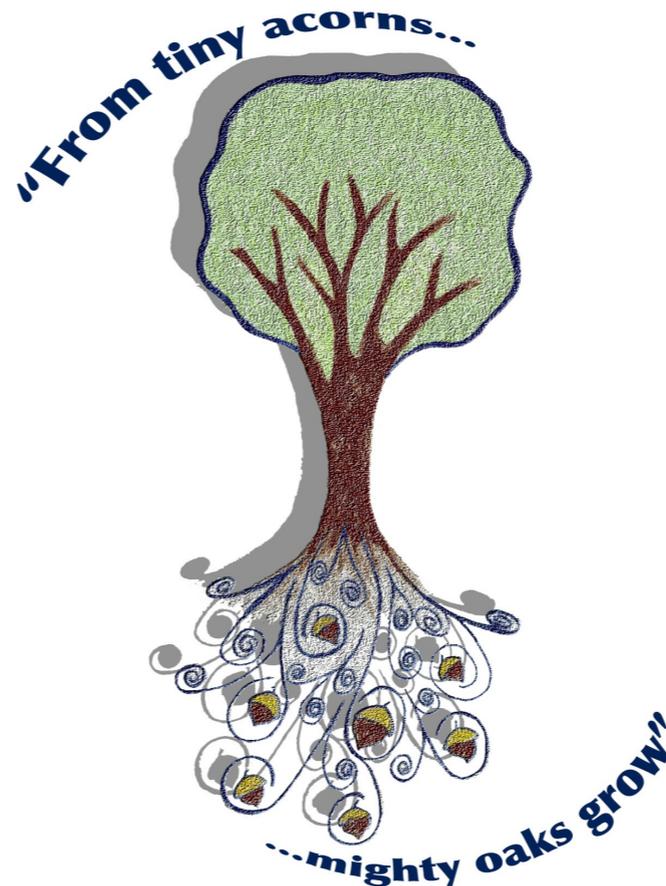


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# Oak Middle School

## *Student Handbook*



**2016-2017**

# OAK MIDDLE SCHOOL

*"Respect is Our Cornerstone"*

**45 OAK STREET  
SHREWSBURY, MA  
508-841-1200**

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## **SCHOOL MISSION STATEMENT**

*To become a world class middle school where all students are prepared academically, socially, emotionally, and physically for success in high school and beyond.*

# Information in this Handbook

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# 2016-2017 School Calendar

tap calendar for larger view

## Shrewsbury Public Schools 2016-2017 School Year Calendar

**FINAL**  
**Approved 2-3-16\***

*\*Note: The first day of school, holidays, and school vacations will not change.  
Professional development days and early release days could change as a result of negotiations with the teachers' association.*

AUG/SEP 22 Days				
M	T	W	T	F
22	23	24	25	26
29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER 19 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER 17 Days				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

DECEMBER 17 Days				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY 20 Days				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### August/September

8/25 & 26 New Teachers' Orientation  
 8/29 Opening Program for Staff  
 8/30 Students Return/Full Day  
 9/2 Professional Development/No School  
 9/5 Labor Day/No School

### October

10/7 Professional Development/No School  
 10/10 Columbus Day/No School

### November

11/8 Election Day/Pre-K-8 Conference Day/No School  
 11/11 Veterans Day/No School  
 11/23 - 25 Thanksgiving Vacation

### December

12/6 Professional Development/Early Release  
 12/26 - 12-30 December Vacation

### January

1/2 New Year's Day (Observed)  
 1/16 M.L. King Day/No School

### February

2/7 Professional Development/Early Release  
 2/20 Presidents Day/No School  
 2/21 - 2/24 Winter Vacation

### March

3/7 Professional Development/Early Release

### April

4/4 Professional Development/Early Release  
 4/17 Patriots Day/No School  
 4/18 - 21 Spring Vacation

### May

5/2 Professional Development/Early Release  
 5/26 Last Day for Seniors  
 5/29 Memorial Day/No School

### June

6/1 Graduation Day  
 6/12 Last Day for Kindergarten & Preschool  
 6/14 Last Day/Half Day for Students

February 15 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH 23 Days				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL 15 Days				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY 22 Days				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE 10 Days				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

0 snow days = 6/14 last day  
 1 snow day = 6/15 last day  
 2 snow days = 6/16 last day  
 3 snow days = 6/19 last day  
 4 snow days = 6/20 last day  
 5 snow days = 6/21 last day

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# OMS School Maps

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*to view lower level, please tap map*

## Oak Middle School

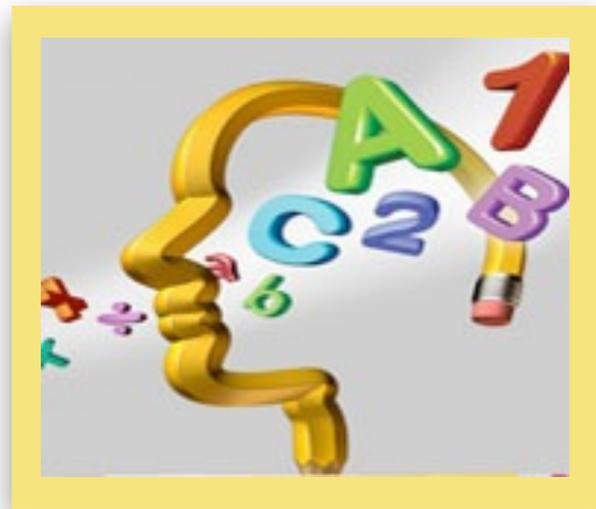
### Main Level



*Auditorium Entrance*

*Main Entrance*

# Welcome Oak Middle School



Dear OMS Students,

We are looking forward to working with you to help make this school year your best one yet. This handbook provides very important information and expectations that you and your parents should know in order to ensure a successful experience in seventh or eighth grade. Our school's motto, *Respect is Our Cornerstone*, represents the key to making the school year ahead a successful one. These words are more than just a slogan—they represent the core belief on which we build a school where you can achieve academic success while developing your social, emotional, and physical wellbeing.

The most important thing that happens at OMS each day is learning. In the year ahead learning will take place many different ways – in classrooms, through after school activities, on field trips, and through community service projects. We urge you to give your best effort each day in all that you do. We believe strongly—and research shows—that how hard you work to meet expectations is the most important factor in how successful you are as a student. As educator Jeff Howard says, “Smart isn’t something that you just are—smart is something that you get.” Your teachers will be clear about what is expected of you, and they will do their best to help you learn as much as possible, but ultimately your choices regarding how hard you try and how you treat others will make the biggest difference in your success. Each day we want you to be respectful, work hard, and have fun.

There are many ways that you can benefit from your experience at OMS. In addition to your learning experiences in the core subjects, allied arts, and foreign language, there are many opportunities for you to participate in exciting activities, including academic competition teams, music and drama, clubs, athletics, student government, and community service. We hope that you take advantage of what our school has to offer by taking part in one or more of these great activities so that you get the most out of your education.

We are committed to helping you be as successful as possible at school. While we have very high expectations for your learning and your behavior, we realize you may experience difficulties, and we are always willing to help you. Please don't hesitate to come to any of us with questions or concerns so that we can assist you.

We believe that, together, we can make OMS one of the best middle schools anywhere. We look forward to working with you to help you succeed.

Respectfully,

Dr. Jones

Mrs. Koertge

Mr. Yonker

# OUR CORE VALUES & STUDENT RESPONSIBILITIES



## OUR CORE VALUES

Respect is our cornerstone, on which we build a school community where:

- We demonstrate **honesty, integrity, courtesy, and kindness**
- We act on the belief that **effective effort is the key to success**
- We engage in **active learning** that promotes understanding of our ever-changing world
- **We accept each individual unconditionally**, honor our diversity, and help one another and the community
- We share the **responsibility** for continuous improvement and collaborate in order to maximize learning for all
- We celebrate **effort, creativity, courage, and excellence**

## STUDENT RESPONSIBILITIES

You are expected to follow all rules and policies set forth in this handbook and communicated to you by your administrators and teachers. You will be graded on the following areas on progress reports and report cards so that you and your parents know how well you are doing in meeting your responsibilities. You are expected to:

- Act with respect towards everyone
- Participate actively in class discussions and activities
- Be on time, prepared and organized for each class and activity
- Complete your homework according to expectations and submit it on time

If you give your best effort in each of these categories, you will be successful.

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# Oak Middle School Code Of Conduct

The Code of Conduct applies to all school activities both during the school day and after regular school hours (including, but not limited to, after school activities programs, athletic events, school trips, PTO dances, etc.).

Our goal is to maintain a positive, purposeful learning environment where students are accountable for their behavior and learn from their mistakes. You are expected to make good choices regarding your behavior; however, all of us make mistakes from time to time. When you do make a mistake, your teacher(s), your counselor, or an administrator will work with you in order to help you recognize the problem, improve the situation, and avoid repeating it. This includes giving consequences that are appropriate to the circumstances in order to help you improve and to ensure everyone's right to learn in a safe and orderly environment.

The following exemplifies the typical range of consequences for behaviors in which a student might. ***It is important to note that these are guidelines. Teachers and administrators will use their professional judgment to determine what the appropriate consequence will be for a violation of the Code of Conduct.*** Factors that are considered when determining appropriate consequences include:

- the student's discipline record
- the student's attitude regarding the violation
- the student's willingness to address the issue and comply with consequences
- the impact on the classroom and school environment.

In some cases, students may be denied privileges such as participation in sports, clubs, or other co-curricular activities, be removed from the bus (see bus conduct policy below for more specifics), or be restricted from special school activities and events, such as assemblies, field trips, dances, etc.

It is important that all students follow our school's code of conduct to ensure our core values are upheld and be active citizens in our learning community. All students are expected to let an adult know when something happens that goes against our core values. If something "doesn't feel right", then it probably isn't right – report it to a teacher or other trusted adult. Together we will make OMS a wonderful place to learn!

## When a student violates the Code of Conduct, the following steps are taken:

- The teacher completes a log entry in Powerschool.
- The administrator reviews the entry and contacts the reporting teacher for clarification of information if necessary.
- The administrator meets with the student and asks him/her to fill out a "student statement" form.
- When necessary, the administrator will interview witnesses to the violation.
- Upon completion of the investigation, the administrator will assign consequences that address the violation.
- The administrator will contact the referring teacher and the student's parents with the outcome. Communication with the parents of other involved students will occur when needed.

