

2025-2026
Middleborough High School
Student Handbook



Middleborough High School
71 East Grove Street
Middleborough, MA 02346

Middleborough High School

Student Handbook

2025-2026

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Introduction and Important Information

Introduction

In accordance with M.G.L. c. 71, section 32A, Massachusetts Department of Elementary and Secondary Education (DESE) regulations governing school councils have determined that in each school building containing grades nine (9) to twelve (12), inclusive, the principal in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary protocol to take effect in September of the following school year, but may consider protocol changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined below.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety for students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violations of other student's civil rights.

This handbook serves to present the rights of the school to implement high expectations for the academic, civic, and social development of our students. These procedures intend to reinforce responsible student decision-making and promote positive behaviors and respect. All members of the school community have the responsibility to conduct themselves in accordance with the provisions of this handbook in a way that demonstrates respect for all individuals, their rights, and their property. The school community is defined as all those people who work or interact in the school. Students, teachers, administrators, school counselors, custodians, secretaries, dining commons workers, parent/guardian volunteers, and school visitors are part of this community.

All members of the school community must support the standards of conduct of the school and assist in the enforcement of rules and regulations. The way sports are conducted, grades are allotted, teachers behave, and corridors and parking lots are monitored all send messages that significantly affect our school culture. Positive behaviors must not only be accentuated by the policies and practices under which our high school functions, but also must be modeled in the conduct of members of our school community. Young people need to see people around them live by the standards that the school strives to instill in them.

This behavior is expected during all school-sponsored events. This includes all curricular, co-curricular, athletic, and special events of the school both on and off campus (e.g. graduation, graduation-related activities, school dances and proms, student activities at other schools, including school-sponsored trips and those times when school buses or other school-provided transportation is used). A student's participation in co-curricular activities is a privilege, not a right or entitlement.

Middleborough Public Schools’ District Mission Statement

Mission Statement

- Middleborough Public Schools' mission is to foster a culture of excellence in every student, every classroom, every day.

Vision Statement

- Middleborough Public Schools’ students, with the support of a dedicated community, will think critically, appreciate diversity, demonstrate innovation, value reflection, and develop a growth mindset as an active member of our local and global community to learn, grow, and finish strong.

Theory of Action

- If we create, support, and sustain cultures of innovation, achievement, excellence, and well-being within our school and greater community, then our students will learn to think creatively and independently, appreciate and respect diversity, demonstrate innovation, value reflection, and develop their mindset to learn, grow, and finish strong as active members of our local and global community.

Strategic Objectives

- Culture of Innovation and Achievement
 - Continue to make data-informed decisions to improve achievement for all students within an innovative environment supported by 21st-Century facilities.
- Culture of Excellence
 - Develop and nurture a positive culture wherein high expectations for students, faculty, and staff achievement are articulated, realized, and celebrated by the entire community.
- Culture of Well-being
 - Plan, develop, and implement programs and protocols which will continue to positively impact the social-emotional growth and well-being of all members of the school community.

Core Values, Beliefs, and Learning Expectations

We are the SACHEMS!

Our Graduates:

Solve Problems

Acknowledge Global Issues

Communicate Well

Help Others

Embrace Life-long Learning

Make Learning Relevant

Strive for Excellence

We believe that all students should become life-long learners who can effectively communicate in their world, while showing confidence, demonstrating tolerance, and providing service to their community. We challenge students to be informed young adults who will help to solve problems within our global society using creative ideas. A combination of challenging courses, varied instruction, and authentic learning opportunities will provide students with the means to achieve their goals.

Through varied learning opportunities, all Middleborough High School students will

1. clearly, fluently, and confidently present ideas;
2. acquire and assess information for a purpose;
3. apply critical and analytical thinking to solve problems;
4. collaborate to meet a common goal;
5. create original products that demonstrate skill and knowledge;
6. demonstrate understanding of beliefs, opinions, and needs in the global society; and
7. demonstrate the value of service to the welfare of the community.

**Middleborough High School
Student Bell Schedule**

MHS 2025-2026 Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Block 1	A	F	A	A	F	A	A	F
Directed Study/ Success								
Block 2	B	G	B	B	G	B	B	H
Block 3	C	H	C	F	C	C	F	C
Block 4	D	D	G	D	D	G	D	G
Block 5	E	E	H	E	H	E	H	E

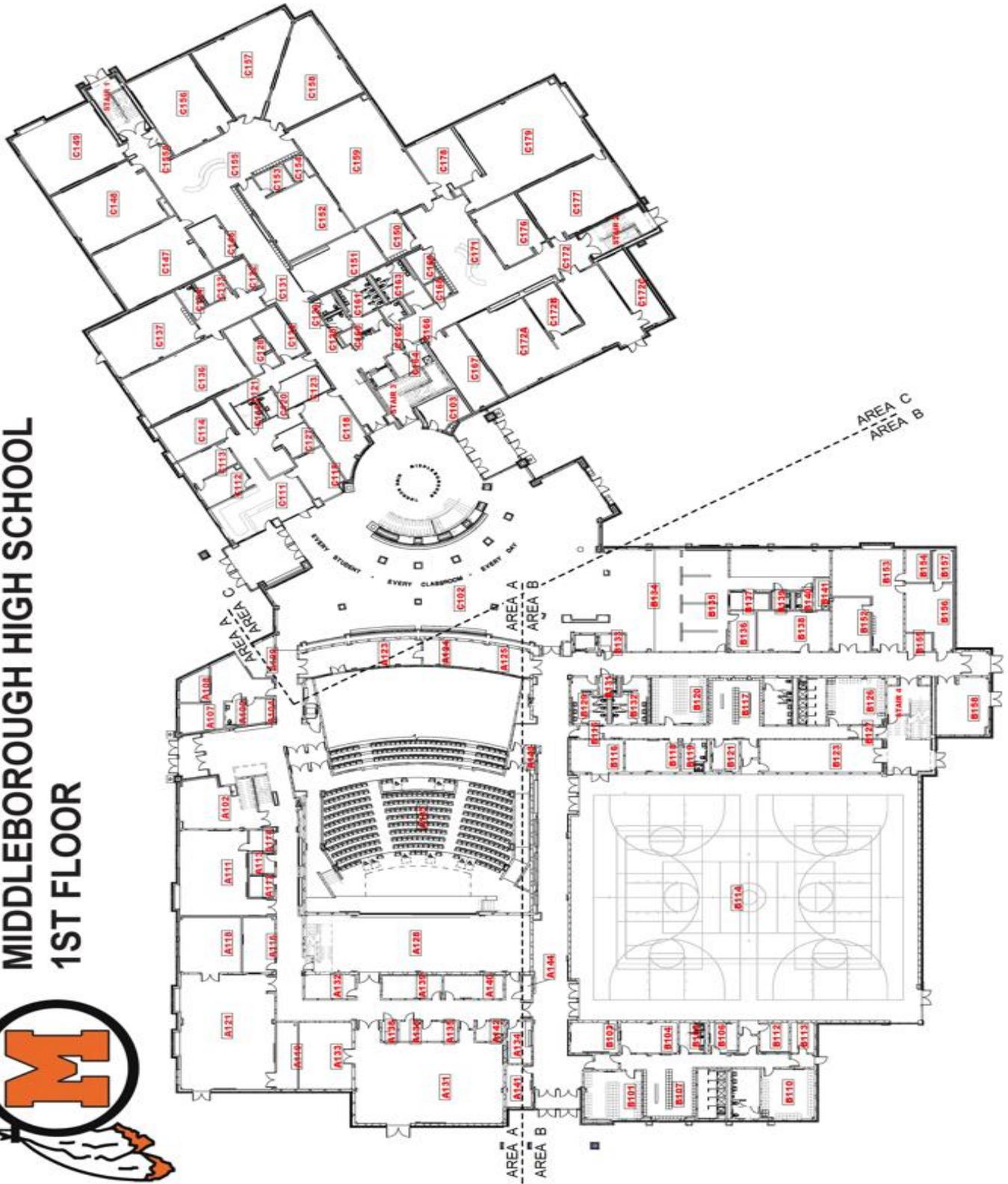
Daily Bell Schedule		
Block 1	7:20 - 8:20	60
Directed Study/Success	8:24 - 8:59	35
Block 2	9:03 - 10:03	60
Block 3	10:07 - 11:07	60
Block 4	11:11 - 12:47	98
Lunch 1	11:11 - 11:41	
Lunch 2	11:44 - 12:14	
Lunch 3	12:17 - 12:47	
Block 5	12:50 - 1:50	60

