

SHERWOOD MIDDLE SCHOOL

# Student Handbook



2015-2016

Updated August 21, 2015

## CHAPTER 1

# Welcome to Sherwood



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## Letter of Welcome to SMS Families

**“Your beliefs become your thoughts,  
Your thoughts become your words,  
Your words become your actions,  
Your actions become your habits,  
Your habits become your values,  
Your values become your destiny.”  
— Mahatma Gandhi**

August 12, 2015

Dear Families,

These beautiful summer days provide us with the energy and sustenance that we need to embark upon and celebrate the beginning of a new school year. We look forward to partnering with you, our students, parents, and families, as we endeavor to share our expertise, experiences, and knowledge with one another. In doing so, we will provide our students with an outstanding middle level education.

One of the ways in which we accomplish our individual and collective goals is by sharing, modeling, and following The Touchstone of Sherwood Middle School. The Touchstone was created a few years ago by students, teachers, parents, and community members. This “declaration” outlines the ways in which we use our core values to work together in community, as our core values are the fabric of our school culture. During grade level Community Meetings, we gather together to celebrate our successes and discuss and plan ways in which to improve upon our challenges, we revisit and recite the SMS Touchstone together:

### **The Touchstone of Sherwood Middle School**

**Sherwood Middle School is a community of independent learners who treat others respectfully and responsibly.**

**At our school, students and faculty stand up for what we believe in, celebrate our differences, and make learning fun.**

**Our positive attitudes create a path to success.**

**At Sherwood Middle School, we persevere and confidently strive to do our best.**

**We learn from our mistakes and understand the importance of honesty.**

**We are a community whose core values lead the way.**

All members of the community are responsible for doing their best to follow the Touchstone and provide one another with the support needed to be successful. We look forward to working alongside you this year, as our students continue to form the attitudes, values, beliefs, and habits of mind that will significantly impact their life choices for years to come. Sherwood Middle School prides itself on the manner in which we educate our students. We are committed to ensuring that all students are provided with the tools, re-

sources, and opportunities needed to lead happy, healthy, engaging and meaningful lives, while contributing in positive ways to society. Students, faculty, and families share in the responsibility of teaching, learning, and leading. We understand that young adolescents achieve academic success when other developmental needs (physical, emotional, social, and moral) are met.

Sherwood Middle School maintains high expectations for all members of our school community. Our students participate in a rigorous and engaging curriculum, while benefitting from high quality instruction that addresses a wide variety of learning needs and styles. Students engage in diverse opportunities that allow them to become active members of their classroom and school communities. Their participation extends beyond the school day. Students are encouraged to participate in the multitude of after school activities and programs that are available throughout the course of the school year, as we believe these experiences enhance students' growth and development during this unique time in their lives.

In closing, we believe that the collaboration between school and home is a shared responsibility. The home-school connection is a critical component of the education of our students. Faculty and families work together to ensure that students are actively engaged in meaningful learning experiences. We look forward to beginning this work with you during the coming days as we begin 2015-2016 school year! If you have any questions or comments, please contact us.

Respectfully,  
 Jane O. Lizotte Ed.D,  
 Principal  
 Karen R. Gutekanst  
 Grade 5 Assistant Principal  
 Heather G. Gablaski  
 Grade 6 Assistant Principal



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# Shrewsbury Public Schools Strategic Priorities 2012-2016

In December 2011, the Shrewsbury School Committee voted in four strategic priorities for the district that will inform our planning and decision making from 2012 to 2016. Below, please find a summary of these priorities.

## Shrewsbury Public Schools 2015-2016 School Year Calendar Final Approved March 4, 2015

AUG/SEP 20 Days				
M	T	W	T	F
24	25	26	27	28
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 20 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

NOVEMBER 16 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				

DECEMBER 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	31	

JANUARY 19 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**August/September**  
 8/27 & 28 New Teachers' Orientation  
 8/31 Opening Program for Teachers/No School  
 9/1 Students Return/Full Day  
 9/4 Professional Development/No School  
 9/7 Labor Day/No School

**October**  
 10/9 Professional Development/No School  
 10/12 Columbus Day/No School

**November**  
 11/3 Parent Conferences/No School  
 11/11 Veterans Day/No School  
 11/25 - 27 Thanksgiving Vacation

**December**  
 12/8 Professional Development/Early Release  
 12/24 - 1/1 December Vacation

**January**  
 1/18 M.L. King Day/No School

**February**  
 2/2 Professional Development/Early Release  
 2/15 Presidents Day/No School  
 2/16 - 2/19 Winter Vacation

**March**  
 3/1 Professional Development/Early Release

**April**  
 4/5 Professional Development/Early Release  
 4/18 Patriots Day/No School  
 4/19 - 22 Spring Vacation

**May**  
 5/3 Professional Development/Early Release  
 5/27 Last Day for Seniors  
 5/30 Memorial Day/No School

**June**  
 6/2 Graduation Day  
 6/14 Last Day for Kindergarten & Preschool  
 6/16 Last Day/Half Day for Students

🍏 Parent Conference Day: 11/3/15

February 16 Days				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

MARCH 23 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	31	

APRIL 16 Days				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY 21 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			

JUNE 12 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	

0 snow days = 6/16 last day  
 1 snow day = 6/17 last day  
 2 snow days = 6/20 last day  
 3 snow days = 6/21 last day  
 4 snow days = 6/22 last day  
 5 snow days = 6/23 last day

### Increase Value to the Community

- Continue our school district's reputation for excellence.
- Provide the personnel, resources, and infrastructure needed to ensure the quality of education necessary for our students to meet the challenges of the 21st century .
- Serve community needs through volunteerism.

### Engage & Challenge All Students

- Ensure that all students participate in rigorous learning experiences that require the application of knowledge and skills, with an emphasis on writing across all content areas.
- Empower students to meet future college, military, and workplace demands in a globally connected environment by building proficiency at the 21st century skills of communication, critical thinking, collaboration, and creativity.

### Enhance Learning through Technology

- Provide staff and students access to the technology needed to strengthen teaching and learning in ways that are not possible with traditional tools in order to help students master 21st century skills.
- Utilize technology to provide better access to information and interactive media, a wide range of assessment and feedback tools, and the ability to make learning connections locally, nationally, and globally.
- Promote innovative uses of technology that advance the district's educational and operational goals and monitor new approaches for equity, efficiency, and effectiveness.
- Educate students to use technology productively and responsibly.

### Promote Health & Wellbeing

- Reinforce respectful, positive school cultures in order to empower members to act with kindness, empathy, and compassion.
- Communicate and model the importance of proper nutrition, exercise, and healthy living habits.
- Ensure a systematic response to students who are struggling with social, emotional, and/or mental health issues.

## School Publicity Policy

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 your decision to opt out to your child's principal in writing.**

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.

1. Images for print, broadcast, and electronic display and distribution, including on our school website and social media site.
2. Audio and video for broadcast and electronic display and distribution
3. Directory Permission-Student's name, address, phone number and email address supplied to students and parents in your school community.

## Off-Campus Permission

There are times during the school year when students and their teachers walk to Oak Middle School or the Foundation Fields on Maple Street. Oak Middle School has an auditorium used for large presentations, such as the 5th grade Weather Show. Field Day is sometimes held at the Foundation Fields. Parents will be informed of these off-campus visits in advance. **If you do not give permission for your child to walk to Oak Middle School or the Foundation Fields for a prearranged event with adult supervision, please inform your child's teacher in writing. Unless the school receives contrary notice in writing, it is assumed that parents have given consent for their child to walk to Oak Middle School or the Foundation Fields.**



# Sherwood Middle School Core Values

## RESPECT

1. All members of the Sherwood Middle School community demonstrate RESPECT for others.

- We treat each other the way we want to be treated.
- We respect school and personal property.
- We maintain self-control.

## HONESTY

2. All members of the Sherwood Middle School community model the importance of being HONEST.

- We tell the truth, even when it is very difficult to do.
- We gain the trust and friendship of others by modeling good behavior.
- We are honest with ourselves and with others.