## Typical disciplinary consequences and their definitions are:

Conference: Teacher/administrator speaks with the student regarding his/her behavior in order to help him/her improve.

Reflective writing/Improvement plan: The student is required to complete a writing assignment designed to help him/her understand why the behavior is problematic and/or create a plan to avoid repeating the same behavior.

Lunch PM: The student is restricted from the cafeteria, and instead eats lunch in a classroom or the office. Conferencing or writing as described above may take place during this time.

After school PM: The student is required to stay after school under the supervision of school personnel. Conferencing or writing as described above may take place during this time.

Saturday School: The student is required to attend a three-hour session on a Saturday morning, under the supervision of school personnel. Conferencing or writing as described above may take place during this time.

In-school suspension: The student remains in school in a supervised location where he/she will complete academic work and/or conferencing or writing as described above. This alternative to Out-of-school suspension will be designed to limit students' social interactions and maximize student focus on learning. See **Disciplinary Regulations and Guidelines** for more information.

Out-of-school suspension: The student is removed from the school environment and not allowed to attend school or any school-related events or be present on school grounds for a period specified by the school administration. The school will provide academic work to be completed at home. See **Disciplinary Regulations and Guidelines** for more information.

Expulsion: The student is removed from the school environment for an extended, indefinite period of time or permanently.

Examples of the levels of behavior as outlined in the OMS Code of Conduct (this list is by no means exhaustive and administration reserves the right to use professional judgment in determining the final consequence administered for poor behavior):

Level	Behaviors	Typical Range of Consequences
Level 1	<ul style="list-style-type: none"> <li>Being unprepared for class</li> <li>Lack of academic work production and/or failure to complete/turn in homework</li> <li>Rude or inappropriate language</li> <li>Electronic device violation</li> </ul>	<ul style="list-style-type: none"> <li>Informal conference with a teacher and/or an administrator</li> <li>Reflective writing assignment and/or plan to remedy the problem</li> <li>Lunch detention/after school detention to complete missing work or reflection</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Disrupting the learning environment</li> <li>Teasing / inappropriate joking</li> <li>Defying authority</li> <li>Cheating/plagiarizing/forging signature</li> <li>Falsely reporting an incident</li> <li>Being truant (missing school or class without permission)</li> <li>Violating the technology acceptable use policy</li> <li>Repeated and/or flagrant Level 1 violations</li> </ul>	<ul style="list-style-type: none"> <li>Lunch detention</li> <li>After school detention</li> <li>Saturday detention</li> <li>In-school suspension (Typically students will be required to do reflective writing and/or make a plan to remedy the problem while serving this time)</li> <li>Restricted access to electronic devices</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Bullying/harassment (MGL, Chapter 71, Section 37O)*</li> <li>Pantsing</li> <li>Stealing/destroying property/defacing property</li> <li>Fighting/threatening violence/acting violently (MGL, Ch 71: Section 37H)</li> <li>Possessing a weapon (MGL, Ch 71: Section 37H)</li> <li>Possessing, using, and/or being under the influence of tobacco, alcohol, dangerous substances, or illegal drugs (MGL, Ch 71: Section 37H)</li> <li>Threatening and/or assaulting school personnel</li> <li>Repeated and/or flagrant Level 2 violations</li> </ul>	<ul style="list-style-type: none"> <li>In-school suspension</li> <li>Out-of-school suspension</li> <li>Expulsion</li> </ul> <p>(Typically students will be required to do reflective writing and/or make a plan to remedy the problem while serving this time).</p>

## Disciplinary Regulations and Guidelines (as of 5/2014)

In accordance with Massachusetts General Laws:  
M.G.L. c. 71,37H  
M.G.L. c. 71,37H 1/2  
M.G.L. c. 71,37H 3/4  
M.G.L. c. 76,21  
603 CMR 53.00

Oak Middle School values a respectful and safe school community. In order to encourage the development of self-discipline and a respect for the rights of others as well as to maintain an atmosphere that is conducive to learning, rules and regulations are necessary. To assist in the maintenance of an orderly educational system, disciplinary regulations have been established and apply to all students.

Disciplinary procedures range from an informal conference to expulsion from school. The procedure to be used in a particular instance depends upon the infraction, specific circumstances, and the individual's overall pattern of behavior.

The principal, or his/her designee, may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined below.

### Suspension

Suspension from school is regulated under Massachusetts General Law Sec. 71 Chapter 37H 3/4. The principal, or his/her designee, may suspend students on a short-term or long-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension or long-term suspension:

### Short-term suspension (period of less than 10 school days)

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the principal/designee and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing;
  - vi. The right of the parent and student to interpreter services at the hearing; and
  - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
    - 1) The rights set forth under the "Long-Term Suspension"; and
    - 2) The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances.
3. The principal/designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal/designee must be able to document reasonable efforts to include the parent. The principal/designee is presumed to have made reasonable efforts if the principal/designee sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
4. Based on the available information, the principal/designee shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed.

The principal/designee shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

### **Long-term Suspension (period of more than 10 school days):**

All of the same procedures as outlined in short term suspensions (1-4) including the following:

1. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal/designee may rely in making a determination to suspend the student.
2. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
3. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
4. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the principal/designee should consider in determining consequences for the student.
5. The principal/designee shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notice the student and parent in writing of his/her decision, including the following information:
  - i. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
  - ii. The key facts and conclusions reached by the principal;
  - iii. The length and effective date of the suspension and the date of return to school;
  - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
    - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
    - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
    - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
    - f. The decision of the superintendent shall be the final decision of the school district.

### **Academic progress during suspension**

Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom.

### **Procedures for emergency removal**

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal/designee's judgment, there is no alternative available to alleviate the danger or disruption, the principal/designee shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal/designee shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal/designee shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, long-term suspension, or expulsion).

### **Additional Procedural Protections for Special Education Students**

In general, special education students may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Pupil Services at 508-841-8660.

### **SHREWSBURY PUBLIC SCHOOLS BUS POLICY BUS POLICY**

All students in 7th and 8th grades must pay a bus fee to ride the bus each day; however, riding the bus is a privilege that can be taken away for inappropriate behavior, with no refund. Students are responsible for being safe and respectful during bus trips. **Students may only ride the bus on which they are assigned. No "guest riders" will be allowed without specific permission granted in advance by the school department (no same day permission will be granted). Bus drivers may not grant permission for "guests".**

## LEVEL ONE

Misbehaviors  
Misbehaviors that interfere with the orderly transportation of students. Some examples are:

- Talking too loudly
- Failure to stay seated
- Littering on the bus
- Tampering with the possessions of other passengers

Consequences  
The bus driver may address the misbehavior:

- Verbal warning issued to student
- Assigned seat

## LEVEL TWO

Misbehaviors  
More severe misbehaviors that interfere with the orderly transportation of students. Some examples are:

- Annoying and/or bullying other passengers
- Tampering with the possessions of other passengers-repeat offense
- Use of profanity
- Damage to the bus

Consequences  
The bus driver completes a discipline report for misbehaviors on the bus. The principal or designee administers consequences. This action may include any or all of the following:

- Conference with principal or designee
- Contact with parents
- Assigned seats
- Loss of bus privileges for up to five days
- Suspension from school for up to five days

## LEVEL THREE

Misbehaviors  
Behavior that endangers the safety of the driver or students and that impairs the driver's ability to drive safely. Some examples include:

- Repeated occurrences of Level 1 or 2 behaviors
- Refusal to remain in seats
- Throwing objects, spitting, or spit balls
- Distracting the driver
- Fighting, including pushing and/or wrestling
- Lighting matches/lighters
- Possession of knives or other dangerous objects
- Possession or use of tobacco, alcohol, drugs or controlled substances

Consequences  
The bus driver completes a discipline report for misbehaviors on the bus. The principal or designee administers consequences. At more severe levels, the superintendent or designee may be involved. This action may include any or all of the following:

- Loss of bus privileges for up to six to ten days
- Suspension from school for up to six to ten days
- Repeated incidents of Level 2 behavior may result in a child being permanently suspended from bus privileges.
- Illegal activity will be referred to the Shrewsbury Police Department.

The following is the Shrewsbury Public Schools policy for bus conduct for 7th and 8th graders.

### Bus Procedures for Riders

- Respect the driver and bus property.
- Enter the bus quietly and in an orderly fashion.
- Choose a seat quickly and remain seated throughout the bus ride.
- Refrain from eating and drinking on the bus.
- Use quiet voices
- Keep hands, feet and all belongings to themselves.
- Use acceptable language.

### Bus Discipline Procedures

The following code classifies unacceptable behavior into three levels. The examples are not exhaustive but illustrative. Additionally, all consequences are dependent upon the severity and frequency of the misbehavior.

### Procedures for reporting passenger misconduct

- The bus driver will report misconduct occurring on the school bus to the appropriate personnel.
- A School Bus Conduct Report will be completed and submitted to the bus company operations manager. The report will be forwarded to the appropriate school principal/assistant principal for action.
- The principal or designee and the bus company will retain copies of the signed report. In some cases students may report passenger misconduct. If so, the student would report the misconduct to her or his teacher.



### DRESS CODE

Our goal is to maintain an appropriate school environment that is not affected negatively by clothing or grooming choices that cause safety issues, distractions, or embarrassment. To this end, the school will enforce the dress code described below, according to the judgment of school personnel.

The following are the school's guidelines for dress/accessories at school and at school events:

Clothing that excessively reveals the back, buttocks, stomach, torso or breasts is not to be worn. Extremely brief garments and undergarments worn over clothing / in place of outerwear are not permitted.

Armbands/wristbands with metallic spikes, points or studs, multiple safety pins, wallet chains, or any other items that could be deemed dangerous are not permitted.

Footwear is to be worn at all times. Footwear that is a safety hazard will not be allowed, including slippers.

Wearing hats or other head covering in the building, except for a medical or religious purpose, is not allowed.

For health considerations, coats or heavy jackets are not to be worn in the classroom and must be stored in the student's assigned locker.

Items that are interpreted to be offensive or to denigrate others are not appropriate.