Early Release Schedule		
Block 1	7:20 - 7:57	37
Block 2	8:00 - 8:35	35
Block 3	8:38 - 9:13	35
Block 4	9:16 - 10:54	98 60 min class 30 min lunch
Lunch 1	9:16 - 9:46	
Lunch 2	9:49 - 10:19	
Lunch 3	10:22 - 10:52	
Block 5	10:55 - 11:30	35

Floor Plan Floor 1



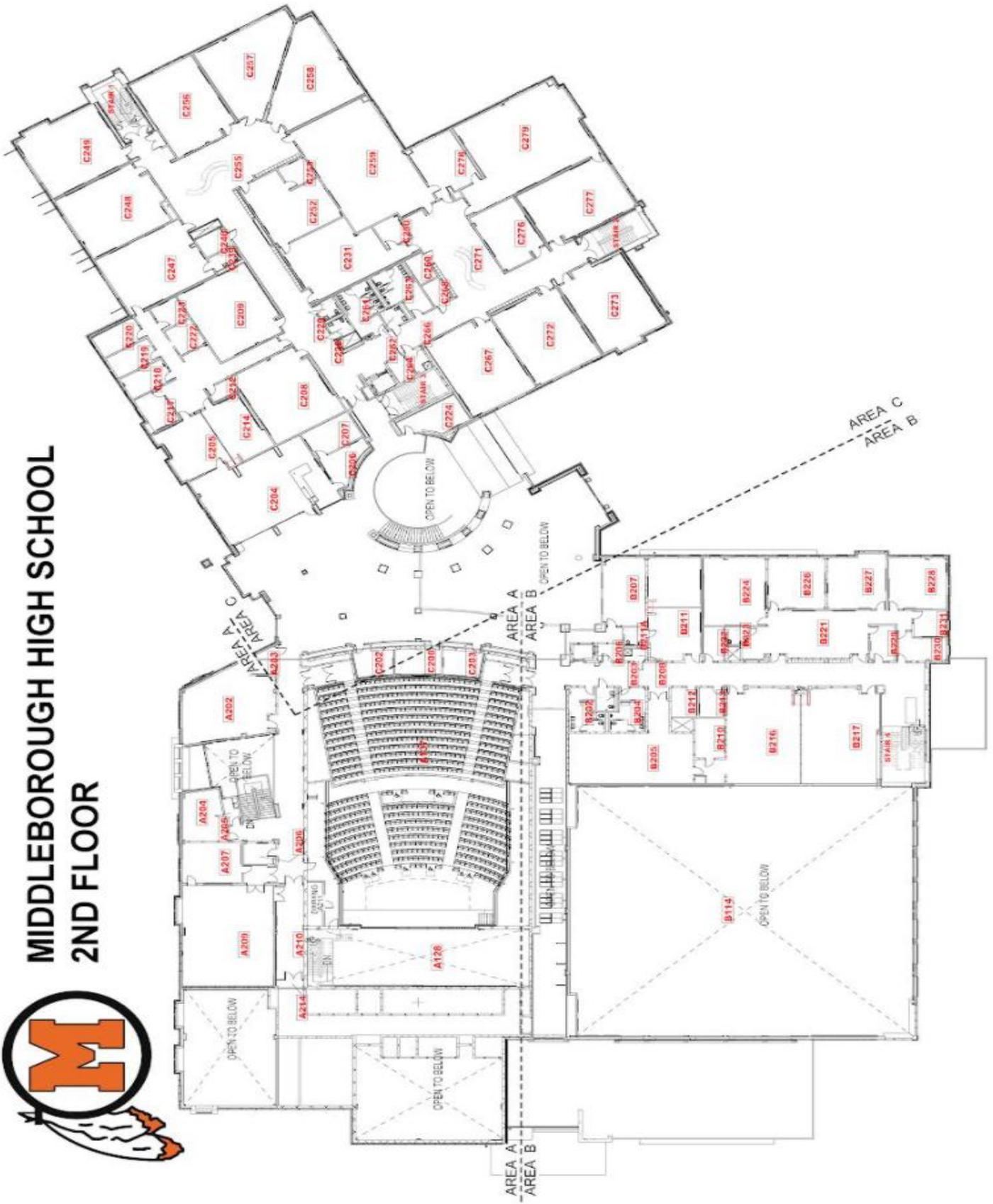
MIDDLEBOROUGH HIGH SCHOOL 1ST FLOOR



Floor 2



MIDDLEBOROUGH HIGH SCHOOL 2ND FLOOR



2025-2026 School Calendar



MIDDLEBOROUGH PUBLIC SCHOOLS

2025-2026

August/September

8/19-8/20 New Teacher Orientation
 8/27-8/28 Full Professional Development Day Staff Only No School

9/1 Labor Day
 9/2 First day 1-12 and K Orientation
 9/3 First Day K
 9/8 First Day Pre-K
 9/19 Professional Development Early Release

August: 2 Teacher Days
September: 21 Student/Teacher Days

October

10/10 Professional Development Early Release
 10/13 Columbus Day/Indigenous People's Day

October: 22 Student/Teacher Days

November

11/4 Full Professional Development Day Staff Only No School
 11/11 Veteran's Day
 11/26-11/28 Thanksgiving

November: 15 Student Days/ 16 Teacher Days

December/January

12/24-1/2 December Break
 1/16 Full Professional Development Day Staff Only No School
 1/19 MLK Jr. Day

December: 17 Student/Teacher Days
January: 18 Student/19 Teacher Days

July 2025							August 2025							September 2025						
SU	M	TU	WE	TH	FR	SA	SU	M	TU	W	TH	FRI	SA	SU	M	TU	WE	TH	FRI	SA
		1	2	3	4	5						1	2	1	2	3	4	5	6	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													

October 2025							November 2025							December 2025						
SU	M	TU	WE	TH	FRI	SA	SU	M	TU	WE	TH	FRI	SA	S	MO	TU	WE	TH	FRI	S
			1	2	3	4							1	1	2	3	4	5	6	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

January 2026							February 2026							March 2026						
SU	M	TU	WE	TH	FRI	SA	SU	M	TU	WE	TH	FRI	SA	SU	M	T	WE	TH	FRI	SA
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

April 2026							May 2026							June 2026						
SU	M	TU	WE	TH	FRI	SA	SU	M	TU	WE	TH	FRI	SA	SU	MO	TU	W	TH	FRI	SA
			1	2	3	4						1	2	1	2	3	4	5	6	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

February

2/13 Professional Development Early Release
 2/16-2/20 February Break

February: 15 Student/Teacher Days

March

3/11 Professional Development Early Release

March: 22 Student Days/Teacher Days

April

4/20-4/24 April Break

April: 17 Student/Teacher Days

May

5/22 Professional Development Early Release
 5/25 Memorial Day

May: 20 Student/Teacher Days

June

6/6 MHS Graduation
 6/17 Last Day of School/Professional Development Early Release
 6/19 Juneteenth