## PERSEVERANCE

3. All members of the Sherwood Middle School community demonstrate PERSEVERANCE in all aspects of learning.

- We never give up even when things do not work out the way we had hoped.
- We continuously strive to improve.
- We have confidence that if we believe in ourselves, we can achieve our goals through effective effort.

## RESPONSIBILITY

4. All members of the Sherwood Middle School community assume RESPONSIBILITY for success.

- We set high expectations for academic performance and social growth, and we are thoughtful and purposeful in pursuing these goals.
- We promote independent learning and thinking.
- We stand up for what is fair and just by taking appropriate action.

In addition to the above Core Values, Sherwood Middle School also includes the following in our values to follow as a productive, caring school environment: Tolerance,

Cooperation, Courage, Generosity, Gratitude, Caring.

Each month of the school year will focus on one of these 10 values.



# Student Drop-Off/Pick-Up Information



# **Student Drop-Off/Pick-Up Information**

## **Frequently Asked Questions**

**My child does not take a bus. Where will I drop them off in the morning and pick them up in the afternoon?**

Parents will enter the back driveway to Sherwood via Crescent Street. There is no entrance from Hutchins Street in the morning or afternoon. Parents and caretakers will follow the traffic pattern into and around the parking lot. Adults will direct you where to stop; we ask that you pull up as far as possible so more than one car can unload at a time.

**Which way should I exit after dropping off or picking up my child?**

The access road is two-directional. You will be able to exit the lot by turning right to exit via Crescent Street or by turning left to exit via Hutchins Street.

**Can I drive in front of Sherwood to get to the student drop-off/pick-up location?**

No. The only traffic allowed in front of Sherwood during student drop-off and pick-up times is bus traffic. All parents and caretakers must use the Crescent Street entrance to access the drop-off / pick-up area. Please do not drop your child off in the parking lot between Oak and Sherwood as bus and staff traffic can make this an unsafe location.

**What times are drop-off and pick-up?**

Students can be dropped off as early as 7:30 AM. This is when there are adults in the building to supervise children and doors are unlocked to allow their access. Students who arrive prior to 7:45 must report to the cafeteria to be properly supervised. Homeroom starts promptly at 8:00. Students are dismissed at 2:35 to parent pick-up.

**Where should parents park when visiting the school during the day?**

All visitors should park in the designated "Visitor Parking" spots in the front of the school. If there are no available spots in this area, any unmarked parking spot is fine.

Please direct any additional questions to the Sherwood Main Office. (508)-841-8670 The Parent/School Partnership

## **The Importance of a Strong Parent/School Partnership**

Educating young children in today's world is more complex and demanding than educating children earlier this century. Technology, advancements in the knowledge of how children learn, critical health issues, and other societal demands have placed a growing responsibility on today's public schools. The Shrewsbury Public Schools strives to develop every child's fullest potential by providing a solid core curriculum and enrichment activities to let each student develop his/her unique interests and skills. To that end, the schools are more effective when we build strong relationships with parents and families.

The School Department will make every effort to keep parents informed. Regular communications in the form of classroom or school newsletters, reports to the School Committee (which are broadcast on Channel 29 and archived on the Shrewsbury Media Connection website), parent open houses, curriculum nights, and other special events are scheduled on a regular basis. Please be sure to ask your children if they have any newsletters or notices from their teachers. It is also helpful to check book bags and backpacks on a regular basis. Each elementary school uses some form of a communications folder (i.e., Red Folder, Monday Folder, etc.). You should look for this folder on a regular basis since all-important communications are sent home in it. All elementary schools also use listservs for email communication, and email addresses of parents of currently enrolled students are automatically enrolled.

## **When Parents Have a Concern**

We welcome the opportunity to assist you and your child to have a successful experience at Sherwood Middle School. Contacting the right person and discussing your concerns can solve most problems. Generally the best place to resolve an issue is with the teacher or faculty member about whom you have the concern. In the event that you are not satisfied with the solution, or are unable to resolve an issue, you should first contact the grade level assistant principal. If the problem remains unresolved, your next point of contact is the building principal. Please note that it is preferred to have initial communication through e-mail, as the faculty

member has access to e-mail throughout the course of the day and evening.

In the rare event that your problem is not addressed sufficiently at the building level, you should contact the Superintendent's Office at 508-841-8400.

## **Parent Organizations**

Sherwood and Oak Middle Schools have an active parent organization, with regular meetings and a slate of officers and sub-committees. This organization provides schools with educational, social and fund-raising activities. Getting involved in the parent organization is a good way to be of service to your school and ultimately, to your child.

The parent organizations also work with the school councils and provide initiatives to improve the schools. You will receive information from the PTO with details on these activities and how to volunteer.

## **Visiting the School**

We are happy to have parents visit our schools. However, as welcome as parents are, they may also focus attention away from classroom instruction and become a distraction to both the teachers and the students. Parents are welcome to visit after arranging a time and a stated purpose with the classroom teacher. Visitors must enter through the front doors, register at the main office and wear a visitor's badge that will be issued at that time.

## **Volunteering**

Volunteering in the Shrewsbury Public Schools is a time-honored tradition. School volunteers are always in demand and perform a variety of functions, from working in the main office, to preparing materials for teachers and students, to working in the media center or computer lab, to presenting special topics and projects to the students. Your support and expertise is welcomed.

Volunteering does not require specific skills. The person with whom you work will train you. Volunteers typically work one day per week, either for the whole day or part of the day. The key to a successful experience is dependability. Volunteering requires a commitment for the period of time the individual agrees to work in the schools. All volunteers must complete a CORI check with the school department.

If you are interested in volunteering in our schools, please contact the Principal (or a specific classroom teacher if there is one with whom you would like to work) and explain what you would like to do and what your schedule will allow.

### **Instructional Aides and Substitute Teachers**

Instructional aides and paraprofessionals work closely with the classroom teachers and your children. They provide wonderful support and allow the faculty to differentiate instruction to assist each child reach his or her greatest potential. Many of the district's instructional aides are certified teachers. Others are interested parents who like to work in the school district on a regular basis. Periodically, the district hires aides during the course of the school year. If you are interested in this type of work and wish to be considered for openings that occur throughout the course of the year, you should contact Ms. Barbara Malone, Director of Human Resources. She can be reached at 841-8400.

Substitute teachers work to ensure that appropriate classroom instruction continues when the classroom teacher is absent. The school department maintains a list of available substitutes. While some substitutes work every day, others are available on a limited basis. Many work in all elementary schools and some only work in their neighborhood school. The minimum requirement is a college degree. If you are interested in working as a substitute teacher, you should contact Ms. Barbara Malone, Director of Human Resources. He can be reached at 841-8400.

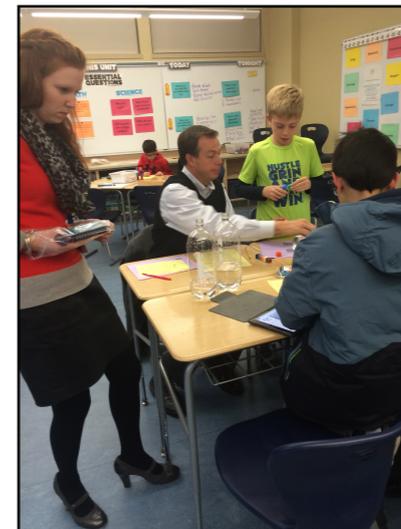
### **Parent/Teacher Conferences**

The following date has been established for parent-teacher conferences: **November 3, 2015**

Teachers will contact parents to arrange for a convenient time to meet; please note that some conferences may need to take place on an alternate date, as it is not always possible to schedule all conferences in one day. Please note that students do not attend school on the conference day unless students are participating in a student-led conference.

Additionally, either the parent or the school may originate parent-teacher conferences. The teacher will contact the parent to schedule a conference if he/she determines a need to do so. When the parent sees a need to meet with the school, he/she should contact the classroom teacher or the counselor to schedule a conference. Except for the scheduled dates, conferences are normally scheduled for before the school day or after school. The school department requests that parents try to understand the operational schedule of a middle school and work with the school to schedule a time that is mutually convenient for both the parents and the school staff.