Dress or accessories that can be interpreted as representing gang affiliation are prohibited.

Items that promote or endorse the use of alcohol, tobacco or illegal drugs or encourage illegal or violent activities are not appropriate.

For special events, such as Spirit Week or Field Day, students are permitted to wear hair coloring, but it must be applied at home; face paint is not allowed. For safety reasons, no aerosol hairspray is allowed at school at any time.

If a student is out of compliance with the dress code and cannot adjust their dress appropriately at school at the direction of a member of the OMS faculty or staff (for example, by putting on a sweater over a short top or wearing a sweatshirt to cover up an inappropriate t-shirt), the student may be restricted from class until a change of clothing can be brought to school by a family member.

## **AEROSOL SPRAYS**

The possession of / use of aerosol style sprays is prohibited at Oak Middle School. There is significant risk for student injury with use of such sprays. Students may utilize roll-on or glide style deodorant / antiperspirants.

## **SKATEBOARDS/ROLLERBLADES/BICYCLES**

Students are welcome to "roll" to school each day with a helmet. Students who choose to do so must use the crosswalks and sidewalks on the school grounds to approach the building entrance. Students must be off their wheels once they get to the sidewalks around the school. Bikes are to be safely secured on the rack at the gym entrance to the school, skateboards in the main office, and rollerblades and "wheeled" shoes are to be stored in student lockers. The school is not responsible for lost or stolen bikes, skateboards, etc.

## **PERSONAL ELECTRONIC DEVICES**

Electronic devices (cell phones, messaging devices, cellular watches, iPods or other similar media devices, etc.) are the sole responsibility of the student. These items may only be used under the supervision of a teacher. Students are required to abide by the district acceptable use policy. Should these items be lost, damaged or stolen, the sole responsibility for addressing these circumstances belongs to the student and parent. Any student using an electronic device inappropriately (including but not limited to: taking photographs or video for non-educational purposes, bullying or harassment) may be subject to discipline under the Code of Conduct.

## **DRINKS, FOOD, GUM, CANDY**

Water bottles may be allowed in classrooms; if this becomes a distraction a teacher may restrict access. Food is to be consumed in the cafeteria only, with the exception of special events under the direction of a teacher. Gum and candy are to be used outside of school only. Students may only access the drink machines in the cafeteria during lunch; students may only access the drink machines outside the gym under the direction of the PE teacher or after school (students may not leave the classroom to purchase a drink or purchase a drink between classes).

## **STUDENT CONDUCT OUTSIDE OF SCHOOL**

School personnel do not have the authority to address student misconduct that occurs outside of the school process. However, issues that occur outside of school process often carry over into the school environment, and will be dealt with accordingly. When an outside issue comes to the attention of school officials, they will use their judgment to determine the best course of action with regard to communicating with students, parents, and/or the Shrewsbury Police Department. For example, harassment that occurs outside of school through text messaging and/or social media sites such as Facebook, Twitter, etc. should be referred by the family to the Shrewsbury Police Department, but further harassment that occurs at school as a result of such outside actions would be addressed through the school Code of Conduct. Also, Massachusetts General Laws Chapter 71: Section 37H½ gives the principal the authority to suspend a student charged with a felony outside of school and to expel that student if he/she is found guilty (see appendix for text of this law).



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## SECTION 1

# SHREWSBURY PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN FOR BIENNIAL UPDATE

### **SPS Bullying Prevention and Intervention Plan**

#### **PURPOSE**

The Shrewsbury Public Schools Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying. The district is committed to working with students, staff, families, Shrewsbury Youth and Family Services, the Shrewsbury Police Department, and the community at large to prevent bullying and cyberbullying and to intervene appropriately and effectively when these behaviors do occur. In consultation with these constituencies, this Plan has been established in order to better prevent and respond to incidents of bullying, cyberbullying, and retaliation. It is the intention of the Shrewsbury Public Schools to go beyond basic compliance with the law in order to achieve its aspirational goal of “continuous improvement of learning environments” in order to honor its core value of “respect and responsibility.”

#### **RESPONSIBILITY FOR IMPLEMENTATION**

The superintendent of schools is responsible for ensuring that the district’s plan is communicated and implemented consistently throughout all schools. The principal of each school is responsible for the coordination and oversight of the Plan in his or her school; he or she may designate authority to an assistant principal or other appropriate staff to carry out elements of his/her responsibilities. All employees of the Shrewsbury Public Schools are responsible for helping to implement the plan by understanding the role they play in bullying prevention and intervention and acting in accordance with the Plan’s expectations.

#### **TRAINING AND PROFESSIONAL DEVELOPMENT**

M.G.L. c. 71, § 37O requires the school district to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria

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

A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district, once established pursuant to the law. This training may be conducted online, and staff members will acknowledge receiving this information through electronic sign-off. Staff members hired after the start of the school year will participate in this training as soon as possible after they are hired, or they may be exempted if they can demonstrate participation in an acceptable and comparable program within the last two years.

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

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among a student aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also be provided to appropriate staff in order to address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students’ Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas may be identified by the district or by a school for professional development in order to meet the district’s goal of continuous improvement of learning environments and honor the district’s core value of respect and responsibility.

C. Written notice to staff. The school or district will provide all staff with an annual written notice of this Plan by publishing information about it, including sections related to staff duties and the legal mandate that students must never be bullied by staff, through the use of the district web site.

#### **ACCESS TO RESOURCES AND SERVICES**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. In order to meet these needs and enhance the district’s capacity to prevent, intervene early, and respond effectively to bullying, the school district must provide services that respond to the dynamics of bullying and provide approaches to address the needs of targets and student aggressors. This includes a strategy for

providing counseling or referral to appropriate services for student aggressors, targets, and family members of those students.

Accessing counseling and other resources. While disciplinary action is a necessary element of bullying intervention as well as a deterrent, the state law specifies that the need for accountability must be balanced with the need to teach appropriate behavior and to provide supports to assist both the target and the student aggressor. Each school will develop a process for determining when a student or students, including the target and/or the student aggressor, shall have access to counseling from a school psychologist or school adjustment counselor. Interactions between school-based psychologists or counselors and students may occur as part of the routine engagement of staff to informally assist students with difficulties and problem solving during the school day, while longer term counseling services will involve notification of the parents/guardians of the student(s). It is important to note that school-based counseling services are limited in scope and are related to school-related issues, while more intensive or long term counseling for social-emotional issues should be provided by resources outside the school district. The school district may engage the services of individuals with expertise, such as social workers, counselors, psychologists or psychiatrists, to assist families with accessing appropriate outside counseling and mental health services.

When a school becomes aware of a problematic situation involving bullying that may require a coordinated response to provide intervention, support, and follow up for the students involved, the school will convene a team will include representation from the school administration, school psychologist and/or adjustment counselor, school nurse, and other education professionals as deemed appropriate by the principal. This consultation team may also include the school resource officer. The intervention team will make recommendations for access to resources and services within the school to assist students who are having difficulties related to bullying issues.

Community supports. The school district is fortunate to have strong existing relationships with community supports such as Shrewsbury Youth and Family Services and the Shrewsbury Police Department. When situations involving bullying occur, the school district may reach out to these organizations for assistance in developing a comprehensive action plan to remedy the situation. Further, the district may help families with students who are Medicaid-eligible to access community service agencies, or assist families in accessing wraparound programs that provide a variety of social services. The district will develop a protocol for schools to use to determine whether community supports may be appropriate and to ensure timely access to the proper resources.

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

Referral to outside services. The school district will use its referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies. Personnel who may assist with such referrals may include administrators, psychologists, counselors, clinical coordinators, and/or consulting psychiatrist.

## **INSTRUCTION IN BULLYING PREVENTION**

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. These curricula must be "evidence-based." Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development, per guidelines published by the Department of Elementary and Secondary Education (DESE) The district considers the following suggested guidelines from the DESE:

Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness or become aware of other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Instructional programming currently in place. The Shrewsbury Public Schools will continue to utilize a variety of instructional approaches already in place to teach students how to prevent bullying and how to report or intervene appropriately. These include:

- Health instruction that occurs at the elementary, middle, and high school levels which includes specific instruction in anti-bullying, ways to empower bystanders or those who become aware of bullying, strategies for responding to bullying situations, etc.
- Instruction regarding the district's technology acceptable use policy that includes learning about appropriate and inappropriate use of the Internet.
- The use of social curricula, including elements from Responsive Classroom in the elementary grades and early middle school grades.
- The use of all school meetings or student assemblies where staff emphasize expectations regarding bullying prevention, students present information or act out scenarios, guest speakers address the topic, etc.

Communication of the Bullying Prevention and Intervention Plan to students. After this plan is adopted, schools will communicate the student-related elements of the plan to students using methods and language that are developmentally and age appropriate, and will do so each year during the initial phase of the school year. This communication may be through classroom activities, all school meetings or student assemblies, and through written documents, such as handbooks.

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

- setting clear expectations for students and establishing school and classroom routines;

- creating safe school and classroom environments for all students that respect human differences, including differences related to disability, gender, sexual orientation, ethnicity or race, religion, appearance, socioeconomic status (including homelessness) or other characteristics or traits of an individual;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and co-curricular activities, particularly in their areas of strength.

## **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report promptly to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Each school will utilize a procedure for staff to provide such reports by use of a written form and/or an online tool. In accordance with the law, reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, with the understanding that no student shall be subject to discipline based solely on an anonymous report. Each school will make a variety of reporting resources available to the school community which may include, but is not limited to, a web-based reporting tool, a voice mail box, a dedicated mailing address, and/or an email address. The school will communicate the availability of these tools and the policies for reporting when they are established and then at the beginning of each school year thereafter and will be included in student handbooks and on the district and school web sites. This information will also be provided in other prevalent languages other than English used by families in the school district.

### 1. Reporting by staff

A staff member will report promptly to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. As is the case with any inappropriate behavior, staff members will intervene as needed to stop the problematic behavior and then communicate the behavior to the administration. It is important that situations that raise concern or suspicion regarding potential bullying be reported, as multiple reports from different sources may alert the administration to a pattern of which individual staff members would be unaware. If a school staff member is an alleged aggressor, the principal or designee shall investigate; if the alleged aggressor is the principal, the superintendent or designee shall investigate; if the alleged aggressor is the superintendent, the School Committee or designee shall investigate.