June: 13 Student/Teacher Days

(NOTE: With 5 emergency closings, the last day of school would be June 25, 2026)

Approved by School Committee February 13, 2025

SCHOOL CALENDAR COLOR KEY

 Holiday/Vacation Days	 Full PD Day/No School
 First/Last Day of School	 MHS Graduation
 PD Early Release	 New Teacher Orientation
 First Day K	 First Day Pre-K
	 Emergency Closings

Please be advised that the school calendar is subject to change due to emergency closing, inclement weather and other unforeseen occurrences

Contact Information for Administrators and Department Leaders

Name	Role	Email	Phone Ext.
Mr. Paul Branagan	Principal	pbranagan@middleboro.k12.ma.us	x3102
Mr. Andrew Dizel	Asst Principal	adizel@middleboro.k12.ma.us	x3103
Mr. Jeffery Sylvia	Asst Principal	jsylvia@middleboro.k12.ma.us	x3106
Mr. Ryan Sylvia	Athletic Director	rsylvia@middleboro.k12.ma.us	x3116
Ms. Lacey Foley	Futures Academy Director	lfoley@middleboro.k12.ma.us	x3114
Mrs. Kimberly Oravec	Special Education	koravec@middleboro.k12.ma.us	x3139
Mrs. Jessica Bucu	English Department	jbucu@middleboro.k12.ma.us	x3136
Mr. Justin Pittsley	Fine Arts Department	jpittsley@middleboro.k12.ma.us	x3117
Mr. Steven Chamberlain	Math Department	schamberlain@middleboro.k12.ma.us	x3187
Mr. Kurt Roensch	Science Department	kroensch@middleboro.k12.ma.us	x3130
Mr. Matthew Osgood	Social Studies Department	mosgood@middleboro.k12.ma.us	x3135
Mrs. Caterina Swanson	World Language Department	cswanson@middleboro.k12.ma.us	x3137
Mr. Scott Hallgren	Head Custodian	shallgren@middleboro.k12.ma.us	x3118

Note: The entire MPS Staff Directory can be accessed at <https://www.middleboro.k12.ma.us/Page/5263>.

Parents/Guardians/Caregivers: To initiate a discussion about a student issue, please begin by communicating with the appropriate classroom teacher, coach, or group advisor.

General Information

Entrance and Exit from School

MHS opens at 7:00 A.M.; students may enter at that time. Between 7:00 A.M. and 7:20 A.M., students may enter the building via the Rotunda's main entrance (Rt. 28 East Grove side) or rear entrance (Wood St./Bus loop side). Students will be required to stay in the Rotunda, Dining Commons, or the Learning Commons between 7:00 A.M. and 7:10 A.M. At the 7:10 A.M. bell, students will head to their first block class to which they must arrive before 7:20 A.M. Students who enter their classroom after 7:20 A.M. are considered tardy and must report to the main office to get a pass to class.

After 7:20 A.M. all students and visitors must enter the building via the main entrance (Rt. 28 side). All other entrances will be locked and inaccessible.

Once the school day begins, all students will enter and exit the building through the main entrance. Students must sign in and out with the attendance secretary. Any student not following this procedure will be subject to the discipline. Students needing to stay after 1:50 P.M. for extra help and/or school activities should be in a supervised area. Unsupervised students are subject to discipline for being in an unauthorized area. Students who have no business after school should leave school grounds at the conclusion of the school day.

Main Office

The main office is located at the main entrance to Middleborough High School which is accessible via the Rt 28 East Grove Street entrance. All visitors are required to enter through the main office for proper check-in. The offices of the Principal and Assistant Principals are located in the main office.

School Resource Officer

The School Resource Officer's (SRO) office is located in the rotunda near the rear Wood Street entrance. The school resource officer serves as a community resource for all students of Middleborough High School and plays an integral part in ensuring the safety and security of all members of the MHS school community.

Restrooms

Restrooms are available to students before school, during passing time, and lunch. If a student must use the restroom during class time, they must obtain permission from the classroom teacher by way of an E-Hall Pass. Passes are used for emergencies only. Only one bathroom pass will be issued at a time in any given class. Restroom passes may be limited for students who abuse bathroom privileges. Students who are out of the classroom for an excessive amount of time, thereby preventing others from using the facilities, risk being put on pass restriction or other possible progressive discipline measures.

Bathroom access and use is modified for students based on their individual needs. Students that have medical or special education needs will be accommodated.

At Middleborough High School, there are four different restroom types: Men's, Women's, All-Gender, and Staff bathrooms. Students are permitted to use the communal Men's, Women's, and single use All-Gender restrooms. Transgender and non-binary students may exercise their legally protected right to use the restroom aligned with the gender that the student consistently asserts at school. If this creates discomfort for any student, the student or their parent/guardian is encouraged to contact the school counseling office to discuss specific needs or concerns.

Corridor Passes

Students are expected to remain in the classroom during class time. If there is a need for a student to leave a classroom during class time, the student must have the permission of the classroom teacher and obtain an E-Hall Pass. In addition to the E-Hall Pass, students may be required to carry a pass issued by the classroom teacher. Roaming in the corridors during class time, including lunch, without permission from a staff member is prohibited. Students found in an unauthorized area without permission may receive a consequence depending on the severity and frequency of the incident.

Lost and Found

All books, school supplies and/or personal items that are found by any student should be brought immediately to the main office. Any student who has lost an item should report to the main office to see if it has been recovered. Middleborough High School is not responsible for lost or stolen property. Students should be advised to keep all valuables at home. If valuables must be brought to school, locked school lockers or locked gym lockers should be used to house the items for safe keeping. Lockers are available by request.

Student Dining Commons

The Student Dining Commons serves as our cafeteria and is located next to the rotunda. All students must report to the Student Dining Commons during their lunch period even if they do not intend to eat. No student may leave the commons during the lunch period without the permission of a supervisor/monitor. Alternative dining locations may be available, but permission must be granted by the supervisor/monitor on duty. The senior privilege of eating outside in designated areas will be available for all seniors in good standing who do not abuse this privilege, weather permitting. All students are expected to clean up after themselves and dispose of any form of trash or mess for which they are responsible. If students finish their lunch before the dismissal bell, they should remain seated and wait for the bell.

Telephones

Students who must use the phone during the day must obtain an E-Hall Pass to the main office and use the phone in the main office. Alternatively, teachers may allow students to use classroom or office phones if appropriate to do so. Student cell phones should not be used to make personal phone calls during class time.

Visitors

All visitors must report to the main office located at the Rt. 28 East Grove Street entrance to check-in with main office staff. All visitors must wear school-issued

visitors' stickers or lanyards and be accompanied by a staff member for the duration of their stay. Students may not bring visitors to school.

Books and Equipment

Most books and equipment issued by MHS are loaned to students for the duration of the course. Students are expected to take care of school-issued items. All textbooks should be covered. All equipment must be cared for properly. It is understood that students will be charged for damaged or lost books and equipment assigned to them. Lost book payments will be determined by the cost of replacement. The same method will be used for all damaged or lost equipment belonging to the school.

If a book or equipment is lost, the student should

1. check all places where it might have been left;
2. check the Lost and Found area in the office; then
3. report the loss to the appropriate teacher or staff person for issuance of another book, if possible.

If a debt exists, Parents/Guardian will be notified. Payment must be remitted to the school as soon as possible. A refund will be issued to the payee in the event a lost item is recovered.

Obligations to School

Any student who owes money, materials, equipment, or "service time" will not be permitted to participate in co-curricular activities or athletics until the debt is paid (unless excused by the administration).

Additionally, any student who owes a debt to the school in the form of money, material, or time must satisfactorily resolve it before participation in graduation exercises.

Students who have lost school material should refer to the section titled "Books and Materials" and follow the outlined procedure.