Prior to the meeting it is important to note key issues that you would like to address. These might include your child's performance and progress, personal development, discussion about a specific curriculum area or skill development, or test results.



## CHAPTER 2

# Community Expectations



## Community Expectations and Responsibilities

It is the responsibility of students to follow all school rules, the responsibility of staff to review and reinforce those rules, and the responsibility of administrators to support teachers in reinforcing the rules to assure a safe learning community. All staff should reinforce these rules with every student.

## Arrival

### ***Expectations for Students:***

- Enter the building quietly, remove hats and wipe feet
- Walk in hallways
- Quickly go to your lockers and then directly to your homeroom
- Be in homeroom by 8:00 a.m. at the latest

### ***Expectations for Staff and Administrators:***

- Starting at 7:45 a.m., monitor students at lockers and hallways
- Greet students
- Teachers should take attendance by 8:05am

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## Hall Transitions

### ***Expectations for Students:***

- Stay to the right side of the hallway
  - Leave space in the hall so that others can pass
  - Use a quiet voice and appropriate, positive language
  - Get what you need from locker/cubby quickly and quietly
  - Use the restroom or water fountain quickly and return to class without a delay
  - Keep your hands to yourself, off other people and other peoples' property
- 
- If you drop trash or see trash, pick it up
  - During class periods, students in the hallway must have a hall pass

### ***Expectations for Staff and Administrators:***

- Model appropriate behavior
- Periodically review rules
- Be visible and monitor student behavior
- Report and intervene on issues that arise between students
- Treat infractions with consistency
- Periodically check restrooms
- Use a quiet voice in hallway
- Take the time to check hall passes

## In the Classroom

### ***Expectations for Students:***

- Arrive to class on time
- Follow the team rules
- Be prepared - pencils are sharpened and you have all the necessary materials
- Be respectful to all students, adults and property
- Put in 100% effort each and every day
- Follow the Golden Rule – Treat others the way you wish to be treated

### ***Expectations for Staff:***

- Arrive to class on time and release students on time
- Stand at your door when students are entering and exiting
- Enforce rules from the handbook
- Create clear expectations for classroom behavior and model the behavior that you want students to exhibit
- Post rules/expectations in classroom

### ***Expectations for Administrators:***

- Visit classrooms
- Support staff and students by helping build a respectful school community
- Follow the same expectations as the staff

## In the Cafeteria

### ***Expectations for Students:***

- Enter in an orderly manner through the appropriate doors
- Wait in single-file line until a staff member signals you to enter the kitchen area
- Be courteous and respectful at all times to those who work in the kitchen and to staff on duty
- Students assigned to cleanup duty will be required to clean the cafeteria at the end of each lunch
- Students assigned to cleanup duty must sit at the designated table and remain in the cafeteria until dismissed by staff on duty

- It is students' responsibility to keep their area clean; the floor should remain clean of food, papers, etc.

***Expectations for Staff and Administrators:***

- Arrive on time to lunch duty
- Monitor students by walking around the cafeteria
- Reinforce cafeteria rules

**Recess**

***Expectations for Students:***

- Walk out of the cafeteria
- Stay in the main playground area so that the staff on duty can see you
- Do not sit on the stairs or hang onto the railing
- Do not engage in any type of pushing, pulling or grabbing clothing
- Soft footballs and other soft equipment (nerf-type) are allowed on the playground
- Soft footballs may be used only on the grass/dirt area near the fence
- Use basketballs in the basketball hoop area only – one basketball per hoop
- During the wintertime, or when the ground is wet or snow-covered, stay on the blacktop
- Food or drink is not allowed outside

***Expectations for Staff and Administrators:***

- Position yourself so that you are able to scan the whole playground area
- Reinforce recess rules
- Send students who are not following rules to the cafeteria to help with the cleanup
- Send students who are not appropriately dressed back in the cafeteria
- Arrive on time to escort students back from lunch

**Dismissal**

***Expectations for Students:***

- At 2:35 p.m., all students should be in their homerooms, reading an SSR book.

- Students should listen to the announcements and remain silent while the entire set of buses is called
- When exiting the building, students will WALK out of the building on the right side of the hallway and stay on the sidewalk.

***Expectations for Staff:***

- Monitor the hallways from 2:30 p.m. to 2:40 p.m.
- Discourage use of the bathrooms after 2:35 p.m.
- Make sure that all students are sitting quietly in their homerooms reading by 2:35pm
- Designate a student to write the bus numbers on the board while they are being called
- Hold students in homeroom until all the buses in that set have been called
- If on duty, please be on time
- Staff should review the Bus Code of Conduct with students

***Expectations for Staff and Administrators:***

- Facilitate bus/walker/parent pickup outside
- Assure that students WALK out of the building and to their buses
- Help walkers cross in the appropriate path
- Enforce the Bus Code of Conduct.



## Student Lockers

Lockers will be assigned in the first week 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.**

There are no locks of any kind allowed on lockers.

**Remember:** School is not a place to bring valuable items such as iPods or handheld electronic devices. As long as these kinds of things stay at home, there is no chance of something happening--like having them lost or stolen--at school. Neither Sherwood Middle School, nor the Shrewsbury School Department is liable for possessions stolen or missing from lockers or personal belongings. Remember, if it is very valuable to you, you probably should not bring it to school.



## Code of Conduct

The Code of Conduct applies to all school activities both during the school day and after regular school hours.

- Everyone has the right to be free of distraction, fear and discomfort, so that learning can take place.
- Every member of the school community has the right to:
  - Work in a pleasant, safe and orderly environment.
  - Be free from insulting or abusive treatment from others.
  - Be encouraged to learn.
- Everyone must follow the rules, realize why they exist and understand the consequences of not following the rules.
- In a positive environment, discipline means having rules with logical consequences.



# Sherwood Intervention Procedures

updated 5/2014

Sherwood Middle School's disciplinary procedures are 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

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.

The purpose of this procedure is to produce school-wide consistency in handling discipline matters, to assist students in changing behaviors, and to assist teachers in dealing with parents and students in a proactive manner

	<b>Step</b>	<b>Intervention</b>
1	Classroom Interventions	Includes discussion of problem with student to develop a plan. This might include modification of classroom, success plan, take a break, teacher-supervised PMs, SST Referral, etc. and identification of ways to help the student successfully meet expectations.
2	Team Discussion/ Interventions and Calls to Parents	Includes input from team teachers (including Special Education Teacher, Counselor, etc) which assists the student in correcting the disruptive behaviors. Parental calls are informational in nature (description of behavior and requests help and suggestions).
3	Teacher-Initiated Parent Conference	Invite parents in to discuss observed behaviors and make a plan to correct the behavior. Meeting should include team teachers, Special Education teacher, parent and student. Parents should be informed that if behavior does not improve, office referral will begin.
4	Referral to Administration	Teacher fills out Discipline Referral form and has a discussion with Administration who will determine next steps. This will include discussion and implementation of logical consequences. Administrator will follow up with referring staff within 24 hours.
5	Administrator Initiated Parent Meeting	Inform parents of disciplinary steps if behavior continues.
6	Administrator Action	Short term suspensions; hearing for long term suspension. See below for procedures regarding suspensions.
7	Last Straw	Recommendation for alternative education, or filing for expulsion and/or incorrigibility.

- This procedure applies specifically to chronically disruptive regular education students (including talking out of turn, bothering others, constantly off-task, excessive talking, etc.)
- This procedure is not intended for more serious violations of the Student Code of Conduct including-fighting, gross disrespect, profanity, assault, etc. Those types of violations are automatic administrative referrals.

## 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)

Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:

- The disciplinary offense;
- The basis for the charge;
- The potential consequences, including the potential length of the suspension;
- 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;
- The date, time, and location of the hearing;
- The right of the parent and student to interpreter services at the hearing; and

If the student may be placed on a **long-term suspension** following the hearing with the principal:

- The rights set forth under the "Long-Term Suspension"; and
- The right to appeal the principal's decision to the superintendent.
- 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 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.