### 2. Reporting by students, parents or guardians, and others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged student aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee. If a school staff member is an alleged aggressor, the principal or assistant principal shall investigate; if the alleged aggressor is the principal, the superintendent or designee shall investigate; if the alleged aggressor is the superintendent, the School Committee or designee shall investigate.

## **Responding to a report of bullying or retaliation by a student.**

### 1. Safety

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

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

### 2. Obligations to Notify Others

- Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations in 603 CMR 49.00.
- Notice to another school or district. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- Notice to law enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no

longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determination and notification. The principal or designee will make a determination based upon all of the facts and circumstances. School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person. Courts have determined that, when applied to children, the "reasonable person" standard is that of a reasonable person of like age, intelligence, and experience under like circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The principal or designee will promptly notify the parents or guardians of the target and the student aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements

regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations. School personnel may, however, share information with the family of the target regarding the process that was followed to investigate and determine whether bullying occurred; what general measures are being taken to protect the target from further acts of bullying or retaliation; and what is being done to ensure that the target is reassured, receives help, and is provided with appropriate ways to communicate ongoing concerns.

Responses to bullying. This section enumerates strategies for building students' skills and other individualized interventions that the school or district may take in response to remediate or prevent further bullying and retaliation.

#### 1. Teaching Appropriate Behavior Through Skills-building

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

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

#### 2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, reflective writing assignments intended to educate the student aggressor, detentions, Saturday school, short-term or long-term suspensions, or expulsions from school as determined by the school administration, subject to applicable procedural requirements. Nothing in this plan is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment. Disciplinary actions will be in accordance with administrative disciplinary policies and applicable state and federal laws.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which shall be followed in conjunction with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### 3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. It is up to the principal or designee's judgment as to what steps may be taken to promote a safe school environment, and the administrator may consult with the target, counselor or psychologist, teachers, etc. in determining what approaches might be used (such as providing a regular adult contact for check-ins for the target, providing increased supervision of a certain location, etc.).

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct so that the administrator may determine whether additional supportive measures are needed.

Responses to a report of bullying by school staff. The law, as amended, indicates that 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, is prohibited from bullying. If a report of bullying by a school staff member is received, it shall be investigated in a manner consistent with the human resources practices of the Shrewsbury Public Schools. Investigations and responses to allegations of bullying by staff shall respect the rights and responsibilities of staff members under all applicable law, regulation, district policy, and/or collective bargaining agreements.

## COLLABORATION WITH FAMILIES

Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on ways that families can support bullying prevention and intervention efforts related to school-based bullying as well as cyberbullying. The programs will be offered in collaboration with PTOs, School Councils, Special Education Parent Advisory Council, Shrewsbury Youth and Family Services, local law enforcement agencies, and other appropriate organizations. The district will provide resources on its web site, including information and tips regarding how to monitor students' use of communication technology (texting, social networking, web posting, etc.).

Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents written notice through the handbook each year about the student-related sections of the Plan and the school's or district's Internet safety policy and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

## PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires this Plan to include a statement prohibiting bullying, cyberbullying, and retaliation. The statement must be included in the Plan and included in the student code of conduct, the student handbook, and in yearly staff communication.

Statement prohibiting bullying, cyberbullying, and retaliation: The Shrewsbury Public Schools holds a core value of "respect and responsibility" and, as such, is committed to the continuous improvement of learning environments. In order to achieve these aspirations, the Shrewsbury Public Schools is committed to providing school environments where students are not subject to bullying and cyberbullying and the effects of such actions. Acts of bullying and cyberbullying are prohibited:

- on school grounds; on property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology, including use of the school district's network for World Wide Web/Internet/intranet access; use of a personal electronic device when present at the locations cited above; or use of an electronic device owned, leased or used by the school district, and
- 
- at a location, activity, function or program that is not school-related, or through the use of technology, including through the World Wide Web/Internet or use of an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, or who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying, also is prohibited.

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

## DEFINITIONS

The following definitions are provided by the DESE and are utilized by the Shrewsbury Public Schools:

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

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

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or of damage to his property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or

- or materially and substantially disrupts the education process or the orderly operation of a school.

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying, as defined in M.G.L. c.71, s. 37O is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person;
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- 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 above in clauses (i) to (v), inclusive, of the definition of bullying.

Cyberbullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites or posting comments on websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

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

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

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

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

## **RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action

to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c.71, §§ 41 and 42 other applicable laws, or local school or district policies or collective bargaining agreements in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.



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## SECTION 2

# GUIDING PRINCIPLES FOR TECHNOLOGY USE IN THE SHREWSBURY PUBLIC SCHOOLS

### **RESPECT YOURSELF**

You are part of a community that is local and global - everything you do online e.g. post, write, like, friend, comment, pin, +1, tweet, message, IM, text, etc. defines you to your local community, teachers, parents, friends, neighbors, college admissions officers, future employers, the whole world. What do you want this “personal brand” to say about you?

Unfortunately, the reality is that you need to act as though nothing is private and nothing can be deleted

Behave as you would in the town square (because you are, it just looks different)

Be a credit to your family, town, school, etc. by being kind, thoughtful, considerate, polite, constructive, etc.

### **BE CAREFUL**

Not everybody has good intentions and not all information is reputable.

- Seek assistance from a parent, teacher, or other adult you trust when you receive or find something that makes you uncomfortable.
- Check your sources
- Consider privacy settings and take advantage of them when setting up digital accounts and be aware that true anonymity is difficult to achieve
- Guide your online choices and behaviors with an awareness of which personal information, habits, preferences, etc. advertisers, marketers, app developers, retailers, criminals, etc. collect and how they collect it, and the use and value of the information.

### **RESPECT OTHERS**

It's important to respect others as your actions can affect them.

- Seek permission for recording via photograph, video, audio, hologram, etc.
- Respect confidentiality - Don't reveal information from others that was only intended for you
- Respect the work of others - Pay attention to copyright and attribution
- Respect and conserve the resources we all share (wifi, internet bandwidth, etc.)
- Follow the laws of the land
- Actively listen to others
- Respect property

## **TECHNOLOGY ACCEPTABLE USE POLICY—MIDDLE SCHOOL & HIGH SCHOOL LEVEL**

The use of technology is an important part of education in the 21st century. This School Committee policy was developed to guide the use of technology by students. Students must agree to the following stipulations in order to be allowed to use technology at school (the acknowledgement of this policy in the student handbook will serve as agreement).

1. Students shall use the Internet and all forms of school technology responsibly. School technology includes, but is not limited to, computers, tablets, printers, copiers, cameras, and interactive web resources that serve educational purposes. This agreement extends to use of technology that students may be able to use off site.
2. Students shall respect the rights of copyright owners by limiting copying to essential materials and providing attribution (citations) for images and text. Students shall avoid plagiarism by ensuring that their papers and projects reflect their thoughts and ideas as well as cited paraphrases, summaries and quotations. Students will ask teachers or media staff for assistance if they have questions regarding these terms.
3. Students shall understand that they may use a personal device on the school network, that they may be required to provide information about their device to the technology department to ensure that it can operate safely without disrupting others, that all school policies apply to them whether they are using their own device or school technologies, and that this privilege may be limited or revoked.
4. Students shall understand the network is a valuable resource for teaching, learning and many other forms of productivity for students, staff and parents. Students shall understand that downloading large files or attachments may compromise network speed and they will avoid this type of activity without permission even if they are using a personal device. Students shall limit their use of downloading large files to classroom lessons and research. Students engaging in school work shall be given priority when accessing school technology.
5. Students shall understand that their participation in school interactive web resources--using a personal device or not--must represent what is expected from a student in the Shrewsbury Public Schools. Therefore, anything that is considered inappropriate in the classroom is also inappropriate in all uses of email, blogs, podcasts, social networking sites, messaging/chat sites, or other digital communication tools. This includes, but is not limited to disrespectful, profane, racist, sexist or other discriminatory remarks. Additionally, students shall promptly inform a teacher or administrator if any messages received or material reviewed is inappropriate.
6. Students shall understand that the district's Bullying Prevention and Intervention Plan applies to online behaviors and they shall comply with all provisions of that policy.
7. Students shall understand and shall comply with all personal technology guidelines associated with their school.
8. Students shall understand that school provided access to the Internet has to be filtered. If they need access to a blocked site, they shall work with their teachers to explore options available. Students shall not attempt to bypass any blocked sites or circumvent the filter in any manner.
9. Students shall not impersonate nor attempt to impersonate another nor use or attempt to use somebody else's accounts on any device. Students shall not delete or tamper with anyone else's files, folders, or work. Students shall not let another student use their accounts on any device.

10. Students shall understand that files, services, and devices provided by and/or managed by the school are not private. There is no expectation of privacy when students use the school district's network, devices, and services and anything they do can be viewed by administration at any time.
11. Students and their families shall understand that unless superseded by the liability schedule of a specific program they will be liable for full repair and replacement costs for damage to school property, whether intentional or through negligence, including electronic devices.
12. Students shall understand that attempts to override, disable, alter, or circumvent security restrictions, management systems, or device firmware will be considered intentional damage.

Students shall understand that should they be found in violation of this policy, the consequences could include, but are not limited to; restricting access to the device, disabling device features or applications, the revocation of all network access, suspension or exclusion from school, or legal action by the authorities. Students or parents should contact the district or school administration if they have any questions about this agreement or its implementation.

This policy will be reviewed within five years of adoption, or when necessary due to significant change in technology access or usage by students.

#### REFERENCES:

#### THOUGHTS ON WRITING A SOCIAL MEDIA POLICY

#### CAN SOCIAL MEDIA AND SCHOOL POLICIES BE “FRIENDS”?

#### ABA JOURNAL SITE UNSEEN: SCHOOLS, BOSSES BARRED FROM EYEING STUDENTS', WORKERS' SOCIAL MEDIA

#### STUDENTS: KNOW YOUR RIGHTS

#### Middle School iPad Policies (2016-17)

- All students will have their name and team name on their lock screen
- All students will set the iPad rules as their background
- All students will have a passcode on their iPads
  - *Once students set the passcode, they will give it to teacher*
  - *Teachers will put student passcodes in PowerSchool*
- Students are only allowed to download academic games
- To begin the school year, all students in the same grade will have the same standard set of apps on their iPads
- Students will be unable to access iMessaging and AirDrop at Sherwood Middle School.
- Students will not be allowed to use iMessaging and AirDrop at Oak Middle School.