Locker Responsibilities

Access to lockers is permitted before and after school and during passing periods. Student lockers are school property and remain at all times under the control of the school. Periodic general inspections of lockers may be conducted at any time without notice, without student consent, and without a search warrant. Students are expected to assume full responsibility for the security of their lockers. Do not give your combination to anyone else. No stickers of any kind are to be posted on or in your locker.

Food and Drink

During the regular school day food and drink is discouraged in areas outside the dining commons. Classroom consumption of food and drink is left to the discretion of the classroom teacher. Food, drink, and gum is not permitted in the learning commons and auditorium.

Students will not be allowed to deliver food, drinks, or snacks to one another during the school day. Parents/Guardians or their designee are permitted to drop off their student's lunch or lunch money to the main office. Students will be called to the office in between classes to collect their lunch/lunch money.

Policies and Procedures

Bus Transportation

Students who live one and a half (1.5) or more miles from Middleborough High School are eligible to take a bus to and from school. Normal drop-off and pickup points for all buses are at the rear of the building. Pickup location for the late bus is also at the rear of the building.

Bus routes are found on the MPS website at <https://www.middleboro.k12.ma.us/our-district/transportation/transportation-department>

Student rider regulations are posted on each bus. It is the student's responsibility to become fully acquainted with rules and regulations governing bus conduct.

Procedures for the Use of School Bus Video Cameras

1. Each bus used for regular education transportation will be equipped with a video camera.
2. Each housing box will be labeled with a sign informing riders that they are subject to being videotaped on the school bus at any time.
3. All students shall be notified that they are subject to being videotaped on the school bus at any time. Parents/Guardian of students will be notified through a school district notice and media.
4. Two (2) video cameras will be available for recording on the buses. Taping will be audio and video.
5. Cameras will be scheduled on the school bus on a rotation basis so as not to select only certain busses. The rotation shall be determined by the School Department.
6. Based on the number of incidences of misconduct or the seriousness of these reports, video monitoring of a bus route may be done more extensively. The Superintendent of Schools or their designee may decide if more extensive monitoring is needed. Additional monitoring is meant to add to the written disciplinary reports by the bus driver, not take the place of reports.
7. After videotaping in a bus, the tapes will be stored at the office of the school bus transportation manager for ten (10) days. If no incidences are reported, the tapes will be recycled. Viewing of tapes may be randomly reviewed by the school department transportation supervisor to ensure proper school bus conduct. If incidences are reported, or if incidences are viewed during random selections, the videotapes will be kept until action has been taken, or time for appeals has passed.
8. Requests for viewing videotape must be made in writing to the Superintendent of School or their designee

Approved at the May 25, 1994 School Committee Meeting.

Bus Privileges

The bus driver has the responsibility to maintain control of behavior on the bus and shall be considered to have the same authority as the teacher in the classroom.

The school administration will assist and support the bus driver in all aspects of their duties.

Bus Rules

1. The bus contractor will establish bus stops/routes with consideration of Middleborough Police Safety Officer, as appropriate. The Superintendent of Schools or their designee will have the final determination in dispute cases.
2. The bus driver is not required to wait beyond their scheduled time for picking up students. It is the responsibility of parents/guardians to have pupils at the assigned stop when the bus arrives. The bus driver will inform the students and parents/guardians when the students will be picked up.
3. Buses are for the transportation of pupils to and from school only. No pupil can be permitted to leave the bus at any point enroute to school in the morning or enroute home at the close of the school day. The entire trip to and from school must be completed.
4. No student will be permitted to change their regularly scheduled transportation except in cases of emergency with approval from school administration. In such cases, a pupil wishing to change their regular bus for a specific day must present a written request from the parent/guardian giving the date, reason, and telephone contact for the request.
5. The assignment of seats is left to the discretion of the bus driver and/or school authorities. When entering a bus, students are to go immediately to a seat. Changing seats may be allowed with the driver's permission and at their discretion, but only when the bus is not in motion. Seat belts, where provided, must be worn at all times when the bus is in motion.
6. Students are expected to conduct themselves in exactly the same way they are expected to conduct themselves in school while waiting for and riding on the bus. All school discipline rules will extend to the bus ride. The bus driver has the authority to judge conduct, to maintain discipline, and to report pupils to the respective school administrator when necessary.
7. No large items such as musical instruments, school projects, etc., skateboards, live animals, or hazardous materials of any kind may be transported on school busses.
8. Shouting, profanity, vulgarity, and/or general misbehavior will not be tolerated on the bus.
9. Use or possession of weapons, tobacco, alcohol, drugs or other controlled substances, will not be tolerated on the bus.
10. Eating, drinking, or gum chewing will not be permitted on the bus.
11. The opening of bus windows and doors is left to the discretion of the bus driver: arms, hands, and heads are to be kept inside the bus at all times.
12. Tampering with emergency equipment, including the emergency door and/or bus equipment, will not be tolerated.
13. Disciplinary Procedures for non-compliance with School Bus Rules
 - a. On the first reported offense, the bus driver will notify the appropriate school administrator who will notify the parent/guardian.
 - b. On the second reported offense, the offender may be suspended from the bus for up to three (3) school days.

- c. On the third reported offense, the offender may be suspended for up to five (5) school days at the discretion of the Principal or their designee and based on the severity of the offense.
 - d. Repeated offenses may result in suspension of bus privileges for the remainder of the school year.
 - e. In cases of serious offenses affecting the safety of the school bus and/or its occupants, the offender may lose bus privilege immediately.
14. Parents/Guardians of any student(s) proven to have done damage to a bus will be held financially responsible.
 15. A copy of these rules is to be posted in each bus and published in each school's student handbook.
 16. The Superintendent of Schools reserves the right to modify any of these rules.

Adopted: April 26, 2007

Late Buses

Late buses are available on Monday, Tuesday, and Wednesday. Late buses arrive to MHS at approximately 3:45pm and pickup students at the bus loop located at the rear Wood Street entrance. Students must have a valid, school-based reason to stay after (club meeting, extra help). Students seeking a late bus pass must sign up for the pass in the front office before 1:50pm on the day of issuance. These will be paper passes, not E-Hall Passes. The front office will verify the school-based need with the staff person with whom the student is staying. Students must report to the main office upon the conclusion of the after-school session with a timed pass from the sending staff person. Students are not allowed to wander the school or be in any unsupervised or unauthorized area. Students are expected to wait for the bus in the rotunda or learning commons if it is supervised.

Field Trips

Middleborough High School seeks to provide students with rich opportunities for learning both inside and outside of school. Our location puts us in close proximity to excellent educational and cultural resources.

Excursions away from the school building during school hours must flow naturally from curriculum topics being explored in the classroom. This protocol applies to all student day trips. Student day trips are defined as outings that occur during the regular school hours.

All field trips must be approved by the building principal. Application for approval must be submitted four (4) weeks in advance. No field trip will be approved unless the trip has an educational purpose related to the course curriculum or the program sponsoring the trip. The direct department head or supervisor responsible for that content or program must review the field trip application before it is presented to the building principal for approval. No commitment, financial or otherwise, shall be made until the approval of the principal is received in writing.

Sometimes a fee is charged for field trips. No student shall be denied access to any school day trip due to a student's inability to pay.

All school rules are in-force for the duration of the trip, including, but not limited to

1. possession, distribution, or consumption of drugs or alcohol;
2. possession of a weapon;
3. behavior that jeopardizes the safety or well-being of the student or the group;
4. failure to observe curfews, designated meeting or departure times, or areas designated as “off limits”; and
5. smoking/vaping.

Suspension from school and exclusion from similar travel for up to one (1) year may result if school rules are violated.

The MHS administration reserves the right to review students’ discipline records and deny their participation in any school-sponsored field trip.