- Based on the available information, the principal/designee shall make a determination as to whether the student committed the disciplinary offenses 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 including the following:
- 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.
- 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.
- 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.
- The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circum-

stances, that the principal/designee should consider in determining consequences for the student.

- 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.

### Conduct Definitions

Bullying, Harassment, Threats, or Intimidation	Participating in or threatening to participate in behavior that could cause physical or emotional harm. <i>This includes online threats made on a computer dealing with the safety of Sherwood Middle School students.</i>
Cheating	To turn in work as one's own after having obtained improper access to answers.
Dangerous Behavior	Any behavior deemed dangerous by the school administration. These behaviors include, but are not limited to: threatening notes or statements, and/or intimidating gestures toward any member of the Sherwood community. <i>This includes online threats made on a computer dealing with the safety of Sherwood Middle School students.</i>
Defiance of Authority or Non-Compliance	Refusing to follow reasonable requests by staff or rude and disrespectful behavior.
Destruction/Defacement/Stealing of Property	Destroying, defacing (graffiti, etc.) damaging or taking school or personal property.
Disruptive Behavior	Behavior that disrupts any part of the school day or an after school activity.
Fighting	Fighting between two or more individuals in which the purpose is to harm or injure the other.
Forgery	Writing or using the signature or initials of another.
Inappropriate Dress	See Policy

## Consequence Definitions

<b>Informal Talk</b>	A staff member will talk to the student to reach an agreement regarding future behavior.
<b>Apology of Action/ Fix-it Plan</b>	Student creates a plan to fix hurt feelings or make amends when one's actions negatively impact others.
<b>Loss of Privilege</b>	Student loses a related privilege when he or she does not act responsibly.
<b>Take a Break</b>	Student is removed from a situation temporarily to stop disruptive behavior or as a logical consequence to a child's disruption.
<b>Conference</b>	A formal conference with an administrator during which the student agrees to correct his behavior. This may include parents.
<b>PM</b>	The student reports to lunch and/or after school PM to review the circumstances and/ or complete the necessary work.
<b>In-School Suspension</b>	The student is excluded from one or more classes, but remains at school and is expected to complete the day's assignments.
<b>Out of School Suspension</b>	Removal from school for 1-10 days. The parent is notified immediately.
<b>Exclusion</b>	An out of school suspension between 11 and 179 days. The Principal will conduct an Exclusion Hearing within 10 school days of the offense. Parent/Guardian may appeal to Superintendent.
<b>Expulsion</b>	Expulsion is a permanent removal of a student from the public school system. The Principal will conduct an Expulsion Hearing within 10 school days of the offense. Parent/Guardian may appeal Expulsion to the Superintendent.

## Repeated Misconduct

The school administrators reserve the right to administer disciplinary actions as deemed necessary.

- In cases of repeated misconduct, the school may file a Child in Need of Services (CHINS) with the Worcester Juvenile Court. Students who fall into this category, in the opinion of the school administration, will be identified as a "habitual school offender" and will be assigned a Probation Officer. The school may attend the court hearing to provide documentation for the repeated offenses.
- This code takes into consideration state guidelines for appropriate disciplinary action for all students.

## Expulsion

The following offenses, detailed in Mass. General Laws (MGL), Chapter 71, Section 37H, may be cause for expulsion from school:

1. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, as defined in MGL, Chapter 94C, including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

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

Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent.

When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of school district to which the application is made, may request, and shall receive, from the superintendent of the school expelling said student, a written statement of the reasons for said expulsion. The school will not be responsible for providing educational services for the period of suspension/expulsion.

## Suspending Students with Special Needs

1. Suspension shall be defined as any action which results in the removal of a student from the program presented in his/her Educational Plan.
2. The Special Education Department Director will receive a copy of the discipline notice when a special needs student is suspended.
3. The Individualized Education Plan (IEP) for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if a

modification is required. If a modified discipline code is required, it will be written into the IEP.

4. If an Administrator determines an out-of-school suspension is appropriate, the student will be so informed and written notification will be sent by mail to the student's parents. A copy of the special education "Notice of Procedural Safeguards" will be included in the mailing. Students may not return to school until the date specified. A parent meeting may be required. Suspended students must not be on school grounds or in the building during the period of suspension. A student has the right to appeal the suspension to the Principal.

5. A student with special needs may be suspended up to 10 days in any school year without implementation of procedural requirements outlined below.

6. During suspension, the student will continue to complete work from the general curriculum and progress toward IEP goals.

Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or when a pattern of suspension exceeding 10 cumulative days has developed:

1. A suspension of 10 consecutive school days or longer or a pattern of a series of suspensions must result in the reconvening of the Team. The Team, including school district personnel and the parent, will review the IEP, teacher observations, parent information and other relevant information to determine if the behavior was caused directly by the student's disability or the district's failure to implement the IEP. A "manifestation determination" will be completed as a result of this review and Team meeting.

2. When a behavior is not a manifestation of the disability, the suspension may be implemented.

3. If the behavior is a manifestation of the student's disability, the Team will review the behavioral plan or conduct a functional behavioral assessment and develop an appropriate behavioral plan for the student.

### **Search and Seizure**

Searches and seizures of students and student property will be conducted only when such search and/or seizure is deemed necessary by the school administrator who has a reasonable suspicion that a student possesses an illegal substance or weapons and to preserve order and safety in the school.

School lockers/cubbies are school property assigned to students for use during the school year. Lockers and cubbies are subject to searches by the school's administration and staff. On occasion, the police department and school administration may have trained, drug-sniffing dogs check school property and lockers/cubbies for contraband.

**When violations of the law are suspected, the School Resource Officer and police officials will be contacted.**

### **Weapons**

The possession of weapons in school or at a school-related event will result in an automatic suspension with an Administrative/Team/Counselor Review and parent involvement. The school Resource Officer will work with the administrative team to oversee this disciplinary action.

A student in possession of a weapon in school or at a school related event can and may be expelled from school for up to one full year.

#### **Definition of a weapon:**

A weapon is defined as any loaded or unloaded firearm, any knife, any martial arts device, any defensive weapon, or any tool or instrument which school administration could reasonably conclude as being capable of inflicting bodily harm or which by virtue of its shape or design gives the appearance of a weapon.

### **Skateboards/Bicycles/Rollerblades/Heelies**

Students who choose to skateboard or ride a bike to school must use the crosswalks on the school grounds. Students must be wearing a proper helmet. Students must be off their wheels at the entrance of the school. Bikes are left in the rack at the front of the school and skateboards in the main office. Rollerblades and Heelies are not permitted anywhere on school grounds.

### **Cell Phones, iPods, Pagers, MP3 Players and Any Other Electronic Devices**

Personal items such as these brought to school are the sole responsibility of the student. All electronic devices should be turned off upon entering the school and remain stored in the student's backpack. The school is not responsible if these items are lost, damaged or stolen.

# **Bullying Prevention and Intervention**

## **I. 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.”

## **II. 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.

## **III. 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:
  - (i) developmentally (or age-) appropriate strategies to prevent bullying;
  - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
  - (iv) 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;
  - (v) information on the incidence and nature of cyberbullying; and
  - (vi) 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, through the use of the district web site.

#### **IV. ACCESS TO RESOURCES AND SERVICES**

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, 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 aggressors. This includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

- A. 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 aggressor. Each school will develop a process for determining when a student or students, including the target and/or the 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.

- B. 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.

C. 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.

D. 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.

## V. 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:

A. 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 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.

B. 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.

C. 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.

D. 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.

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

A. 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.

### 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 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.

B. Responding to a report of bullying or retaliation.

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 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

- a. 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 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.

- b. 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.

- c. 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 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.

- C. 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 aggressor, target, and witnesses that retaliation 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.

- D. 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 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 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.

- E. 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 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.

## VII. COLLABORATION WITH FAMILIES

- A. 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.).
- B. 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.

