed and destroyed at the end of each school year as deemed appropriate. Parents/guardians wanting an opportunity to receive the information or a copy prior to its destruction should contact the principal by June 1st of the school year.

The District will give the complete and original special education records to each special education student at the time of his/her graduation and a copy will not be maintained by the District, with the exception of the student's most recent IEP, which shall be kept by the district in accordance with state regulations.

Release of Information

Upon a student's enrollment in any other elementary or secondary school, all student records will be transferred to that school upon a written request for student records from the school. The transfer of any additional data to other institutions or schools requires the written informed consent of the parent/guardian or eligible student. A record will be kept of all such requests and transfer of records.

Personally identifiable information may also be disclosed without written consent to those federal, state, and local authorities listed in Section 99.31 of the regulations of the Family Education Rights and Privacy Act and in accordance with 603 CMR 23.007(4).

Personally identifiable information may be disclosed to appropriate persons without parental consent in a n emergency, if the knowledge of such information is necessary to protect the health and/or safety of the student or other persons.

Certain personally identifiable student directory data, specifically limited to name and participation in officially recognized activities and sports, weight and height of members of athletic teams, and honors or awards received, may be made known to the public through such vehicles as school athletic handbills, school playbills, school newspapers, and school yearbooks, or may be released to news media. However, if a parent, guardian or eligible student requests that such data not be released, such request shall be honored.

Log of Access: A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;
- (b) Administrative office staff and clerical personnel under 603 CMR 23.02 (9) (b), who add information to or obtain access to the student record; and
- (c) School nurses who inspect the student health record.

Challenge of Contents of Student Records

Parents/guardians or eligible students (students 14 years of age or in the ninth grade, whichever comes first) shall have an opportunity to challenge the accuracy of data/information in the student records in accordance with the applicable federal and state statutes and regulations.

BULLYING PREVENTION

Policy: JICFB

The Medway Public School district is committed to providing our students with a safe learning environment that is free from bullying. This will be possible when all members of the Medway school community treat each other with respect. This policy is an integral part of the Medway Public Schools' comprehensive effort to promote learning and eliminate all forms of violent, harmful, and disruptive behavior. All students require this support to achieve their personal and academic potential.

Medway Public Schools will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. All reports of bullying will be promptly investigated by Medway Public Schools. Medway Public Schools' response to bullying actions will include, when appropriate, referral to a law enforcement agency. Medway Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

Definition of Bullying

The definition of "perpetrator", as defined by M.G.L. c. 71, 37O, Sections 72 – 74 of Chapter 38 of the Acts of 2013, includes a student or 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.

Bullying is the repeated use by one or more students or a school staff member or members of written, verbal or electronic expression or a physical act or gesture, or other direct or indirect behavior that is repetitive, or any combination thereof, directed at a target that has the effect of:

- causing physical or emotional harm, or of damage to his/her property;
- placing a target in reasonable fear of harm or of damage to his/her property;
- creating an unwelcoming or hostile environment at school for another person;
- infringing on the rights of another person at school; or
- materially and substantially disrupting the education process or the orderly operation of a school.

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

Cyberbullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyberbullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyberbullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this narrative, whenever the term bullying is used it is to denote either bullying or cyberbullying.

Bullying is prohibited on school grounds, athletic/playing fields, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at school bus stops, on school buses or other vehicles owned, leased or used by the district, or through the use of technology or an electronic device owned, leased or used by the school district.

Bullying and cyberbullying are also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the district, if the act or acts in question create a hostile environment at school for the victim, infringe upon the rights of the victim at school, and/or materially and substantially disrupt the education process or the orderly operation of a school.

All staff members are required to report any bullying they see or learn about. The district will promptly and reasonably investigate all allegations of bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

The district's Bullying Prevention and Intervention Plan includes descriptions of and statements prohibiting bullying, cyberbullying and retaliation; establishes clear procedures for students and staff members to report bullying and/or retaliation; includes a provision that reports of bullying and/or retaliation may be made anonymously provided that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; establishes clear procedures for promptly responding to and investigating reports of bullying or retaliation; identifies the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; establishes clear procedures for restoring a sense of safety for a victim and assessing that student's needs for protection; establishes strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation or is witness to or has reliable information about an act of bullying; establishes procedures for promptly notifying the parents or guardians of a victim and a perpetrator, for notifying the parents or guardians of a victim of the action taken to prevent any further acts of bullying, and for notifying local law enforcement officials where criminal charges may be pursued against the perpetrator; includes a provision that a student who knowingly makes a false accusation of bullying shall be subject to disciplinary action; includes a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of the students; and comports with the requirements of this policy, as well as state and federal laws.