Students on social probation will not be allowed to participate in field trips.

All students must travel in school-approved transportation. Any student using unapproved transportation can be denied participation in the field trip and may face disciplinary action. Any student who is late to school and misses the school-approved transportation to a school-sponsored field trip should report to school and attend classes.

Athletic trips are not only governed by school rules but also by specific Athletic Department rules.

Any student participating in a school-sponsored field trip must submit the appropriate signed parental/guardian consent and indemnification forms including medical release and field trip emergency information. Telephone calls from parents/guardians will not satisfy these requirements.

Absence from class or school due to a field trip does not excuse a student from class work, homework, or previously announced tests. It is the responsibility of the student to contact teachers in advance for work that will need to be made up. Students are responsible for keeping up with any work missed while they are on a school-sponsored trip. On the class following the field trip, students must have any previously announced homework completed and be prepared to take any previously announced test given in class.

Science Lab Safety Protocols

Safety in the science lab is always our highest priority. The following protocols have been developed to ensure a safe laboratory environment. Please read the document carefully and commit yourself to following these guidelines at all times while working in the science laboratory.

1. Be prepared for lab! Read the procedures carefully before your scheduled lab period and follow all written and verbal instructions. Do not perform unauthorized experiments and never work alone.

2. Do not eat, drink, or chew gum in the science laboratory. Any food-grade items that are brought into the lab for testing or analysis are considered laboratory chemicals and may not be removed from the lab after use.
 3. Know the locations of all exits as well as the safety equipment in the lab including, and not limited to, fire extinguishers, fire safety blankets, safety showers and eyewash stations.
 4. Dress appropriately for lab. Wear closed-toe shoes, long pants and a lab coat or chemical-resistant apron, as directed by the instructor. Tie back long hair and do not wear long, dangling jewelry or clothes with loose and baggy sleeves.
 5. Wear chemical-splash goggles whenever working with chemicals, glassware or heat in the science laboratory. Contact lenses may be worn provided adequate face and eye protection is also provided by non-vented safety goggles.
 6. Report any accidents or incidents to the instructor immediately. These include, and are not limited to, spills, cuts, burns, and contact of chemicals with eyes and skin. Clean up all spills.
 7. If a chemical splashes in your eyes, rinse cautiously with water for 10–15 minutes at the eyewash station. Remove contact lenses if present and easy to do so. Continue rinsing. Get medical advice or attention if eye irritation persists.
 8. In the case of chemical contact with skin or clothing, immediately remove all contaminated clothing. Rinse skin with water for 15 minutes at the sink or safety shower. Seek medical attention or advice if needed.
 9. Carefully read the labels on all chemical bottles before use. Review the physical and chemical hazard information for each chemical and consult the Safety Data Sheet for additional safety and handling information if needed.
 10. Wear all appropriate personal-protective equipment including goggles, chemical-resistant gloves, and a lab coat or apron as advised on the chemical label and/or Safety Data Sheet.
 11. Remove only as much chemical from the labeled bottle as is needed for the procedure and do not return unused chemicals to their original containers.
 12. Dispose of leftover chemicals or reaction mixtures as directed by the instructor. Do not pour chemicals down the drain or dispose of them in the solid trash unless specifically authorized to do so by the instructor.
 13. Keep all flammable liquids away from heat, sparks and open flames.
 14. Exercise caution when using a laboratory burner. Tie back long hair and make sure clothing and hands are a safe distance from the flame at all times.
 15. Never leave a lit burner unattended. Always turn the burner or hot plate off when not in use.
 16. Hot plates, heated metals and glassware remain hot for a long time. Allow items to cool before moving them. Use tongs or heat-protective gloves and place on an insulated or ceramic pad.
 17. Examine laboratory glassware for chips and cracks before use and do not use defective glassware.
 18. Do not handle broken glass with bare hands. Use a brush and dustpan to clean up broken glass and place in a designated glass disposal container.
 19. Be in the moment—and aware of your surroundings—throughout the scheduled lab period. Conduct yourself in a responsible manner at all times.
 20. Wash hands thoroughly with soap and water before leaving the lab.
- Please note: Violations of this science lab safety protocol may result in progressive discipline depending on the severity and frequency of violations.

Middleborough Public Schools'

Internet Acceptable Use Policy

(For students entering grades 6 – 12)

I. Acceptable Use

The Middleborough Public School system provides Internet access for students and staff for educational purposes to transform teaching and learning. The Middleborough Public Schools expects that students and staff will use this access in a manner consistent with this purpose. The Middleborough Public Schools encourages the use of technology to assist staff and students with academic success, preparation for the workplace and lifelong learning therefore ensuring that students develop 21st century skills. Users are digital citizens and use information and technology in safe, legal, and responsible ways. Digital Citizens follow these guidelines:

1. Digital Citizenship-Respect

- Respect yourself by selecting and posting appropriate names, images, and information online. Keep personal details (name, address, and phone numbers), personal schedules, and contact information private.
- Respect others. Do not bully, stalk, or harass anyone. Abuse and inappropriate use of technology must be reported. Do not share personal account information with anyone, use an account that belongs to someone else, or leave your account open and unattended. Do not edit or delete files belonging to someone else. Do not post photos of any person without their express permission. Images of confidential materials such as tests are prohibited.
- Respect intellectual property by citing all sources including websites, books, and media produced by others, including graphics and music.

2. Digital Citizenship –Responsibility

- Users are expected to be respectful and ethical. Each user represents Middleborough Public Schools and will communicate with language and gestures that are appropriate and not profane, racist, sexist, or discriminatory.

3. Digital Citizenship- Integrity

- Access to the Internet, other electronic resources and the hardware is a privilege, not a right, and carries with it responsibilities for safe and respectful use.
- Using district-owned technology equipment outside of the school day constitutes an extension of the school day, similar to a field trip or sporting event. Users are expected to adhere to rules outlined in the school and faculty handbook and district policies.
- Because information technology is constantly changing, not all situations can be anticipated or addressed in a policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

See Nine Themes of Digital Citizenship for more information at http://digitalcitizenship.net/Nine_Elements.html

Middleborough Public Schools filters the Internet in compliance with the Children's Internet Protection Act (CIPA). The combination of the filter, appropriate student use, and teacher supervision ensures safe access to the Internet. However, we still cannot guarantee that your child will not find material on the Internet that may be considered objectionable. Student use of the network is restricted to educational purposes only. Personal electronic devices are subject to the same restrictions.

II. Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the Middleborough Public Schools Internet Service:

- using the Internet to bully. This includes bullying through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school in accordance with Chapter 92 of the Acts of 2010. Please see <http://www.mass.gov/legis/laws/seslaw10/sl100092.htm> and the Middleborough Public Schools Anti-bullying policy for a definition of bullying and more information;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means; and
- the use of anonymous proxies to get around content filtering is strictly prohibited and is in direct violation of this agreement and CIPA.

III. Blogging/Podcasting

The use of blogs, podcasts or other Web 2.0 tools is considered an extension of the classroom. Whether at home or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other web 2.0 tools.

IV. Care of Equipment

Users are responsible for the care of any physical technology equipment, including but not limited to tablets, cables, servers, computers and printers. Broken or damaged equipment should be reported to the technology office immediately. Technology equipment should never be left unattended or in an unlocked locker. Users should not loan technology equipment signed out to them to another student, teacher, friend or family member.

V. Internet Safety

Use of the Internet has potential dangers. Users are encouraged to visit the website of the Massachusetts Plymouth County District Attorney's Office

regarding Internet safety. Internet Safety Tips are available online at <http://www.mass.gov/da/plymouth/protection/tipskids.html>.

Things you should never do:

- never, ever, agree to get together with someone you "meet" online;
- never give out your personal information, including your age!;
- never send pictures of yourself, your friends, your family or any other personal material to a friend you meet online; and
- never give your e-mail address to anyone on the Internet without first asking permission of your parents.