## VIII. 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.

A. 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:

- (i) 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
- (ii) 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.

## IX. DEFINITIONS

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

**Aggressor** is a student who engages in bullying, cyberbullying, or retaliation.

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

- (i) causes physical or emotional harm to the target or damage to the target's property;
- (ii) places the target in reasonable fear of harm to himself or of damage to his property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- (v) 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:

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

**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.

## X. 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, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

**Bullying is a word or action that:**

- is aggressive, cruel, and/or threatening
- is repetitive
- causes the victim fear or stress

**I can respond to bullying by:**

- avoiding or ignoring it
- saying "No" and warning them to stop
- "owning it", using humor, wit, etc
- Using the strength of allies (power of bystanders)
- getting away, getting help, telling someone

**I will:**

- treat others with respect
- refuse to bully others
- Refuse to watch, laugh, or join in when someone is being bullied
- include those who are left out

# STOP BULLYING

Who are bullies to take over you?



IT'S NOT YOUR FAULT, TO BE THE VICTIM, BUT DON'T BECOME THE BULLY. 'CAUSE YOU'LL NEVER KNOW, WHEN YOU'LL BE ON THE OTHER SIDE OF THE BULLY.

BE SURE TO ASK, HELP FROM SOMEONE, WHO KNOWS YOU REALLY WELL. OTHERWISE, IT'LL GET SO WORSE, THEY'LL THREATEN YOU IF YOU TELL.

IGNORE THE BULLY, WALK AWAY, OR TRY TO GET THEM TO STOP. STAND UP FOR YOURSELF, BUT DON'T FIGHT BACK. OR ELSE YOU'LL BE BATTERED UP.

BUT JUST BECAUSE, I TOLD YOU THIS, DON'T BE IN A HURRY. THESE CIRCUMSTANCES, ARE PRETTY RARE, SO YOU DON'T NEED TO WORRY.






Rashika Shetty  
5 Gold  
2009

## **Substance Abuse Policy**

The possession of drugs, alcohol or tobacco in school or at a school-related event will result in an automatic suspension with an Administrative/ Team/Counselor Review and parent involvement. The school Resource Officer will work with the administrative team to oversee this disciplinary action.

The Substance Abuse Policy covers any material that is considered by the administration to be drug, alcohol or tobacco-related. This may include: pipes, matches, lighters, drug pouches or baggies, and rolling papers, among other things.

**A student in possession of drugs and/or alcohol (or related paraphernalia) in school or at a school-related event can and may be excluded from school for up to 180 days, or he or she may be expelled.**



## Dress Code

Students and families should exercise good judgment regarding appropriate school clothing. Sherwood Middle School Administrators will determine what constitutes appropriate attire.

### Guidelines

- Shorts and/or skirts that rise several inches above the knee may be considered inappropriate for school. Administrators will use reasonable discretion.
- Tube tops and halter-tops are not allowed. Tank top straps must be at least 1 inch wide.
- Exposed undergarments are not appropriate. Undergarments and pajamas/loungewear are not appropriate for school unless approved on a "spirit day."
- **No Bs should be exposed:** backs, buttocks, bellies, breasts, boxers, briefs, bras, or bathing suits.
- Appropriate footwear is to be worn at all times. Slippers are not allowed.
- Heavy coats, extra sweaters, and oversize sweatshirts may not be worn during the school day. All outerwear should be stored in lockers or cubbies, to be used for recess.
- Hats and kerchiefs may be worn to school and on the bus, but must be removed when students enter the building.
- Items that are offensive, intimidate or put down others are not appropriate.
- Items that promote or endorse the use of alcohol, tobacco or illegal or prescription drugs are not appropriate for school.
- 

### Dress Code Procedures

Students are expected to arrive at school dressed appropriately. Students who are not dressed appropriately will be sent to the Main Office to discuss the issue with the appropriate administrator.

Students will be given the opportunity to change into appropriate school attire if it is available. They may be asked to remove the article in question.

Students who do not have appropriate clothing will be asked to call a parent or guardian to provide appropriate clothing. The school will attempt to reach parents and/or guardians by phone. If a student is unable to obtain the appropriate clothing, the school will provide a pair of sweatpants and/or a t-shirt for the child to wear.

## Bus Policy

The Shrewsbury School Committee provides transportation for eligible students according to School Committee Policy #671. Complete information on the school committee Transportation Services Policy, Discipline Procedures, and Transportation Procedures and Regulations can be found on our District website at:

<http://www.shrewsbury-ma.gov/Schools/Central/transportation/index.html>

The code below 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. All students should:

- 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.

It is highly encouraged and recommended that parents notify the bus company if their child has a medical condition that could impact the ride back and forth to school.

### 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, who will then forward it to the appropriate school 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.

Level One	
<u>Misbehaviors</u> Misbehaviors that interfere with the orderly transportation of students. Some examples are: <ul style="list-style-type: none"> <li>• Talking too loudly.</li> <li>• Failure to stay seated.</li> <li>• Littering on the bus.</li> <li>• Tampering with the possessions of other passengers.</li> </ul>	<u>Consequences</u> The bus driver may address the misbehavior: <ul style="list-style-type: none"> <li>• Verbal warning issued to student.</li> <li>• Assigned seats.</li> </ul>
Level Two	
<u>Misbehaviors</u> More severe misbehaviors that interfere with the orderly transportation of students. Some examples are: <ul style="list-style-type: none"> <li>• Annoying and/or bullying other passengers.</li> <li>• Littering the bus-repeat offense.</li> <li>• Tampering with the possessions of other passengers-repeat offense.</li> <li>• Use of profanity.</li> <li>• Damage to the bus.</li> </ul>	<u>Consequences</u> The bus driver reports misbehaviors on the bus. The principal or designee administers consequences. This action may include any of all of the following: <ul style="list-style-type: none"> <li>• Conference with principal or designee.</li> <li>• Contact with parents.</li> <li>• Assigned seats.</li> <li>• Loss of bus privileges for up to five days.</li> <li>• Suspension from school for up to five days.</li> </ul>
Level Three	

## Attendance Policies

### Attendance Philosophy

Regular attendance is an essential part of each student's educational experience. Daily contact with teachers and other students is a vital part of each student's intellectual and social growth. Regular attendance and participation in class should lead to a valuable learning experience; the faculty and administration believe that this participation is an essential part of learning and grade evaluation.

### State Law Regarding Student Attendance at Public School

Massachusetts General Law (MGL Chapter 76, Section 2) mandates that all Massachusetts' children attend school (or home schooling program) until the age 16. "Every person in control of a child, described in section 1, shall cause him to attend school as therein required, and, if he fails so to do for seven day sessions or fourteen half day sessions within any period of six months, he shall, on complaint by a supervisor of attendance, be punished by a fine of not more than 20 dollars."

Massachusetts General Law (MGL Chapter 17, Section 4) states, "Whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor, who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than two hundred dollars."

### Student Absence Policy

When a student is absent from school, it is the parent/guardian responsibility to contact the school. Parent/guardians should call the school at the earliest time possible to report the student absence. The school number is 508.841.8670.

When a student is absent without parental notification, the office staff will attempt to reach a parent/guardian to confirm the child's absence. It is vital that families provide the school with accurate contact phone numbers.

After a student's fifth absence during any term, the school will notify the family in writing regarding the student's status. At that time the school may require a doctor's note explaining the absences, or may request a meeting with the parent/guardian. Additionally, the school may contact the School Resource Officer to investigate the situation.

After the student's tenth absence during any term, the school may do any of the following:

- 1) Contact the family in writing addressing the excessive absences;
- 2) Contact the Worcester County Juvenile Court regarding a Child In Need of Services (CHINS) order;
- 3) Contact the Massachusetts Department of Social Services (DSS) regarding a 51A neglect charge against the parent/guardian; or
- 4) Contact the School Resource Officer to conduct an investigation regarding the excessive absences.

Illness or family emergencies are the only reasons for excused absences from school.

Repeated truancy could result in a referral to juvenile court (CHINS) by the school administration and the attendance officer, or to DSS for child neglect.