- Any teacher who would like to request a new free or paid app will email the following information to the curriculum coordinator:
  - *the name of the App*
  - *the course and grade level you would like to use the App with*
  - *how you plan to use the app for instruction*
- After grade 5 teachers have completed the digital citizenship lesson on the Acceptable Use Policy for Camera Use with their students, they will put in a tech ticket indicating that they are ready to remove the camera restrictions for their class.
- Students will keep their district-provided cases on their iPads at all times.
  - If an iPad must be removed from its case for use in an iOgraphers, only a teacher should remove the case to place the iPad in the iOgrapher.
  - When finished with the iOgrapher, the student should request that the teacher remove the iPad from the iOgrapher and put it back in its case.



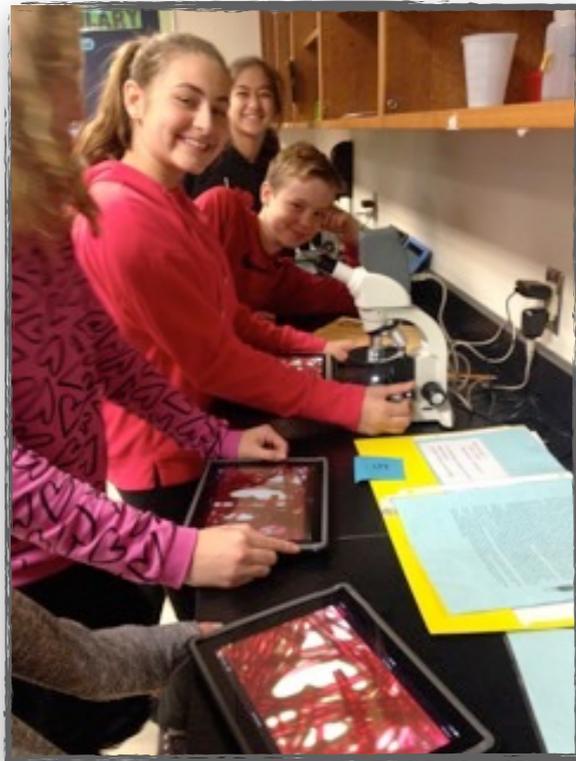
#### iPad Damages & Repairs

iPads are school property and must be cared for properly. Damage to district-owned iPads must be repaired. Similar to how students and their families are responsible for textbooks or other equipment issued to the student, families are responsible for protecting the iPad and are liable for any and all damage to, loss, or theft of the device, accidental or otherwise. All iPad damage must be reported to the student's teacher as soon as possible. In order to protect the school's supply of loaner iPads, if a family elects to purchase an insurance policy through a third-party insurer partnering with the district, the iPad must be submitted to the provider for repair within 5 days of the breakage. If a family elects to repair the damage through their own outside insurance provider or other Apple Authorized Service Provider, the iPad must be repaired within three weeks of the breakage. Alternatively, the repair can be performed through the school's repair process. Under this option, upon completion of the repair, the District would invoice the family for the cost of the repair.

iPads are required to remain in district-issued cases. For safety reasons, all glass damage must be repaired. iPads with damaged glass will not be allowed to be used in school. Staff members who notice damaged glass will report the student's name to the homeroom teacher or administrator who will then remove the iPad from use and notify the parent. The District reserves the right to require that any damage to an iPad be repaired, regardless of whether it affects functionality. If there is damage to, loss, or theft of the case, families must reimburse the District for the replacement cost of the case. Insurance does not cover the iPad case. If there is damage to, loss, or theft of the charger or cord, families must reimburse the District for the replacement cost of those items.

If a loaner iPad is damaged, the family will be invoiced for the cost of any repairs to the loaner (or replacement cost if the device is not repairable).

Updated information on the Shrewsbury Public Schools 1:1 Technology Program can be found at <http://schools.shrewsburyma.gov/it/11-technology-program.cfm>.



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# Attendance Policy

Regular attendance is an essential part of each student's educational experience, providing opportunities for both intellectual and social growth. Daily attendance, participation in class, and contact with teachers and other students are critical factors in the learning process. The Oak Middle School Attendance Policy recognizes the importance of regular attendance and seeks to support student success.

Massachusetts General Laws state that parents/guardians are responsible for their child's attendance (M.G.L. C 76§2, C 76§4), and that absences may not exceed 7 full-day session or 14 half-day sessions in any 6 month period (M.G.L. C 76§1). A student who is not present for at least half of the day is considered absent (M.G.L. C 72§8).

## WHAT TO DO IF YOUR CHILD IS ABSENT OR TARDY

**The school day begins at 8:00 and ends at 2:35.**

- Parents or legal guardians must call the school by 8:05 to report that the child will be absent. The phone number is 508-841-1200, press "1" when prompted and indicate the child's name, grade, team, and reason for being absent or tardy.
- Should a parent NOT notify the school prior to 8:05, an automated message will be sent to the telephone and email the parent or guardian has designated for such purposes, informing them that the child is NOT present in school. The message will ask the designee to call the school to confirm the absence.
- **Students must either be present in homeroom for attendance at 8:05 a.m. or check in at the main office after 8:05 a.m. Failure to do so will initiate an automated message informing the parent/guardian that their child is NOT checked into school. This is a fail-safe measure to insure the accuracy of attendance. If you receive one the these calls and you believe your child is at school, please call the Main Office, at 508-841-1200, to verify their attendance.**
- For serious/extended illnesses, injuries, or hospitalization, in addition to calling the child safe line, please contact the school nurse at 508-841-1204.

## What is the difference between excused and unexcused absences?

- The school recognizes that there are legitimate reasons for being absent from school, i.e., illness, unavoidable medical or dental appointments, funerals, etc.
- To the extent that these do not exceed seven days in a six month period, absences that fall within these limits will be excused.
- Extended illness should be reported to the school nurse and physician documentation may be required, especially when illnesses exceed the seven day limit.
- Religious holidays – We realize that families of many faiths have religious holidays (Eid al-Fitr, Divali, Eastern Orthodox Good Friday, etc.) on days (dates are printed below) that school is in session. The Shrewsbury School Committee has a formal policy, in accordance with Massachusetts' law, that provides that students who miss a day of school for a religious observance will have the opportunity to make up the work missed without penalty. The policy does not require schools to stop providing new information/instruction, however, which would be impractical given the number of days in the year where students could be absent for religious reasons. In order to alleviate the stress placed on students who must be absent, teachers at Oak have been asked to avoid holding major exams or having major projects due on such religious holidays when school is in session. Just as when a student is ill, teachers will provide reasonable accommodations to help students catch up. We are fortunate to have such a diverse group of cultures and religions represented at OMS, and we will continue to do our best to honor these differences as we work together to help all of our students learn at high levels.

## Religious Holiday Date(s) 2016-2017

Rosh Hashanah*	Oct. 3-Oct. 4, 2016	Eid al-Adha**	Sept. 11, 2016
Yom Kippur*	Oct. 12, 2016	Sukkot*	Oct. 17, 2016
Chanukah*	Dec. 25, 2016-Jan. 1, 2017	Ash Wednesday	Mar. 1, 2017
Christmas	Dec. 25, 2016	Good Friday	Apr. 14, 2017
Passover *	Apr. 11-Apr. 18, 2017	Shavuot*	May 31, 2017
Ramadam**	May 27, 2017	Eid al-Fitr**	June 25, 2017

According to the Massachusetts Lawyers Diary and Manual, "In addition to dates noted, observant Jews celebrate the second, seventh and eighth days of Passover; the second, eighth and ninth days of Sukkot; and two days of Shavuot. All Jewish holidays begin at sundown, the evening prior to the day of the holiday."

**\*\*Due to the lunar calendar these are only approximate dates.**

## Complete list of Religious and U.S. Public Holidays 2016-17

### **Taken from the OMS Vacation Letter:**

*Oak Middle School expects all students to be in attendance every day except for illness, religious reasons, or an emergency situation. Family vacations during school time are discouraged since consistent classroom instruction is key to successful academic performance. If your family must take a vacation during school time, please contact the appropriate grade level administrator in advance to discuss how missed work will be completed. **A folder of missed work will be prepared during the student's absence, and not in advance.** Missed work must be completed in a timely manner upon return to school.*

*Failure to adequately make up missing work may result in consequences such as lunch detention, after school detention, or Saturday school in order complete academic obligations. Due dates for all missed work will be set by the teachers and communicated to the student.*

*It is possible that during his or her vacation absence a student may miss all classroom instruction for one or more standards. This may result in the student receiving a 1-Not Achieving for a section or sections of that term's Report Card.*

- Students absent from school for 15 consecutive days due to vacation or travel, will automatically be withdrawn from enrollment.

## **ABSENCE POLICY**

### **If a student....**

- has **five (5) or more consecutive absences due to illness during a trimester**, parents must obtain a doctor's note and submit it to the school.
- has **ten (10) absences (excused or unexcused) over the course of the school year**, a letter of warning will be issued to parents reminding them of the school's attendance policy, and that an administrator will contact them to schedule a meeting should the absences approach fifteen (15) days.
- is absent **for eight (8) or more days in a trimester**, school officials may consider taking any or all of the following actions:
  - *Scheduling and holding a parent conference to discuss the school's attendance policy and to develop a proactive attendance plan;*
  - *Scheduling and holding an attendance meeting with the parents, administrator and School Resource Officer;*
  - *Filing a CRA (Child Requiring Assistance) or criminal complaint with the juvenile court, which will result in a hearing held with the juvenile court.*
  - *retention in the current grade.*

## **TARDY POLICY**

- Any student who arrives to homeroom after 8:00 is considered tardy
- Any student who is tardy **six times in one trimester** will be referred to administration. The student/family will receive a **written warning**.
- Any student who is tardy **nine times in one trimester** will be required to meet with their parent/guardian and the grade level administrator to develop an action plan to address the issue.
- Tardiness in excess of nine times per trimester will result in disciplinary actions such as attendance at Saturday school, or court involvement per M.G.L. C 76§2, C 76§4, above.