*Note: The full text of this policy may be found here and on the MPS website: **Policy: [JICFB](#)***

Note: The full text of this plan, including forms, on the MPS website:

Bullying Prevention and Intervention Plan.

ATHLETIC CONCUSSION POLICY

Policy: JJIF

The purpose of this policy is to provide information and standardized protocols for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

The superintendent's office will ensure that appropriate head concussion protocols are established. The protocols will discuss and outline what a concussion is, the mechanism of injury, signs and

symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and post concussion syndrome.

*Note: The full text of this policy may be found here and on the MPS website: **Policy: [JJIF](#)***

LIFE THREATENING ALLERGY POLICY*

Policy: EFAB

Medway Public Schools recognizes the increasing prevalence of student food allergies and the life-threatening nature of allergies for many students. The Administration of the Medway Public Schools shall ensure compliance with this policy and implementation of protocols and procedures to minimize the risk of exposure to allergens that pose a threat to students, to educate all members of the school community, and to plan for the individual needs of students with life-threatening food allergies.

Further, this policy, protocols, and procedures will aim to assist students with assuming more individual responsibility for their health and safety as they grow older, and to ensure full participation in their educational programs and school sponsored activities. The school day is defined as the hours of the day that students must attend their education program in school. After school hours include Medway Public Schools sponsored activities, clubs, athletics, community education programs, Medway Public Schools and parent or community sponsored events.

Protocols and procedures for the Management of Life-Threatening Food Allergies (LTA) in the Medway Public Schools will be reviewed annually and modified as appropriate, and will include the following:

- 1) District-wide and building-based education and training is offered annually to school personnel about the management of student allergies, recognition of signs of an allergic reaction, activation of the emergency response plan, and the administration of epinephrine via auto injector.
- 2) For students with a known allergy an Individualized Health Care Plan (IHCP) including accommodations for prevention, management and emergency response is developed for each student with a medically diagnosed life-threatening allergy, and distributed before the beginning of the school year.

During the school year, upon receipt of documentation about a life-threatening allergy, the school nurse will notify teachers of the student without delay, and the IHCP will be distributed to the student's teachers within one week of receipt by the school nurse.
- 3) Non-curriculum related classroom-based celebrations and parties are food free.
- 4) Inclusion of food for curriculum instruction and related activities, special grade-wide events, or field trips requires strict adherence to the Management of Life-Threatening Allergy Administrative Regulation and consultation with the nurse and approval of the principal.
- 5) The use of food as a reward or incentive during the school day is prohibited, except as indicated in a child's Individualized Education Program.

6) School personnel will be sure to educate classmates, assure an environment free from bullying, threats, and stigmatization (in accordance with Medway Public Schools Bullying Prevention Policy JIC Medway Public Schools Anti-Discrimination & Anti-Harassment Policy AC and provide safeguards so that students with LTA are not isolated.

7) Sales of competitive food or beverages (including bake sales), not sold/provided via School Breakfast or Lunch Programs, are not permitted during the school day nor beyond school hours in pre-K through grade four.

Sales of competitive food or beverages (including bake sales), not sold/provided via School Breakfast or Lunch Programs, are not permitted during the school day, but are permitted beyond school hours, in grades five-twelve.

8) Medway Public Schools staff employed by Medway Public Schools to supervise and/or coach students who are participating as members of school-sponsored athletic teams, clubs, and other extracurricular activities beyond the school day are responsible for implementing the applicable portions of the Food Allergy Policy and related protocols and procedures for the management of students with LTA while the students are under the staff's supervision.