Beware that people online may not be who they seem! Because you can't see or hear a person who is online, it's easy for them to pretend they are someone they are not!

VI. Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive.

The Administration of the Middleborough Public Schools reserves the right to examine all data stored on district-owned storage media involved in the user's use of the Middleborough Public School System Internet or Network service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

VII. Violations

Violation of this policy may result in immediate loss of use of the technology and/or disciplinary action up to and including legal action. Your signature on the AUP is legally binding, and indicates that you have read the terms and conditions carefully and understand their significance and consequences. This policy is further supported by the rules and regulations found in each school's student handbook and discipline policies.

Re-Entry Procedure

Any student seeking to be readmitted to Middleborough High School upon returning from hospitalization, or after having withdrawn from school, must attend a conference accompanied by a parent(s)/guardian(s). At this conference, the re-entry conditions regarding academic achievement, attendance, and conduct will be discussed in detail.

School Dining Commons Point of Sales System

Middleborough Public Schools utilizes a point of sales system for students to purchase lunches at each of the schools. Each student is assigned a 4-digit number to enter as they purchase their lunch. Please help your child to memorize their 4-digit pin. Your child will have this same number from Kindergarten to graduation.

Families have options for lunch payment under this point of sales system.

Families may

1. continue to provide payment for their student's lunches at each register with cash or checks for daily payment or prepayments;
2. pay for lunches on line (www.MySchoolBucks.com). Payments may be made through an existing PayPal account or with a major credit or debit card; or
3. continue to apply each school year if a student has qualified for free or reduced meal prices. This information is noted in the system, and the meal will be processed automatically.

Families have the ability to print out a copy of their child's purchasing report. This history report shows all the dates and times that the child has purchased a breakfast and/or lunch as well as a la carte items within the past thirty (30) days. Families can access this history report on www.MySchoolBucks.com regardless of whether or not they use the system for purchasing.

Parents/Guardians may also provide food allergy information to the Food Services Department for inclusion in the MySchoolBucks system.

School Safety Protocols

Middleborough High School institutes proactive measures that provide an atmosphere of safety, order, and discipline. The increasing potential for issues involving the safety and well-being of our students and staff forces us to plan well in advance of an incident. Below are procedures that are by no means exhaustive, however, these comprehensive approaches to prevention, intervention, and crisis management are proactive measures to make our high school safer.

Events on school campuses have placed a spotlight on the safety and security of schools. Raising awareness about both the problem of school violence and ways to prevent it are central components of this policy. Being aware that potential acts of violence might occur at any time and at any school is the first step that school administration must take in efforts to make their schools safe. There is no guarantee that being aware that problems might occur is enough to prevent tragedies from happening. But awareness based on information enables the school system to do all they can to prevent problems and enhance safety and security of their students and staff.

Middleborough Public Schools' Emergency Response Protocols

Below are emergency response options that are practiced by staff and students annually to enhance safety in case of emergency:

Stay Put: A Stay Put will be declared when it is necessary to contain all students and staff in classrooms halting movement in the hallways due to a non-life-threatening situation.

The ABCs of MPS Emergency Response Options:

Please note:

1. This is a non-linear list of possible responses that staff and students may choose from at their discretion in case of an active threat
2. As the active threat situation changes, the response may change as well

Alert—Based on the threat, Alert can mean many things

- Call 911
- Using any means of communication, teachers will alert school administration immediately providing as much detail as possible
- Administrative Team will offer all real-time information over the Public Announcement (PA) system and continue to offer updates as they are made available
- DO NOT POST INFORMATION ON SOCIAL MEDIA SITES

Barricade and Lockdown—Based on the threat, it may be best to stay and fortify your space

- Based on the threat, a barricade and lockdown may be best
- Use desks, belts, cords, chairs, doorstops, bookcases—anything you can use to prevent an intruder from breaking through the door and crossing the threshold(s) into your classroom
- Once barricaded, students and staff should prepare to distract/disarm the threat. Please see “Distract/Disarm” for more detail

Communicate—The more information people have, the better, more informed decisions they can make

- Administrative Team/Police Representative will provide as much real-time information over the PA system and walkie talkies as possible including the location of the intruder, the nature of the emergency, and anything that might help faculty and staff decide the best course of action to keep students and themselves safe.
 - Information provided may address the threat directly in order to confuse and distract the intruder.
- Faculty and staff should provide as much information as possible to the 911 operator—the threat’s location, description, wounded, etc.
- Faculty and staff should use cell phones, classroom phones, texting, walkie talkies, e-mail, tablets—anything that will provide information to the 911 operator or Administrative Team.

Distract/Disarm –Worst Case Scenario: The threat has crossed the threshold into your space

- Make every effort to distract the threat by interrupting the OODA loop: Observe, Orient, Decide, Act
 - Make noise
 - Move; run by the threat
 - Create distance
 - Create distractions
 - Throw anything/everything at the threat in their line of sight (head, upper body)
 - Evacuate the area if possible
 - If willing, able, and necessary swarm the intruder and subdue the threat using any means necessary

- If able, secure the intruder's weapon under a trash can or orange emergency bucket--DO NOT SECURE THE WEAPON IN HAND

Evacuate/Escape—Based on the threat, it may be best to evacuate the area

- Whether planned or not, a mass evacuation will occur during the active threat event
- If, based on the Alert, Communication/Information, the best option is to Evacuate/Escape, staff and students are empowered to GET OUT!
- If needed, single or small groups of those evacuating should zig zag as they run toward the rally point as to become a harder target.
- Staff and students should make every effort to meet as soon as possible at the designated rally points off campus.
- Parents and family members **SHOULD NOT COME TO THE SCHOOL**, but should meet their loved ones at the designated rally point.

Go2Blu: Go2Blu is a state-of-the-art security system designed to provide wider and more immediate communication between school staff and first responders in case of a true emergency situation on school grounds. In the event of a dynamic school-based event, all staff have the capability, with a touch of a button, to notify the entire school community, police, fire, and EMS where a threat or emergency exists. In less than one second, all first responders will be notified who initiated the alarm and where it was initiated allowing them to respond more immediately.

Cooperative Relationships with School Community Support Personnel

Communications with members of the school-community may be conducted to promote the safety and order of all students and school personnel. Cooperative agreements between Local Law Enforcement and the Middleborough Public Schools are described in detail within the Memorandum of Understanding. Cameras, lights, hand held radio communications, school design, introduction of K-9 Teams and other security measures are a few examples of this relationship.

Student Parking

Extreme caution and regard for safety for others must be exercised by all student drivers. Nowhere on school grounds will vehicle speeds exceed 10 miles per hour. Student cars parked on school property are subject to search by school administrators when reasonable suspicion exists that the search will reveal evidence of a violation of law or school rules. Please be sure to lock your vehicle.

Referrals will be made to the School Resource Officer (SRO), and/or the Registry of Motor Vehicles if, in the judgment of the administration, the safety of others is impaired. Any infraction of safe driving rules or violation of the excessive tardy to school protocol may result in a suspension of the student's privilege to park on school property. Students will be subject to disciplinary action for unregistered vehicles, unsafe driving, and excessive unexcused tardiness punishable by:

- First offense: privilege to drive to school suspended for one (1) week.
- Second offense: privilege to drive to school suspended for up to one (1) year.

In addition to being safe, it is state law that all students wear seat belts while in vehicles on school grounds.

Marking System and Academic Schedule

Please note: Dates in this section are subject to change.

At the beginning of each course each teacher will provide to all their students an explanation of their particular marking system. The explanation will include, but not be restricted to, a range of assessment tools and processes that are used in calculating individual grades. Grades are issued four (4) times each year with A, B, C, D considered passing grades, and F denoting failure.