## Student Tardy Policy

It is important for students to arrive to school on time. Students are expected to report on time for class or any scheduled school activity.

After a fourth unexcused tardy of any term, a letter will be sent home to parents addressing the excessive tardies. Parents will be asked to meet with the grade level administrator to develop a plan address the reason for tardiness.

After the student's tenth unexcused tardy during any term, the school may do any of the following:

- 1) Contact the family in writing addressing the excessive tardies;
- 2) Contact the Worcester County Juvenile Court regarding a Child In Need of Services (CHINS) order;
- 3) Contact the Massachusetts Department of Social Services (DSS) regarding a 51A neglect charge against the parent/guardian; or
- 4) Contact the School Resource Officer to conduct an investigation regarding the excessive tardiness.



## Vacations

It is the expectation of the School Department that all students will be in attendance for all scheduled school days unless the child is ill or there is an unexpected emergency. If a family chooses to go on vacation during the school year, homework will not be provided ahead of time. A folder of class work will be saved for the student to complete when he/she returns to school. Extended vacations have a detrimental effect on a child's educational program and negatively impact the environment for the other students in the class. Parents must discuss any possible extended absences with the school principal. Any student who is absent for vacation purposes will be marked with an unexcused absence for the first fifteen (15) days absent. On day sixteen (16), the student will become inactive and the parent must re-register the student at the school department offices at the Town Hall before the student may begin attending school again. Proof of residency will be required at that time. If the student has been out of the country for thirty (30) days or more, students will be asked to submit the results of a TB test six (6) to eight (8) weeks after their return.

## Delay and Cancellation Policy

**Decision to Close or Delay:** If inclement weather impacts the morning commute, the Superintendent of Schools, in consultation with the Highway Department and Public Buildings Department, will decide whether to cancel school or delay the opening of school. This decision will be made based on road conditions throughout the town, as well as on the ability to clear school driveways, parking lots, and entrances/exits. Please note that plowing and treating roads is the Highway Department's first priority, and neighborhood sidewalks may not be cleared prior to the morning commute. Conditions will vary in different neighborhoods across town (especially side streets), and many town sidewalks may not be cleared for some time after a snowfall. Parents are in the best position to judge the situation in their own neighborhood and to make decisions regarding safety.

When you are deciding whether your child may walk to school or wait at a bus stop, to drive your child to school, or to allow your high school student to drive to school, please be mindful of the conditions, especially given the height of snow banks at intersections and in parking lots. Parents who do not feel comfortable with the conditions in their neighborhood when school has not been canceled always have the option to choose not to send their children to school. During poor weather, parent pick up and drop off lines at schools and bus routes will typically run more slowly than on a normal day, so we appreciate your patience and understanding.

**Communication of Closures and Delays:** The Superintendent of Schools typically decides whether to close or delay opening between 5:30 and 5:45am. Once the decision is made, the district's automated phone call and e-mail system will be used to communicate this information to families and staff. For families, the phone message will be sent to the phone number selected in PowerSchool for cancellations and the e-mail will be sent to both parents' addresses - it is crucial that parents maintain up-to-date contact information in through the PowerSchool Parent Portal for this to be effective. This message will be sent between 5:30am and 6:00am, and may take up to 15 minutes to cycle through.

Cancellation and delay information will also be broadcast on WBZ TV Channel 4, WCVB TV Channel 5, WHDH TV Channel 7, WFXT TV Channel 25, WTAG Radio AM 580, WSRS Radio FM 96.1, and WBZ Radio AM 1030. The Shrewsbury Public Schools web site Delays and Cancellations page will be updated as soon as possible after the decision; that site will also contain all of the information in this section.

Cancellation and delay information will also be posted on the Superintendent's official Facebook page and Twitter account.

Delay Information: In cases where some additional time for road treatment and snow removal from campuses will be needed for school to be held, the Superintendent may choose to delay the opening of school. Typically this will be a one-hour delay, but occasionally a 90-minute or two-hour delay may be put in effect. When there is a one-hour delay, morning Extended School Care is canceled and all school programs, including morning Kindergarten and Preschool sessions, will begin one hour late. When there is a 90-minute or two-hour delay, Extended School Care, morning Kindergarten, and morning Preschool classes are all canceled. Please see the table below for the adjusted start times for the school day for students in the case of a delay. When a delay is called, students may not arrive at the school campus until one hour, 90 minutes or two hours later than the time they are allowed to arrive on a normal day, as there will not be access and supervision prior to that time. Bus routes will also begin one hour, 90 minutes or two hours later than on a normal day.

Early Dismissals: Under rare circumstances, the Superintendent of Schools may determine that inclement weather that threatens to make the afternoon commute unsafe requires an early dismissal from school. If such a decision is made, we will notify families using the emergency function of our automated phone and e-mail system so that all phone numbers on record for both parents will be called (home, mobile, and work) in addition to both parent e-mails. Families are asked to plan ahead regarding childcare for such a situation.

### **Shrewsbury's Extended School Care Delay and Cancellation Policy**

When school is canceled, all Extended School Care programming is also canceled. When there is a delayed opening, the morning session of Extended School Care is canceled as access to school campuses will not be possible, but the afternoon session will be held. In the rare case of an early dismissal, the afternoon session of Extended School Care is canceled.



## **Shrewsbury Public Schools Responsible Use of Technology Policy**

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.



# Guiding Principles for Technology 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.

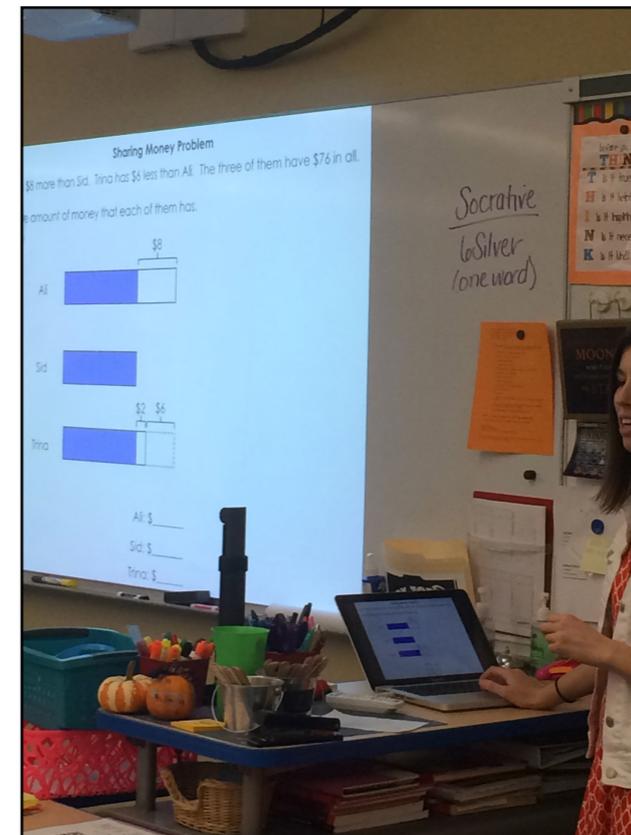
- Seek assistance from a parent, teacher, or other adult you trust when you receive or find something that makes you uncomfortable.
- Check your sources.
- Consider privacy settings and take advantage of them when setting up digital accounts and be aware that true anonymity is difficult to achieve.
-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

lect 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.



## iPad Damages & Repairs

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 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 the third-party insurer partnering with the school district (Securranty), the iPad must be submitted to Securranty 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.

If iPads are not repaired or submitted for repair within the specified timelines, the District may invoice families for the replacement cost of the iPad (\$479).

In order to protect the taxpayers' investment in the equipment and to be fair to subsequent recipients of an iPad, the District reserves the right to inspect all repairs and require corrections if repairs are not satisfactory.

If the iPad requires replacement, the family must reimburse the District for the replacement cost rather than purchase the re-

placement directly, as family-purchased iPads cannot be fully managed in our system.

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. 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).