8) Unless otherwise required by law, Medway Public Schools staff is not responsible for implementing the Food Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on Medway Public Schools property that are sponsored by any parent, community, and private groups.

*(adapted from Needham Public Schools, Life-Threatening Allergy Policy, adopted 12/7/2010)

*Note: The full text of this policy may be found here and on the MPS website: **Policy:** [EFAB](#)*

Policy IJNDB

RESPONSIBLE USE OF SCHOOL NETWORK, INTERNET & EQUIPMENT

Digital Learning and Technology Acceptable Use Policy

Introduction

The Medway Public School System believes that technology, when properly utilized and integrated into the curriculum, can provide a transformative learning experience for our students, staff, and community. This Responsible Use Policy for the Medway Public Schools ("MPS") provides parents/guardians, students, and staff with a statement of expectations for the use of technology within the Medway Public School District. This policy is reinforced by practice, acceptable use standards, and is required to be read before accessing the technology devices, digital resources, and network infrastructure of the Medway Public Schools. Students and parents/guardians, as well as all staff members of MPS, and where applicable, guests and adult learners, must read and sign the accompanying Statement of Responsibilities.

This policy describes acceptable and unacceptable uses of Medway Public Schools computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any

user who has a question regarding whether or not a particular activity is acceptable should seek guidance from the Building Principal or the Superintendent.

The Medway Public Schools intends to provide resources that support the curriculum goals and initiatives of the district. These resources include but are not limited to wired and wireless network and Internet access, end user computer equipment and peripherals, content applications and collaboration tools, and user accounts to differentiate staff and student identities. These resources are intended to promote a secure environment that helps all users create, collaborate, and share information.

District Mission:

The Medway Public School district, in partnership with the community, creates an academically challenging, safe and supportive learning environment that promotes the pursuit of excellence for all.

District Vision:

The Medway Public School District aspires to provide all students with a robust, equitable academic program that engages, challenges, and supports all students to apply knowledge, develop talents and skills, think independently, work collaboratively, and become informed, responsible and productive citizens of a global community.

Digital Learning Vision:

Medway Public School students will learn in personalized, digitally-rich environments that authentically and effectively integrate technology ensuring they will thrive in their future endeavors in an interconnected, global community.

Proper and Ethical Use

The smooth operation of the network relies upon the proper conduct of the end users and their adherence to strict guidelines. These guidelines are provided here so that all are aware of the responsibilities and expectations. In general, this requires efficient, ethical and legal utilization of the network resources. If a Medway user violates any of these provisions, his or her access will be suspended and may continue to be denied in the future. We may also impose financial responsibilities for malicious damage to resources, and in appropriate cases, notify law enforcement. The signature(s) at the end of this document is (are) legally binding and signifies the party (parties) who signed has (have) read the terms and conditions and understand(s) their significance.

Terms, Conditions, and Expectations

Personal Responsibility

All individuals who access the Medway Public Schools network or devices must accept full responsibility for their own actions and report any misuse of others to an appropriate authority. Misuse can come in many forms, but is commonly viewed as physical damage, inappropriate use, and any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, plagiarism, racism, sexism, inappropriate language, and bullying, cyberbullying or harassment. All rules of conduct of the Medway Public Schools apply when individuals utilize district associated digital resources and the internet.

With access to these resources also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Medway Public Schools have taken reasonable precautions to restrict access to controversial materials. However, it is impossible to control all materials and an industrious user may discover controversial information. It is the user's responsibility not to initiate access to such material and to report any suspicious content to district staff immediately. Any decision by the Medway Public Schools to restrict access to Internet material and/or filter content shall not be deemed to impose any duty on Medway Public Schools to regulate the content of material on the Internet.

Responsible Use

All user accounts must be in support of education and consistent with the educational objectives of the Medway Public Schools. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any United States or state regulations is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is not acceptable. Medway Public Schools computing systems may not be used for political or social advocacy or solicitation. This prohibition includes fund raising or advocacy for any non-school organization or group. All users assume full liability - legal, financial, or otherwise - for inappropriate actions.