In addition, the following designations are used in the marking system:

- M - Medical Excuse
- W - Withdrawn
- I - Incomplete
- P - Pass

The Marking Period Calendar for the 2025-2026 school year is as follows:

Quarter I	September 2, 2025—November 5, 2025	45 days
Quarter II	November 6, 2025—January 27, 2026	45 days
Quarter III	January 28, 2026—April 7, 2026	45 days
Quarter IV	April 8, 2026—June 17, 2026	<u>45 days</u> 180 days

The graduation ceremonies for the Class of 2026 will take place on June 6, 2026.

Open House and Parent/Teacher Conference Schedule

Open House Schedule:

For all students/parents/guardians 9-12	September 17, 2025
For all students/parents/guardians of the class of 2030	February 4, 2026

Parent Teacher Conference Dates:

Quarter I	October 8, 2025
Quarter II	December 10, 2025
Quarter III	March 11, 2026

Homework Statement of Philosophy

Middleborough High School recognizes the importance of homework as a valuable tool to promote learning. Assignments will be based on clear educational goals and are relevant to the topic under study. Because we have students of various talents, abilities, and levels of maturity, the homework assigned to a given group of students will vary in accordance with the needs of the class. The purpose and relevance of each assignment will be clearly specified by the teacher.

Generally, homework has four (4) purposes:

1. to prepare students for the next day's lessons;
2. to provide practice in reviewing and reinforcing material presented in a previous lesson;
3. to extend the concepts taught in class via research papers, supplemental readings, and/or creative assignments; and
4. to monitor the progress of students.

Mid-Year and Final Assessments

Midterms and Final Assessments are assigned at the discretion of the teacher.

Health/Wellness/Physical Education

In compliance with Massachusetts State Law, all students must satisfy physical education requirements. Therefore, students enrolled in Middleborough High School physical education classes are required to participate.

Physical Education classes in all Middleborough Schools consist of all genders, so the gender expression of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity.

Attire for Health/Wellness/Physical Education

In order to participate in class, a student must have the proper attire, which consists of

1. sneakers;
2. shorts and/or sweatpants;
3. t-shirts and/or sweatshirts*; and
4. athletic socks.

Note: Students may not wear jewelry during P.E.

*Items of clothing deemed inappropriate by the MHS handbook are not permitted at any time during school or school-sponsored events.

Non-Participation in Health/Wellness/Physical Education

Student participation in physical education classes is required. Student-Athletes are required to change and participate in P.E. to be eligible to practice or compete in games that day. Any time a student is present but does not participate in class the student will be assigned zero credit for the class. Students may make up classes due to

1. absence;
2. illness;
3. short-term injury; or
4. forgetting appropriate clothing (up to 2 times).

The fourth and fifth instance of non-participation (when classes are not made up) will result in a teacher detention and parent/guardian notification. The sixth instance or more of non-participation will result in an ISS.

Consequences for failing to fulfill a non-participation detention or ISS will be assigned according to the Middleborough High School Code of Conduct.

Health/Wellness/Physical Education Make-Up Classes

A student may make-up a Physical Education class after school. Prior arrangements must be made through the Physical Education department.

Advanced Placement Final Exam Exemption

A student enrolled in an Advanced Placement course will be exempt from the final exam in the AP course if the cumulative grade of a B or better is earned and the student has taken the AP exam.

Report Cards

Report cards are issued at the end of each quarter. Letter grades, including plus or minus, are used to designate a pupil's progress.

Grade Point Average, Class Rank, and Honor Roll Status

Middleborough High School uses a weighted class ranking system on a 5.33 scale, not 4.0. The GPA value of a final grade varies depending on the level of the course (i.e. College Prep, Honors, Advanced Placement) in which the grade was earned. The class rank is computed by tabulating the total number of quality points each student earned then ranking them, from highest to lowest.

GPA is calculated for the first time at the end of a student's sophomore year. It is recalculated again at the midpoint and end of the of their junior and senior year.

Once the seniors' fourth quarter grades are calculated, class rank will determine Valedictorian and Salutatorian. Seniors who achieve a weighted GPA of 3.5 earn the distinction of graduating with honors. The Valedictorian is the senior student who is ranked 1st in the graduating class. The salutatorian is the senior student who is ranked 2nd in the graduating class. To be eligible for Valedictorian or Salutatorian, a student must be enrolled the last six (6) consecutive quarters immediately before graduation

Quality Point Scale Table

To determine QPA, use the following formula:

$$\text{QPA} = \frac{\text{Total \# of Quality Points}}{\text{Total Number of Credits Attempted}}$$

Letter Grade	Numeric Grade	Advanced Placement Dual Enrollment Scale	Honors Scale	College Prep Scale
A+	97-100	5.33	4.83	4.33
A	93-96	5.00	4.50	4.00
A-	90-92	4.67	4.17	3.67
B+	87-89	4.33	3.83	3.33
B	83-86	4.00	3.50	3.00
B-	80-82	3.67	3.17	2.67
C+	77-79	3.33	2.83	2.33
C	73-76	3.00	2.50	2.00
C-	70-72	2.67	2.17	1.67
D+	67-69	2.33	1.83	1.33
D	63-66	2.00	1.50	1.00
D-	60-62	1.67	1.17	0.67
F	0-59	0.00	0.00	0.00

Honor Roll: Honor Roll Status is based on a student's grades. Students earning an A- or above in every course may attain high honor roll status. Students earning a B- or above in every course may attain honor roll status.

High Honors No grade less than A-
 Honors No grade less than B

Graduation Requirements

A candidate for graduation must earn a minimum of 136 credits, and satisfy the MHS community service graduation requirement.

The local minim credit requirements for graduation are defined in the table below.

Course	Years	Credits
English	4	20.00
Mathematics	4	20.00
Biology	1	5.00
Science (Lab)	2	10.00
History	3	15.00
World Language	2 <i>(of the same language)</i>	10.00
Technology	---	5.00
Fine/Performing Arts	---	5.00
Physical Education	4	10.00
Electives	---	36.00
Minimum Credits Needed for Graduation*:	136.00	

* = Seniors must earn at least 30 credits during their senior year in order to receive a diploma.

Special Notes:

1. Though MCAS no longer has bearing on graduation, students are expected to engage in MCAS administration for STE (Freshman year), ELA and Math (Sophomore year)
2. Candidates for graduation are expected to carry a full, 40 credit schedule.
3. Candidates for graduation must earn a minimum of 30 credits in their senior year and meet the minimum standard found in the table above.
4. Summer school can be used as a tool to earn or recover credit that was lost due to a failing grade or excessive absenteeism.
 - a. A student qualifies for summer school with a final average between a 50% and 59% in a given class. A student may elect to participate in summer school in an effort to earn a passing score and earn credit.
 - b. If a student passed a class, but lost credit due to excessive absenteeism, the student may elect to participate in summer school in an effort to recover their credit. The student must earn a passing score in the summer school course to have their credit restored.

Community Service Graduation Requirement

In line with Middleborough High School's Social and Civic Expectations, all graduates must serve twenty-four (24) documented and approved community service hours to meet the community service graduation requirement. Further detail regarding this requirement including a list of pre-approved volunteer organizations, how to log completed volunteer hours, how to contact the

community service coordinator, and more can be found in your students Community Service Google Classroom and on the Middleborough High School website.

Credit Requirements by Class

All students can earn a maximum of 40 credits per school year if they earn passing grades in all of their classes and do not lose credit due to absenteeism. As students earn credit toward graduation, their class level progresses from freshman to sophomore to junior to senior, culminating in their graduation. To earn sophomore status, students must earn 32.5 credits. To earn junior status, students must earn 65 credits. To earn senior status, students must earn 97.5 credits. To be candidates for graduation, students must earn a minimum of 136 credits.