If you notice any glass damage to an iPad, please remove the iPad from use right away and inform the student's homeroom teacher or administrator. The homeroom teacher or administrator will submit a tech support ticket and let the student's parents know that the iPad needs to be repaired. The student will need to obtain a loaner from the media center.

*The iPad is an ACADEMIC TOOL and its use must meet the guidelines of the Acceptable Use Policy of Shrewsbury Public Schools.*

## **iPad License Rules**

1. iPad license will be set as my lock screen at all times.
2. I will carry and use the iPad safely, responsibly, and with care. The school-issued case will be on the iPad at all times.
3. I will only use the iPad when directed by a teacher and never in the NO IPAD ZONES (gym, bus, hallways, cafeteria, bathroom, AM homeroom), unless approved by a teacher.
4. I will be the only one to use or handle my assigned iPad, unless directed by a teacher or a parent.
5. I will set up my apps as directed and, when given permission, play only academic games on my iPad in school.
6. I will leave all settings as installed, not rename my iPad, and will not remove the iPad from the management system by deleting installed profiles. I will not use apps that allow me to bypass the management system.

## **Camera Acceptable Use Agreement (AUA)**

1. I will use the camera for educationally relevant purposes only, both in and out of school and will only take pictures, videos, and audio recordings (or use those taken by others) when given permission from a teacher.
2. I will not photograph, video or make an audio recording of any teacher, student, or person without permission.
3. I will not create, or encourage others to create, discourteous or inappropriate content (photographs, videos, audio recordings).
4. I will promptly inform a teacher or parent if I receive any inappropriate pictures, videos or audio recordings.
5. I will immediately report students who are inappropriately using the camera/video/audio features (example: posting to social networking sites) on any mobile device to a parent, teacher, or administrator.
6. I understand that all images/videos/audio recordings on my iPad are not private.
7. I understand that my iPad may be selected at any time for inspection by teachers and/or administrators.
8. I understand that should I violate this contract, the consequences could be the removal of all network access, suspension from school, and legal action by the authorities.

For each violation, students will face the following consequences:

- 1st violation = Warning
- 2nd violation = Meet with grade level assistant principal
- 3rd violation = Restricted iPad privileges
- Beyond 3 violations would result in a parent meeting and possible loss of all iPad privileges

## What else do students need to know?

### 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 must check in at the main office before going to class** and will be given a tardy slip that will admit you to class. Excessive tardiness is not acceptable. Please refer to the Sherwood Middle School attendance policy.

**...you have to get dismissed early from school?** You must bring in a signed note to the main office in the morning. You will receive a dismissal slip. When it is time to be dismissed, you will show this slip to your teacher, and then bring the slip to the main office where you will be dismissed.

**...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. Students are not to call home to ask a parent to come to pick them up. The nurse will handle this. Please keep emergency contact information up to date.

**...you must contact your parents?** A telephone is available to students and is located in the main office. Your teacher **may** allow you to use the phone in the classroom with his or her assistance as long as it is not disruptive to learning. The best time to make calls is at lunchtime. You may not make calls at the end of the day.

**...you forget your lunch money?** The school does not want any student to go without eating lunch. Should you forget your lunch money and cannot make arrangements with home, then the cafeteria manager will have a lunch available. This lunch must be paid for the next day.

**...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. You should not bring large sums of money or any valuable item to school.

**...you lose or damage a textbook or a library book?** You are responsible for all books given to you during the year. Cover your texts and keep them

covered to protect them from damage. You must pay for any book that is lost or damaged during the time that you have it signed out to you. The replacement costs of many of our school books can be as high as \$60.

**...you have to stay after school for Homework Academy?** Homework Academy can be assigned by a teacher or an administrator. The school must be sure that any student who stays after school has made arrangements to get home safely. For that reason, an assigned Homework Academy usually means that 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.

**...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 and through our emergency call system. Please listen for these announcements and **do not call the school.**



# SPS Homework Policy

Shrewsbury Public Schools  
School Committee Policy 523  
Homework Policy Grades 1 – 8

## Context

The homework policy of the Shrewsbury Public Schools derives from the work of a study committee over two years (2000-2002). During that period, the committee reviewed the literature on homework, surveyed teachers, parents, and students, and engaged faculties and parent groups in discussions on the topic. During the course of the study, it became apparent that teachers and parents supported homework as an important part of the educational process. It was also clear that there was insufficient consensus on the purposes and implementation of homework in the district.

There are many learning activities in the life of a student in addition to homework. School activities, athletic and cultural events, and other personal interests are all important in the growth and development of children. The homework policy of the Shrewsbury Schools is provided as a guide to balance homework with the realities of family life in the 21st century.

The most effective implementation of the homework policy will occur when teachers, parents, and students appreciate the importance of good communication among those involved. The mission of the Shrewsbury Public Schools urges that the schools work "in partnership with the community." Such a partnership is particularly important in the area of homework.

The homework policy deals solely with grades one through eight. Information about homework at the high school level is contained in the high school planner/handbook.

In kindergarten, homework is sometimes offered as enrichment. While there is no formal kindergarten homework, families should read daily with their child to foster language and literacy skills.

Homework is defined as written or non-written tasks that are assigned by teachers to be completed by students outside of the classroom. The pur-

poses of homework in the Shrewsbury Schools are to practice newly taught skills, review previously mastered skills, develop independent study habits, and extend and enrich the curriculum. Homework should be related to the curriculum of the school and promote an understanding of the importance of lifelong learning. Additional academic homework will not be used as a behavior management tool or as a form of punishment.

**Finally, homework should not be done by parents.**

Homework may be given four nights per week in grades 1-4 and should not be assigned on weekends. Homework may be assigned on Fridays in grades 5-8. Reading assignments are to be incorporated into the time allotments at each grade level. Because reading is crucial to academic success, voluntary reading beyond homework guidelines is encouraged. Long-term projects should be assigned at least two weekends before the work is due.

Homework guidelines for some students with special needs may be determined by the student's educational plan and should be specifically related to the student's learning profile. The modifications in an educational plan supersede the general guidelines listed here.

## Time Allocations per Grade Level

The guidelines below provide the appropriate time limits that children at each grade level should devote to homework each night. Parents are encouraged to speak with their children's teachers if homework time is routinely exceeding the guidelines.

Grade 1	15 minutes	Monday – Thursday
Grade 2	20 minutes	Monday – Thursday
Grade 3	30 minutes	Monday – Thursday
Grade 4	40 minutes	Monday – Thursday
Grade 5	50 minutes	Monday – Friday
Grade 6 – 8	60 – 90 minutes	Monday – Friday

## Students' Roles and Responsibilities

- Get the assignment and be able to ask for help if the assignment is not clear.
- Copy all assignments into planner (grades 4-8), carefully recording due dates, and important information.
- Set a time each day to do homework.
- Check work and, if possible, explain it to an adult.
- Maintain the highest quality work on homework assignments.
- Take home all necessary resources, such as packets, textbooks, notes and study guides to accurately complete homework.
- Bring the completed homework back to school when it is due.
- Be responsible for getting assignments when absent from school.
- Be responsible for taking care of, and returning, any borrowed resource materials.

## Parents' Role and Responsibilities

- Promote a positive attitude toward homework as part of the learning process.
- Understand and reinforce expectations for the quality of student work.
- Provide structure, a place, and tools needed to help the child organize for the completion of homework.
- Be available to provide supervision, but do not do the assignment for the child.
- Have an understanding of the amount of assistance appropriate for homework assignments.
- Communicate often with the student and his/her teacher, giving feedback to the teacher when there is a homework concern.
- Learn strategies/techniques for helping the student through opportunities such as parent homework clinics.