Privileges and Failure to Follow

The use of school resources is a privilege; inappropriate use will result in a cancellation of the privilege. The school administrators will deem what is inappropriate use and their decision is final. Also, the school administrators may choose to terminate access at any time. Following our due process protocols aligned with the Medway Public Schools disciplinary guidelines, administration, faculty, and staff of Medway Public Schools may request the network administrator to deny, revoke, or suspend specific user access.

Medway Public Schools will advise appropriate law enforcement agencies of any illegal activities conducted using its computing systems. Medway Public Schools also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the Medway Public Schools computing system.

Security and Monitoring

Security on any computer system and personal account is a high priority, especially when the system involves many users. The Medway Public Schools reserve the right to monitor and review any material, including email, at any time, and without prior notice, on a school supplied device and user account in order for the District to make determinations on whether specific use of available resources is appropriate. In reviewing and monitoring user accounts to determine appropriate use, the Medway Public Schools shall respect the privacy of user information and adhere to state and federal laws [FERPA, CIPA, HIPAA, and COPPA]. The intent of any monitoring activity is to ensure the security of our network, maintenance of personal identities, and effective use of school supplied resources.

Limitations of Liability

The Medway Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Medway Public Schools will not be responsible for any damages suffered. This includes loss of data or service interruptions. Use of any information obtained via the Internet is at your own risk. The Medway Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Staff members, students, parents/guardians are required to sign and submit acknowledgement they have reviewed the Responsible Use Policy and agree compliance with its terms. Students 18 and over must sign the acknowledgement for themselves. Building administration or designees must monitor agreements to ensure all active accounts have a valid signed agreement. Agreement must be signed annually. Building administration or designee must monitor agreements to ensure that all active accounts have a valid agreement.

Definitions

Technology devices, digital resources, and network infrastructure are defined as the Medway Public Schools Technology Responsible Use Policy network, the Internet, GSuite for Education, hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.

- *Information technology* is defined as Internet access, blogging, podcasting, email, published and unpublished documents, and various forms of multimedia technology.
- *Educational use* is defined as a use that supports communication, research, and learning.
- *Devices* refer to district owned/leased, staff owned devices, and student owned devices.
- *Children's Online Privacy Protection Act (COPPA)* Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.
 - Medway Public Schools works diligently to comply with COPPA requirements. Medway Public Schools does not collect student personal information or transmit such information directly to online entities for the purpose of creating web based accounts. In cases of web based account creation, Medway Public Schools will use an internal school district identification number to represent each student user.
- *Guests and adult learners:* Guest accounts may be established for, for example, temporary staff (e.g. long term substitutes, service vendors, interns, student teachers, community education instructors). A guest's access may be limited.

Note: The full text of this policy may be found here and on the MPS website: [IJNDB](#)

Policy IJNDB-R

RESPONSIBLE USE OF SCHOOL NETWORK, INTERNET & EQUIPMENT

Administrative Procedures for Implementation

Procedures for Use

1. It is the expectation of the Medway Public Schools that all users will develop 21st Century Skills (Communication, Collaboration, Critical Thinking, and Creativity) through the exposure and eventual mastery of state and national standards when utilizing digital resources.
2. Users must adhere to the guidelines established in the Student and Staff Handbooks and this RUP.
3. All users have the right to use the available resources for educational purposes. Users should not be engaged in non-educational activities during school hours or impede the network's operation for educational purposes.
4. All users should free themselves from personal distractions and only use technology when appropriate or when/how instructed. The district allows the use of personal equipment or

peripherals for educational purposes and in accordance with guidelines delineated in Student and Staff Handbooks and this RUP.

5. Access to the wireless network for personal devices will be allowed on a "Public" network. No access to secure wired networks will be allowed without the appropriate authority.
6. Secure account information [user accounts] is expected to be personal and not shared with any other individual.
7. The sharing of or tampering with another person's security features involved in his/her account(s) or intellectual property is expressly prohibited. Individuals will be held responsible for content or conduct on their user accounts.
8. The attempt to gain access to systems, resources, or data beyond administratively set parameters and/or intentionally circumventing security affecting the operation of the network resources is expressly prohibited.
9. We reserve the right to monitor and filter content on a school owned device in accordance with federal regulations.
10. Devices provided by the Medway Public School District are expected to be used for educational purposes by the assigned user. The right to use school resources does not extend to additional users or family members.
11. Users shall not download or install any commercial software, shareware, freeware or similar types of materials on the Medway Public Schools computing systems without prior approval and authorization from the technology department.