## **ADDITIONAL INFORMATION**

### **Parent responsibilities when a child is absent:**

- Notify school when student absent by calling child safe line.
- **After the 3rd consecutive day of absence** parents can request student make-up work to be done at home. Please allow the teachers 24 hours to put together a folder. Parents should send an email directly to the team teachers.

### **Teacher responsibilities when a child is absent**

- Provide work when requested by the parent/guardian after the 2nd day of absence.
- Notify student of due date for make up work. This is usually equal to the period of time the child has been absent.

### **Extra Curricular activities when a child is absent/tardy**

- Students who are tardy after 11:00, absent or dismissed early are not eligible to participate in after school activities for that day.

### **If your child gets sick during the school day:**

- Students should go directly to the school nurse who will promptly contact the child's parent/guardian.
- Students should NOT text or call their parents to pick them up. ***If your child texts or calls you to pick them up because they are not feeling well, please tell your child to go to the school nurse.***

### **Out of School Appointments during the school day**

- Appointments should be scheduled outside of the school day whenever possible
- Students are responsible for making up any missed work within 24hrs
- Dismissal note must be brought to main office at the beginning of the day.
- Parents/Guardians must come into the school to sign the child out. Students are not allowed to leave the school building without being signed out by a caregiver.

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# Homework

Homework assignments are an extension of the classroom. Homework is another way of developing self-discipline and organizational skills. Oak Middle School is guided by the Shrewsbury Public Schools homework policy, which may be found on the district web site.

## **Homework assignments will include:**

- drill and additional practice to reinforce and/or strengthen skills introduced in class
- guided reading of assigned literature or text material
- research activities in locating information
- work on reports or projects of long-term nature
- studying for quizzes and tests

As a general rule the amount of homework assigned each day should be as follows:  
Grades 7 and 8 - 60 to 90 minutes

Because people study in different ways the time one student spends on an assignment may differ drastically with the time peers use.

Homework may be assigned every weeknight and over the weekend.

As homework is designed to be a meaningful extension of the classroom instruction, students are responsible for assignments and for bringing their homework to school on time. Students who fail to submit a quality completed homework assignment will be required to complete the assignment during Homework Academy that afternoon, at home that evening, or during the next morning's session of Homework Academy. Students who fail to complete the assignment to standard for a second day will be required to attend Homework Academy after school the second day. Excessive issues with homework completion will result in mandatory assignment to Homework Academy and / or Saturday School.

Students who find it difficult to complete homework at home may select to attend Homework Academy or Saturday School on a regular basis. Attendance at Homework Academy and Saturday School is not considered to be a consequence, rather a support.

Students are responsible for connecting with teachers regarding make-up work for assignments missed due to a one or two day absence.

Homework guidelines for students with special needs may be determined by a student's IEP, which supersedes general guidelines.

## **PROMOTION/RETENTION POLICY**

Oak Middle School is guided by the Shrewsbury Public Schools policy on promotion and retention, which states that the principal may retain students if interventions have not been successful and, in the principal's judgment, the student is not prepared to succeed in the next grade (see the district web site for full text of the policy). Students who are failing any of the core subjects (grades of less than 2.0 in half or more of the standards in a subject) may be required to successfully complete summer school to be promoted to the next grade. Attendance may also be considered in the decision to retain a student. The principal will notify parents of possible retentions via letter by May 1; the principal's decision to retain a student may be appealed to the superintendent.

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# CHAPTER 6

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# HEALTH SERVICES

## SPS Local Wellness Policy

Federal Law (PL 108.265 Section 204) requires all schools to develop a local wellness policy and establish a plan for measuring the implementation of the policy. The Healthy Hunger Free Kids Act 2010 has strengthened the policy recommendations to include nutrition and wellness promotion and place greater emphasis on implementation, assessment, and public reporting.

Shrewsbury Public Schools promote health and wellness for students and staff by following current federal, state and local statutes and regulations governing wellness. The Shrewsbury Wellness Advisory Council provides oversight of the policy and regulations, and is the means for assessing and promoting a healthy environment for SPS. The Superintendent is the designated person charged with operational responsibility for ensuring that the schools meet the local wellness policy requirements.

Children need access to healthful foods, educational content, and experiences that promote wellness. Good health fosters student attendance and educational success. Obesity rates and chronic diseases continue to increase and challenge the achievement of maximum academic performance. Participation in vigorous physical activity, quality physical and nutrition education, and balanced food choices foster life long health habits leading to longer healthy lives.

The purpose of the policy is to ensure that each student is provided ongoing opportunities designed to maximize the prospect that students will make positive decisions throughout life. Health education provides critical content for students to develop and demonstrate health – related knowledge, attitudes and practices. Physical education, and regular physical activity is an integral part of the total education of students, contributing to the physical development of the individual, thus promoting an appreciation of physical fitness. School food services will provide a variety of affordable, nutritious and appealing foods that meet the health and nutrition standards and guidelines.

- Snacks may be brought from home for children’s own consumption, with the understanding that some classrooms may need to restrict some types of snacks due to specific allergies that classmates or staff may have, such as nut allergies. (*see School Snack Guidelines*)
- Parents are encouraged to send healthy snacks that will provide the “fuel” for effective learning. Foods of high nutritional value will have a significant amount of at least one of the following: calcium, vitamin C, vitamin A, iron or fiber.
- Parents and Staff may not send or bring in any snacks to be shared because every school has children who have severe, life-threatening allergies of all kinds. No child shall be put at risk of having an allergic reaction to foods brought into school.
- For all school celebrations or events, during the school day, and during the high school exam days, where food or beverages will be offered or provided, the food and beverages, excluding water, must be purchased through the Food Service Department. After receiving approval from the building principal, the Food Service Director must be contacted and will coordinate with the school nurse. The staff member responsible for the event must notify parents.
- Curriculum based food activities must comply with the state and federal nutrition guidelines and must be approved by the administrator in collaboration with the school nurse and Food Service Director. The staff member responsible for the event must notify parents.
- All fundraising activities or school store sales involving food occurring 30 minutes before, during and up to 30 minutes after the school day must meet the nutrition standards.
- Foods of high nutritional value should be used as a reward in school when specified in an IEP, 504 or behavior plan or authorized by the principal in coordination with the nurse.
- Students that require feeding and support to ensure they are receiving food either prescribed by a physician or provided in a manner conducive to their medical needs are required to have a physician’s note supporting the medical condition and the specific manner in which they will receive the food. Food services will not be required to make a determination regarding the nutritional standards.
- Alternative rewards should be encouraged over food rewards. Food rewards must meet the nutrition standards unless it is specified in an IEP, 504, or behavior plan. After receiving approval from the building principal, the Food Service Director must be contacted and will coordinate with the school nurse.
- Any after school activities and weekend events should have healthy food options available (movie night has fruit/veggie options, etc).
- Any corporate sponsor or corporate partnerships that requires the marketing of food and beverages shall only market and promote those foods and beverages that meet the state and federal guidelines and shall not compromise the Shrewsbury Local Wellness Policy.

**Complete Shrewsbury Public Schools Local Wellness Policy**

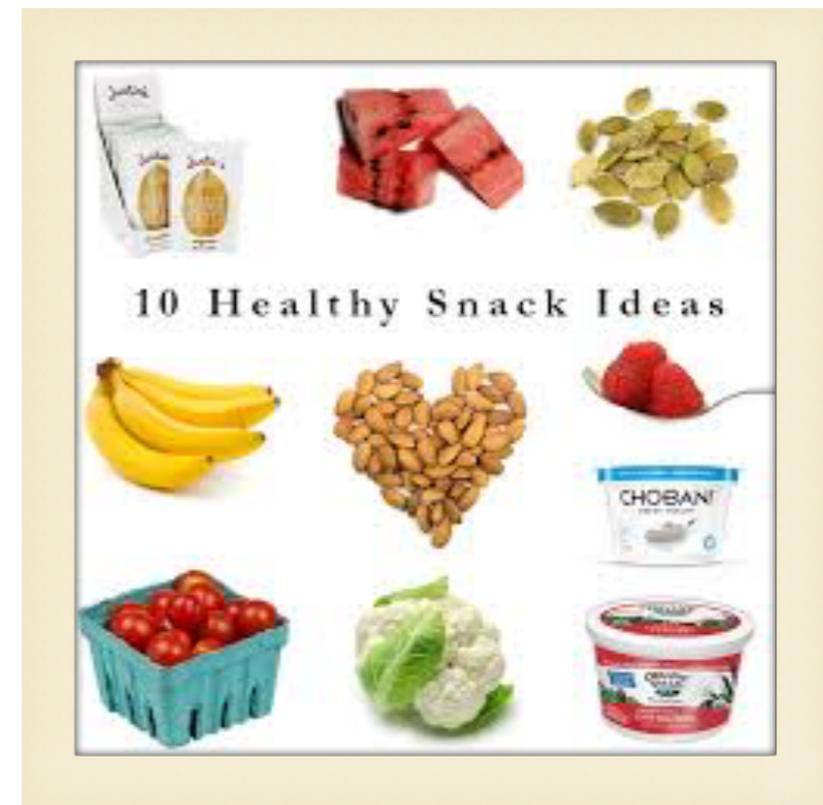
# SNACK TIME

## School Snack Guidelines

Due to the length of time between breakfast at home and some of the later lunch times at school, individual teams may allow students to bring a snack to school. Teams that choose to have “snack time” must communicate and enforce the following guidelines:

- snack time will occur at a scheduled time each morning as designated by individual teams
- snack time will be at a designated time determined by the team and will last no longer than 5 minutes in duration
- students will be encouraged to bring a reasonable serving size of a healthy option for snack in order to provide fuel for learning
- no sharing of snacks will be permitted

- students will not be permitted to purchase snacks from the cafeteria or vending machines outside of the student’s own scheduled lunch time.
- teachers are not permitted to provide snacks for students
- water bottles are permitted throughout the school day
- any left over foods or containers will be disposed of properly, and any spills will be cleaned appropriately in order to prevent issues with insects, etc.



## Food Allergy Information

A significant number of students in our schools have life threatening food allergies. Their allergens include peanuts, tree nuts (e.g.: walnut, almond, hazelnut, cashew, pistachio, etc), soy, milk, wheat (gluten), fish, shellfish, various fruits, etc.