## Teachers' Role and Responsibilities

- Identify the purpose of homework assignments for parents and students.
- Establish objectives and guidelines for special projects, including any expectations for parent participation.
- Follow the guidelines for the amount of time designated for homework including special projects.
- Communicate expectations to students.
- Post all assignments and provide time for students to record them.
- Model homework strategies and provide models as appropriate throughout the school year.
- Review homework and return it in a timely manner.
- Establish a system for recording and reporting homework.
- Ensure that resources and materials required for homework projects are easily obtained by the student.
- Provide ways for parents to communicate with teachers about homework.
- Notify parents regarding homework problems and missing assignments.
- Assign long-term projects so that the completion time includes more than one weekend, and is not limited to a school vacation period.
- Discuss homework practice with colleagues and provide guidelines for the type of homework at each grade level in each school.

## Administrators' Role and Responsibilities

- Ensure that homework is consistent with the educational goals of the Shrewsbury Public Schools.
- Facilitate communication between classroom and specialist teachers concerning homework.
- Monitor and support the teachers in the implementation of the homework guidelines.

- Encourage teachers to use homework as a tool to reinforce learning.
- Be aware of the assignment of major projects and their impact on the student's overall educational program.
- Support the need for balance among the many learning activities in the life of a student besides homework.
- Facilitate the communication process between the school and home, and help maintain the parent/school partnership on homework.



## Lunch and Breakfast Information

### 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. The cost of breakfast is \$1.50. Families with financial need may qualify for a reduced price breakfast at \$.30 or a free breakfast.

### 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, juice, fruits, vegetables, breads and a salad bar are offered daily. All meals meet the USDA nutritional guidelines. The cost of lunch is \$3.25. Families with financial need may qualify for a reduced price lunch at \$.40 or a free lunch.

### Free and Reduced Breakfast/Lunch Applications

Free and reduced meals are available to students if there is financial need. Applications are available online. Applications must be submitted yearly in the fall. If you need an application at any time during the year call the Food Service Office at 508-841-8819 and one will be mailed to you. Eligibility is governed by guidelines set by the Department of Education. A written notification will be sent to all families stating what program they qualify for.

### Menus

The monthly menu is printed in the Chronicle. The menu is also posted on the Shrewsbury Home Page website at [www.ci.shrewsbury.ma.us](http://www.ci.shrewsbury.ma.us). The Food Service is committed to serving what is on the printed menu.

### Prepaid Lunch Plan

Parents and guardians are able to prepay for their child's lunch so students do not need to bring money to school each day. Money can be brought

to the school in the form of cash or check by students or by mail to: Shrewsbury School Food Service, 64 Holden Street, Shrewsbury, MA 01545. Funds will be deposited in your child's account and accessible through our electronic point-of-sale registers and should memorize their student ID number.

### 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.

Please visit our web page on the Shrewsbury Home Page website at [www.ci.shrewsbury.ma.us](http://www.ci.shrewsbury.ma.us).



## Food Guidelines at Sherwood Middle School

In an effort to provide a safe environment for all of our students, the following guidelines have been developed:

- All learning spaces in Sherwood are NUT FREE. Students should bring NUT FREE snacks to school for those teams that have snack times. Sharing and trading of snacks will be prohibited in the classroom. Students may bring foods containing nuts to the cafeteria, but may not eat foods containing nuts in any of the classrooms or learning spaces.
- We will continue to have a NO NUT table in the cafeteria for students with severe allergies. It will be the family's choice whether or not the student sits at this table. Non-allergic friends may sit at this table as long as their lunch is nut free.
- We will require that parents not send in edible treats for celebrations. In accordance with the District's Wellness Policy, foods used for these events must be purchased through Food Services.
- For special celebrations involving food, teams will secure written permission from each family allowing participation in the event after gaining administrative and nursing approval.
- Staff will be encouraged to use rewards other than food.
- Health teachers will be encouraged to discuss healthy diet and nutrition issues as well as food allergy topics with students whenever possible.

## School Nurse, Health, and Medical Information

The school nurse strengthens and facilitates the educational process by improving and protecting the health status of students. A major focus of School Nursing is the prevention of illness and disability, the early detection and correction of health concerns, and the promotion of wellness.

The school nurse's office is located on the main floor. Students should go to the nurse when they are not feeling well, have been injured, or medication is needed. The teacher whose class the student is scheduled to be with must know that the student is with the nurse. It is the student's responsibility to tell the teacher.

### Medications

The school and 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 these medications to be given: 1) they must be brought into school by a parent or caregiver, and 2) have a doctor's order form completed indicating that the medication is to be administered during the school day. This must be renewed as necessary, including the beginning of each academic year. The school nurse will be responsible for determining whether the medication falls within the parameters of the school medication policy. If it does not, she will notify parents and, if necessary, seek the assistance of the principal in explaining the policy to them. **Students are not allowed to carry medication on their person or in backpacks.** Medications will be destroyed by the nurse at the end of the school year if not retrieved by the parent in a timely manner.

### Illness/Injury

The nurse may send a student home during the day. If she feels that a student is sick enough to go home, she will contact a parent to come into school to dismiss the student. Students are not to call, text or email a parent on their own. **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 quickly in case of emergency.**

Students should stay home from school if they are vomiting or have a **fever of 100 degrees** or higher. They should remain at home until they are fever free for 24 hours without medication.

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

### **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 Physical Education teachers. If the PE teacher has concerns about a particular student, he/she will be rescreened by the school nurse. Letters will be mailed home if follow-up is recommended.

In addition, students in Grade 5 are required to be screened for Hearing and Vision. These screenings are done in the Health 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 the screening(s) must submit a request in writing to the Health Office, along with proof of screening by the student's primary care provider within the current school year.

### **Physical Examinations**

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.

### **Medical Excuse for Physical Education**

All students well enough to attend school are expected to participate in Physical Education. Students unable to participate in PE will need a medical note from a licensed MD/NP. This note should include a date the student will return to the PE class and, if appropriate, what activities the student may safely participate in.

### **Field Study**

The Department of Public Health grants registration (waiver) to the Shrewsbury Public Schools for delegation of prescription medication to the teacher/administrator on a field study and short-term special school events when a school nurse is unavailable. When medical/medication needs render it appropriate, a registered nurse may accompany the field study. It is recommended that all students requiring emergency medications ride on the same bus with the nurse.

### **Student Accident Insurance**

At the beginning of each school year, the Shrewsbury Public School Department makes available to families, the purchase of student accident insurance. Such insurance is typically purchased by those families who do not have employer-sponsored health/dental plans available in the workplace. Premiums vary depending upon the coverage level selected. It is the responsibility of the parent/student to select the policy, pay the premium, and coordinate payment for health services. Please contact the nurse for an application.

### **Destruction of Health Records**

When a student leaves the Shrewsbury Public Schools, health records are given to the parent/guardian in their entirety whenever possible, or transferred to the receiving school. 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 Massachusetts Department of Education Student Record regulations.

## **Promotion and Retention Policy**

Sherwood 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 two 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 by May 1; the principal's decision to retain a student may be appealed to the superintendent.

### **Shrewsbury Public Schools**

*School Committee Policy 581 Adopted 6/18/03*  
Progress and Evaluation of Students



## **The Touchstone of Sherwood Middle School**

**Sherwood Middle School is a community of independent learners who treat others respectfully and responsibly.**

**At our school, students and faculty stand up for what we believe in, celebrate our differences, and make learning fun.**

**Our positive attitudes create a path to success.**

**At Sherwood Middle School, we persevere and confidently strive to do our best.**

**We learn from our mistakes and understand the importance of honesty.**

**We are a community whose core values lead the way.**

**Parent/Guardian Forms To Be Signed:**

**We have read, discussed, understand, and agree to abide by the content of the Sherwood Middle School**

**2015-2016 Student Handbook**

**including the Sherwood Middle School**

***Code of Conduct, Acceptable Use Policy and***

***Anti-Bullying Pledge.***

***This form is also available as a checkbox on the PowerSchool Parent Portal. Please update your information in PowerSchool.***

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Team:** \_\_\_\_\_

**Homeroom # and Teacher:** \_\_\_\_\_

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

**Sherwood Middle School  
Anti-bullying Pledge**

By signing this pledge, I agree to join together with others in the Sherwood community to stop bullying.



**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Team:** \_\_\_\_\_

**Homeroom # and Teacher:** \_\_\_\_\_