Network Etiquette

Staff and students are expected to abide by the generally accepted rules of online etiquette. These include (but are not limited to) the following:

1. Be polite.
2. Use appropriate language. Do not swear, use vulgarities or any other abusive or inappropriate language.
3. Only legal activities are allowed. Illegal activities will be reported to building authorities and, under appropriate circumstances, law enforcement.
4. Do not reveal your personal information. Keep passwords and personal information secure.
5. Electronic mail (e-mail) is not guaranteed to be private.
6. Do not use the network in a way that would disrupt or impede its educational purpose and use.
7. The creation of private networks or attempts to disrupt or impede school network operations is prohibited.

Security

1. Security on any computer system and personal account is a high priority, especially when the system involves many users.
2. Use or attempt to gain access to content or personal information of another individual's account is prohibited.
3. Attempts to log onto the network or Internet as a system administrator will result in cancellation of user privileges.
4. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to all network resources.
5. Account passwords should not be shared and should be routinely changed to help ensure personal security.

Vandalism, Cyberbullying and Harassment

1. Vandalism, cyberbullying, and/or harassment will result in the cancellation of privileges and possible financial charges to the individual responsible.
2. Vandalism includes any malicious attempt to harm or destroy data or equipment.
3. This includes, but is not limited to, the altering of workstation operating system files, malicious damage of hardware components, tampering with another user's personal profile, data, or intellectual property, and the creation and distribution of malicious computer code [viruses, malware, or ransomware].

Cyberbullying and harassment are defined by state law and school policy and are strictly prohibited. Any claims of harassment or cyberbullying will be addressed in accordance with state law and school policy.

Note: The full text of this policy may be found here on the MPS website: [IJNDB-R](#)

Policy: IJNDD

POLICY ON USE OF SOCIAL MEDIA SITES

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

1. Staff are required to use a Medway email address when establishing social media accounts that will be used for official school business.
2. Improper fraternization with students using any social media including but not limited to Facebook and other social sites, voice communications, chat rooms, texts, other media sharing sites, cell phones or other digital means.
 - a. Teachers may not list current students as "friends" on networking sites.
 - b. All e-contacts with students should be through the district's information, mail, or communications systems, except emergency situations.
 - c. All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning emergency matters related to team schedules, medical matters, or academic reasons.
 - d. School personnel will not give out their private cell phone or home phone numbers without prior approval of the district.
 - e. Inappropriate contact via email or phone is prohibited.
2. Inappropriateness of posting items with sexual content
3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
4. Examples of inappropriate behavior from other districts, as behavior to avoid
5. Monitoring and penalties for improper use of district computers and technology
6. The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

If inappropriate use of social media is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

Note: The full text of this policy may be found here on the MPS website: [IJNDD](#)

**Medway Public Schools
Medway, MA**

**Digital Learning and Technology Responsible Use Policy Agreement
Policy on Social Media Sites**

Student or Staff member

I have read, understand and will abide by the **Digital Learning and Technology Responsible Use Policy and the Policy on Social Media Sites**. I further understand that any violation of the regulations is unethical and may constitute a financial expense and possible criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

If you are under the age of 18, a parent or guardian must also read and sign this agreement.

Print Student/Staff Name

Student/Staff Signature

Date

Parent or Guardian

As the parent or guardian of this student, I have read the **Digital Learning and Technology Responsible Use Policy and the Policy on Social Media Sites**. I understand that this access is designed for educational purposes. I recognize it is impossible for Medway Public Schools to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to grant access to the Internet for my child and certify that the information contained on this form is correct.

Print Parent/Guardian Name

Parent/Guardian Signature

Date

FAILURE TO RETURN THIS FORM INDICATES THE STUDENT DOES NOT HAVE PERMISSION TO USE THE SCHOOL NETWORK

Note: The full text of this policy may be found here on the MPS website: Policy [IJNDB](#), [IJNDB-R](#) and [IJNDD](#).