Reactions to allergens can cause anaphylaxis, a sudden, severe reaction that is potentially fatal.

In order to create a safe school environment for all students, Shrewsbury Public School buildings and classrooms are designated as “Allergy Aware”. This indicates an effort on the part of the school to make the community (students, staff, families, etc) aware that there are students with food allergies in the classroom or building, and for that reason to ask that they be respectful of those around them who might have allergies by refraining from bringing foods that contain allergens into school as much as possible, and that they never share food of any kind while at school or on the bus.

Per the district’s Wellness Policy, staff are not permitted to bring food in to school to share with students. Any food used in classrooms for curriculum related activities must be approved by the principal after consult with the school nurse, and should be wrapped, store-bought foods, with ingredients listed on the labels whenever possible. The staff person leading the activity should check labels to ensure that no allergens are present.

Families of students with food allergies are asked to partner with our schools by teaching their child about their specific allergen(s), what foods should be avoided, how to read food labels, how to recognize symptoms of a reaction, how to self advocate in regards to their allergy, and what to do if a reaction occurs. Students should be reminded that food of any kind should not be shared at school or on the bus. Parents/guardians should inform the school nurse of any known allergies and provide a doctor’s order, allergy management plan, and any required medications to the nurse at the beginning of each school year.

Our food service department works hard to provide nutritious meal choices in our school cafeterias. If a student with food allergies chooses to buy food at school, parents/guardians should review menu choices at home and help to decide what is safe for their individual child. Some menu items may contain allergens. School and cafeteria staff will not monitor lunch choices made by students. If parents/

guardians have questions about possible allergens, they should contact the cafeteria manager at their child’s school. Menus are available on the Food Service page of the Shrewsbury Public Schools website (<http://schools.shrewsburyma.gov/foodsvc/lunch-menus.cfm>).

Allergy Aware tables will be available in the cafeterias at elementary schools and middle schools. Students with allergies can choose to sit at these tables along with non-allergic students whose lunch does not include allergens. Again, sharing/trading of food is not permitted.

## Screenings

The following school screenings are mandated by Massachusetts state law (M.G.L. c.71, s.57 and 105 CMR 200.000) and are conducted according to the following schedule:

- Vision screenings screening: each year for students in grades pre K, K, 1, 2, 3, 4, 5, 7, and 10
- Hearing screening: each year for students in grades K, 1, 2, 3, 4, 5, 7, and 10
- Heights and weights are measured and BMI is calculated for students in grades 1, 4, 7, and 10. Aggregate data reported to the state as mandated. Individual student data is not reported but is recorded in the confidential student health record.
- Postural screenings: each year for all students in grades 5, 6, 7, 8, and 9

Per MA 105 CMR 200.000, the purpose of mandated screenings is to “identify and take appropriate actions with respect to disabilities and medical conditions of school children in public schools as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities ...” Screenings are a tool used for referral for further care and should not be considered diagnostic.

Letters will be mailed home if follow-up for vision, hearing, or postural screening is recommended. BMI data is available by parent request to the nurse.

Hearing and vision screenings are conducted in the health office by school nurses and trained personnel.

Postural screenings, height, weight and BMI screenings are done by the Physical Education teachers, usually during the first 2 weeks of PE class. If the PE teacher has concerns about a particular student, the student will be rescreened by the school nurse.

In order for a student to be excused from any screening(s), the parent/guardian must make a request in writing to the school nurse annually. For postural screening exclusion requests, documentation of screening within the past year by a medical professional must also be provided.

### **Stock Supply of Emergency Medications in Health Offices**

Per district policy, “certain medications for emergency use, such as epinephrine pens to treat anaphylaxis, naloxone to treat opioid overdoses, or similar medications, may be administered by a school nurse, or by a trained individual where law allows, to individuals who present with symptoms regardless of whether a physician’s order exists, as the condition may be undiagnosed.”

For the 2016-17 school year, the health office in each building will stock the following medications for use during the school day:

- Narcan (naloxone): 2 doses per building for use in the case of suspected opioid overdose
- EpiPen/EpiPen Jr (epinephrine auto injector): 2 doses per building, plus sufficient supply to send at least one dose on field studies taking place out side of school

Students who are already diagnosed with the potential need at school for such medication as listed above, such as an allergy that could cause anaphylaxis, must provide a physician’s order for the emergency medication to the school nurse. In cases where the school has such emergency medication in stock, parents of students who are prescribed such medications will not be required to provide personal doses of medication for their child’s potential use in an emergency at school. This exception is provided as an opportunity for families to potentially save

on the expense of purchasing multiple doses of emergency medication (such as multiple epinephrine pens), since the school will already have a supply on hand, it is rare that this medication is required to be administered, and rarer still that multiple individuals would need doses at the same time. However, parents may opt to send in the emergency medication specific to their child if that is their preference.

The school nurse, parents, student’s physician, and, where appropriate, school administration, will confer on a case-by-case basis whether a student may carry a personal, prescribed emergency medication on his or her person for potential self-administration, such as an epinephrine pen or asthma inhaler. The availability of personal, prescribed emergency medications to be self-administered by students will be governed by applicable state laws and regulations.

Because stock emergency medication may not be available during school activities that take place outside of school hours, the school district cannot make any commitment to families regarding the availability of stock emergency medication outside of school hours. The carrying of a personal, prescribed emergency medication as described above is encouraged for students who are trained in self-administration and participate in such programs.

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## SECTION 1

# School Nurse

### General Information

You should go to the health office when you are not feeling well or if medication is needed. In any event the teacher whose class you are to be in at that time must know that you are with the nurse. It is your responsibility to tell the teacher.

The school and the nurse are not responsible for the dispensation of any medication except for prescriptions that must be administered during school hours by the school nurse. In order for medications to be dispensed:

- they must be brought into school by your parent or caregiver and
- have a doctor's order form completed indicating that the medication is to be administered during the school day.

The school nurse will be responsible for determining whether the medication to be dispensed falls within the parameters of the school policy. If it does not, she will notify parents, and if necessary, seek the assistance of the principal in explaining the policy to them.

The nurse may send a student home during the day. If she feels that you are sick enough to have to go home, she will contact a parent to come into school to pick you up. **Students are not to call or text a parent on their own to pick them up.** It is essential that contact information in our database (PowerSchool) be kept up to date by parents so that the nurse can contact the appropriate person in case of emergency.

Students should stay home from school if they are vomiting or have a fever of 100° or higher, and should stay home until they are fever free for 24 hours without medication.

Parents are asked to inform the nurses if your child has a concussion, or will be in school on crutches, in a cast, etc; or if your child will be out of school for an extended absence due to illness or hospitalization. The nurses will help ensure that the necessary arrangements are made for your student.

### Mandated screenings

Massachusetts requires that all students in grades 5 – 10 participate in postural screening annually. These screenings, along with height and weight screenings, are done by the PE teachers at the beginning of cycles 1, 2 and 3. If the PE teacher has concerns about a particular student, he/she will be re-screened by the school nurse. Letters will be mailed home if follow-up is recommended.

In addition, students in grade 7 are required to be screened for hearing and vision. Hearing and vision are screened in the nurses' office, usually in December or January. Letters will be mailed home if follow-up is recommended.

Any parent who wishes that their child be excluded from screening(s) must submit a request in writing to the health office along with proof of screening by the student's primary care provider or other medical professional.

### Physical Exams

Massachusetts law (M.G.L. c.71, s.57) requires physical examinations of school children within 1 year before entry into school or within 30 days after entry, and at intervals of either 3 or 4 years thereafter. In addition, the MIAA requires that any student participating in an interscholastic sport must pass a physical examination prior to participation. The exam covers the student for 13 months.

### Destruction of Health Records

When a student leaves Shrewsbury Public Schools, health records are transferred to the receiving school or given to a parent/guardian in their entirety whenever possible. Parents are encouraged to provide transfer information to ensure that health records follow the student. Any health records that remain at school after the student transfers, graduates, or withdraws, will be kept for 7 years and will then be destroyed in accordance with MA Dept of Education Student record regulations.



## SECTION 2

# Cafeteria

Because there are so many students in the cafeteria at one time it can become very noisy and confusing. Therefore, it is important that you obey all the rules of the cafeteria.

You must enter in an orderly manner.

You are expected to be courteous and respectful at all times to those who work in the kitchen and those teachers who are on lunch duty.

Students at each table are expected to clean the table prior to being dismissed. Everyone must pitch in to keep the cafeteria clean.

The floor should remain clean of food, papers, etc. It is your responsibility to keep your area clean. If there are consistent issues with cafeteria behavior / cleanliness, school administration will use an assigned seat model in the cafeteria.

### Breakfast Program

A Breakfast Program is offered daily at the Middle Schools before the school day begins. A variety of cereals, fruits, pastries, morning breads, yogurts, juice and milk are offered daily. All meals meet the USDA requirements for good nutrition. Families with financial need may qualify for a free or reduced breakfast. Breakfast concludes each morning at 8:05. Students must sign-in for attendance purposes prior to 8:05. A Prepaid Breakfast Plan is available. Breakfast will be served at the Middle Schools.

### Lunch Program

A Lunch Program is offered daily at the Middle School. A minimum of two entrees is offered daily. In addition a variety of sandwiches, soups, milks, 100% juice, fruits, vegetables, breads and a salad bar are offered daily. All meals meet the USDA nutritional guidelines. Families with financial need may qualify for a free or reduced lunch.

### Middle Schools Point of Sale System (POS)

The Meal Magic Point of Sale System is available at the Oak and Sherwood Middle Schools and the High School. This system allows parents to put money on their child's account for meal or a-la-carte purchases. Any amount of money can be added to a student's account. This system eliminates the need for cash or tickets. Cash can be used for purchases. Parents can send a check or cash with their child to give to the cafeteria cashier at their school. The cashier will add this money to the student's account. Checks should be made out to the Food Service Department. In the check memo section note the child's name whose account should be credited. To take advantage of monthly promotions offered by the Food Service Department checks must be mailed to the Food Service Department 64 Holden Street Shrewsbury, Ma. 01545. Monthly promotions cannot be applied at the schools. Checks or cash will be credited at face value at the schools.

### Middle School and High School Reduced Meal Plans

The Meal Magic Point of Sale (POS) System is available at the Oak and Sherwood Middle Schools and the High School. This system allows parents to put money on their child's account for meals or a-la-carte purchases. Any amount of money can be added to a student's account. This system eliminates the need for cash or tickets. Parents can send a check or cash with their child to give to the cafeteria cashier at their school. The cashier will add this money to the student's account. Checks should be made out to the Food Service Department. In the check memo section note the child's name whose account should be credited. Parents can also opt to send the cost of the breakfast in daily with their child.

### Free and Reduced Application Forms for 2016-2017

Shrewsbury Public Schools offer healthy meals every day to all students. Children need healthy meals to learn. Free and reduced meals are available to families in need.

Questions???? or if you need help filling out the on line application please contact: Beth Nichols, Food Service Director - 508-841-8819

### Menus

The monthly menu is printed in the Chronicle. The menu is also posted on the Shrewsbury Public Schools Home Page website. The Food Service is committed to serving what is on the printed menu.

### Food Service Department

Please contact the Food Service Department with any questions, suggestions, or ideas. The Food Service Department is located at Shrewsbury High School, 64 Holden Street, Shrewsbury, MA. 01545. The telephone number is 508 -841-8819. The Middle Schools have managers on site available to speak with you. Oak Middle School Manager - 508-841-1217.

Please visit our web page on the Shrewsbury Public Schools Home Page website for complete information on menus, Meal Plans, Free and Reduced Lunches and more. Please click below.

### ***SPS FOOD SERVICE WEBSITE***

#### **2016-17 Oak Pricing (for larger view touch pricing menu)**

Breakfast	\$1.50	Reduced Breakfast	\$0.30
Lunch	\$3.50	Reduced Lunch	\$0.40
<i>A-La-Carte Menu</i>			
Salad Bar	\$3.50	Slice of Pizza	\$1.25
Soup/Chowder 8 oz.	\$1.00	Soup/Chowder 12 oz.	\$1.50
Side of Vegetable or Fruit	\$0.65	Snacks	\$1.00
Bagel	\$1.00	Muffin	\$1.00
Assorted Milk/Juices	\$0.65	Polar Seltzer Water	\$1.00
Dasani Water 12 oz.	\$0.65	Dasani Water 20 oz.	\$1.00
Vitamin Water 16 oz.	\$1.25	Vitamin Water 20 oz.	\$1.75

# General Information

Lockers

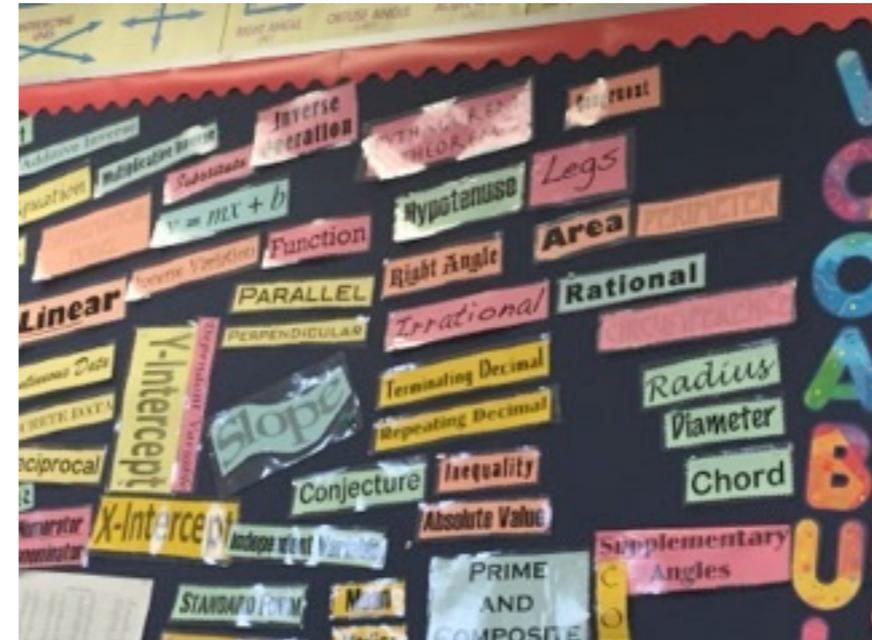
Student Publicity

Grade 9 Course Selections

Our Commitment to You

Important Information for Students and Parents *(What If...)*

Appendix



## **LOCKERS**

Lockers will be assigned on the first day of school by homeroom teachers. It is your responsibility to keep your locker clean and neat. Lockers are not to be written on or defaced in any way. Stickers are not to be placed on a locker or inside the locker. Students will supply their own combination locks at the start of the school year. Locks for physical education class will be supplied by the teachers for the allied arts rotations.

You are the only one who can open your locker as long as you do not give your combination to anyone else. Remember: School is not a place to bring valuable things that you care about. As long as these kinds of things stay at home, there is no chance of them being lost or stolen at school.

The lockers are the property of the school, and the school administration reserves the right to bypass any lock and search lockers if there is a reasonable suspicion of a violation of the Code of Conduct.

## **STUDENT PUBLICITY**

Many school events, student accomplishments, and student work are published through both print and electronic media, including local newspapers, local cable television, and the Internet. If you have any objection to your child being included in the items listed below, you must send in writing your decision to opt out to your child's principal. Unless the school receives contrary notice in writing from a parent, it is assumed that parents have given consent for the information below to be publicized.

- Images for print, broadcast, and electronic display and distribution
- Audio and video for broadcast and electronic display and distribution
- Directory Permission-Student's name, address, phone number and email address supplied to students and parents in your school community.

## **GRADE NINE COURSE SELECTIONS**

Grade 9 planning begins soon after the start of your OMS Grade 8 experience. Students who are interested in attending the excellent programs offered at the Assabet Valley Regional Vocational Technical High School will participate in a field trip experience to help them decide if any of the many vocational programs are of interest to them.

Students attending SHS or other area high schools will be involved in making school and course selections later in the year. More information will be provided in late fall.

## **OUR COMMITMENT TO YOU**

Every adult at OMS will do all that we can to help make this school year a great one for you. If there is anything that isn't going well for you, talk with your parents, a teacher, counselor, administrator or other adult you trust. We can solve problems best by working together. Have a great year!

## **IMPORTANT GENERAL INFORMATION FOR STUDENTS AND PARENTS**

### ***WHAT IF. . . .***

**...you** are late for school? If you are late to school you should have a signed note from a parent or guardian explaining the reason for being late. You will report to the main office, sign into the computer, and receive a tardy slip that will admit you to class. Excessive tardiness is not acceptable. Please refer to the attendance policy above.

**...you** have to get dismissed early from school? You must bring in a signed note to the Main Office in the morning. You will enter your information into the computer and you will receive a dismissal slip. When it is time to be dismissed, you will show this slip to the teacher, and then bring the slip to the main office where you will be dismissed. A parent or guardian must come into the building to sign out a student; the student may not leave the building without the adult present.

**...you** get sick or injured during school time? The school nurse will decide if there is a need to leave school or seek further medical attention. In such cases, parents or guardians will be notified. This is one reason accurate and up to date emergency information is needed. You are not to call home to ask a parent to come to pick you up. The nurse will handle this.

**...you** must contact your parents? A telephone in the main office is available to students. The best time to make calls is at lunchtime. Calls at the end of the day are discouraged in order to avoid missing assigned buses. Students are not allowed to use cell phones at school; parents are not allowed to "text" or call students directly during the school day. Please call 841-1200 to have a message relayed to your child.

**...you** forget something at home? Parents may only drop off essential items (such as medications or eye glasses) to the school nurse. If a nonessential item is dropped off for you, it will be placed in the bin by the main office; it is your responsibility to pick the item up in between classes or with teacher permission.

**...you** forget your lunch money? The school does not want any student to go without eating lunch. Should you forget your lunch money, the cafeteria manager will have a lunch made available on credit. The student must pay for this lunch the following school day. There is no need to contact home for a lunch to be brought to school.

**...you** lose money or personal items? If you lose money or personal items, your teachers and/or someone in the main office should be notified as soon as possible. You should also check the lost and found box in the main office and the cafeteria. You should not bring large sums of money or any valuable item to school.

**...you** lose or damage a textbook, library book, or other borrowed materials? You are responsible for all books / materials given to you during the year. Cover your texts and keep them covered to protect them from damage. You must pay for any book or item that is lost or damaged during the time that you have it signed out to you. The replacement costs of many of our schoolbooks can be quite expensive. A new text, trade book, or other media device may not be issued until a student provides a replacement or payment.

**...you** are given an after school detention? A detention can be assigned by a teacher or an administrator. The school must be sure that any student who stays after school has been able to make arrangements to get home safely. For that reason, an assigned detention means you have the responsibility to make your parent or guardian aware so you can be picked up at the end of the day. If this cannot be done the parent must get in touch with the teacher or administrator to work out an alternate solution. The detention will be served within one school day of being assigned.

**...you** are not sure whether or not there is school because of a bad storm? When it becomes necessary to cancel school or delay the opening of school because of poor weather there will be announcements on several radio and TV stations; additional information may be found on the school department website. The school system will communicate via our Connect Ed Phone Notification System as well. Please listen for these announcements and do not call the school.

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## SECTION 1

# Appendix

### Shrewsbury Public Schools Statement of Non-Discrimination

The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76: Section 5, ensures that all students have the right to equal educational opportunities in public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students, and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

### Anti-discrimination and Anti-harassment Law and Policy

The Shrewsbury Public Schools are in compliance with all applicable state and federal laws, including Mass. General Laws Chapter 76: Section 5, Title IX of the Educational Amendments of 1972, and Title VI of the Civil Rights Act of 1964. Additionally, the Shrewsbury School Committee has developed policy on harassment and discrimination.

Any individual who believes he/she has been the subject of harassment or discrimination should report the incident immediately, either verbally or in writing, to an administrator, counselor, or teacher. The principal must be notified in all cases of alleged harassment or discrimination. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion, and such reports will be held in the utmost confidence. For a copy of any of these laws or policies, please contact the principal. Any concerns regarding the principal should be directed to the superintendent.

### Mass. General Laws Chapter 272: Section 40

Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more than fifty dollars; provided, however, that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment for one month, and the sentence imposing such imprisonment shall not be suspended.

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