Promotion Requirements	
To Be Promoted To	Credits Required
Sophomore Year	32.50
Junior Year	65.00
Senior Year	97.50
Graduate	136.00

World Language Exemption

Middleborough Public Schools recognizes the importance of learning a second language. Learning a second language provides students with the opportunities to: communicate with more people; develop stronger language skills in their first language; achieve higher scores overall on standardized tests; access better jobs; and develop a better understanding of people of other cultures.

While the Middleborough Public School District recognizes the importance of learning a second language and is committed to assisting students in fulfilling the two-year World Language requirement for graduation, it also recognizes that there may be a rare occasion when a student may need an exemption from this requirement. Exemption from the World Language requirement for graduation from Middleborough High School is possible only by demonstrating a disability or an extenuating circumstance. Students petitioning for an exemption on the basis of a disability shall present evidence of a diagnosis of a disability affecting the entire language arts area (reading, writing, and speaking English) or a significant hearing loss and shall be receiving services in those areas as documented on their IEP or 504 plan. Students with extenuating circumstances shall provide evidence of such circumstances in writing as part of the petition for exemption. Students in out-of-district special education placements, students with special needs who return to Middleborough High School with less than two (2) full years before graduation, and students who are qualified as Limited English Proficient as determined by ACCESS for ELLs upon entering the high school have the option of being automatically exempted from the World Language requirement.

The following procedures for administering such petitions are in effect:

1. The student and/or parent(s)/guardian(s) shall request exemption from the World Language requirement in writing to the student’s school counselor. After consultation with their school counselor, a student may then obtain a Petition for Exemption form.

2. The student will have an interview with the World Languages department leader as part of completing the petition.
3. The student's parent(s)/guardian(s) must sign the Petition for Exemption form.
4. The completed Petition for Exemption must be submitted to the World Languages department leader.
5. The petition, transcripts, IEP or 504 plan will be evaluated by a Review Committee consisting of the World Language department leader, the student's school counselor, a High School Administrator, and, where appropriate, the Special Education Team Facilitator or 504 Coordinator. Their recommendations will be forwarded to the Middleborough High School Principal and the Superintendent of Middleborough Public Schools for final action.

The granting of an exemption will not reduce the total number of credit hours required for graduation. The granting of an exemption will result in the removal of the final grade for the first year of World Language from the student's transcript, where applicable.

Special Note: Students who do not study World Language at the high school level may be ineligible to enroll in some colleges or universities.

Additional Academic Opportunities

Dual Enrollment/Early College

The Dual Enrollment Program allows qualified public high school students enrichment opportunities to earn both high school and college credits by enrolling in one (1) or more courses at a local public college. MHS encourages dual enrollment for students who

1. are enrolled at MHS as a junior or a senior;
2. have a 3.0 grade point average (B average);
3. are recommended by high school principal, teacher, or school counselor; and
4. have received written approval by a parent/guardian.

There are two types of Dual Enrollment programs:

1. Massasoit Community College Dual Enrollment courses taken during the traditional school day at Middleborough High School.
 - a. Select courses are offered at MHS taught by Massasoit Community College professors.
2. Dual Enrollment courses outside of the traditional school day at a college.

Any student interested in exploring dual enrollment opportunities outside the traditional school day (option 2) should alert their school counselor as soon as possible (early November for the spring semester, and early April for the fall semester) so that the necessary applications and paperwork can be processed. This is a tuition-based program that is the responsibility of the individual student and/or family. Students will receive credit at both the college and MHS, however, the course grade will not be factored into their class rank or GPA at MHS.

MHS graduation requirements may not be fulfilled via dual enrollment with the exception of Personal Finance offered during the traditional school day in the student's senior year of high school. Courses taken cannot replace MHS course requirements.

MHS Day Summer School Program

Middleborough High School offers a Day Summer School Program for eligible students who either lost credit due to absenteeism or failed the course with a cumulative numerical score between 50% and 59%. Students have the opportunity to gain mastery over the specific content with which they did not earn credit during the school year. This is possible due to the use of the Edmentum Online Learning Plato, a web based educational platform that allows teachers to draft courses and recovery courses that suit the needs of their classes and the school district's curriculum.

Students who enroll in the MHS Day School Summer Program will utilize 21st century technologies in courses that have been drafted by MHS faculty to fit the needs of MHS students. This design will allow students to not only recover lost credit, but to eliminate the gaps in their learning and attain the mastery necessary to be successful in future coursework.

Interested students should meet with their school counselor for more information.

Tutoring

Tutoring services are handled in conjunction with the teaching staff, School Counseling Department and outside tutoring agency. Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination, for medical reasons and for a period of not less than fourteen (14) school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue the educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP (603 CMR 28.03(3)).

Notes:

1. Tutoring due to medical reasons requires a medical doctor's signature on a Physician's Statement. Tutoring due to psychological reasons requires a psychiatrist's signature on the Physician's Statement. A counselor/therapist cannot sign this form.
2. Tutoring requests for regular education students enrolled in private schools should be referred to the Team Facilitator.
3. For students requiring long-term tutoring (more than three (3) months), a treatment plan designed to assist the student in returning to school should be requested in conjunction with the Physician's Statement.
4. For special education students requiring tutoring for more than 60 school days, the Director of Special Education/Team Facilitator must be notified immediately upon receipt of the Physician's Statement, so a Team meeting can be scheduled.
5. Special Education students' contact person must be notified upon receipt of the Physician's Statement.
6. Tutoring will not be provided beyond the end date of the Physician's Statement; if the need for tutoring is projected beyond the end date, an updated Physician's Statement must be submitted.
7. Regular education students, including students with 504 Accommodation Plans, do not require tutoring during long-term suspensions/expulsions. However, students removed under 37H1/2 will receive tutoring.

Tutoring Referral Procedures for All In-District Students Medical/Psychological Reasons

Receipt of Signed Physician's Home/Hospital Statement (or equivalent letter)

1. ↓
School Counselor sends Educational Service Plan to parent/guardian; contact parent/guardian if needed;

2. ↓
School Counselor verifies end-date on the Physician's Statement and that the duration of absences is expected to exceed 14 school days (consecutive or cumulative);

3. ↓
For long-term absences (more than three (3) months), School Counselor will request a treatment plan from the physician, if not already attached to the Physician's Statement; for special education students out more than 60 school days, the SPED Director/Team Facilitator will be notified so a Team Meeting can be scheduled;

4. ↓
Immediately upon receipt of the Physician's Statement, school counselor/principal will complete the notification paperwork for Central Office (signed by principal) and initiate tutoring (concurrent to steps 1-3 above). If using Ed Inc., the Master Student Report will be completed and faxed to the intake person;

5. ↓
Classwork will be provided by the teacher(s) and facilitated by the school counselor; then

6. ↓
As end date on the Physician's Statement approaches, school counselor will contact parent/guardian. If ongoing tutoring is requested and appropriate, a new Physician's Statement will be faxed to physician. Physician's contact information will be verified. Confirmation letter will be sent to parent(s)/guardian(s).

Receipt of Written Parental Request for Tutoring

1. ↓
School Counselor sends Educational Service Plan to parent/guardian; contact parent/guardian if needed;

2. ↓
Once Release of Information and Agreement Letter is returned by the parent/guardian, school counselor will fax the Physician's Statement to the indicated physician;

3. ↓
Upon receipt, School Counselor will verify the end-date on the Physician's Statement and that duration is expected to exceed 14 school days (consecutive or cumulative); for special education students out more than 60 school days, the SPED Director/Team Facilitator will be notified so a Team Meeting can be scheduled;

4. ↓
Immediately upon receipt of the Physician's Statement, school counselor/principal will complete the notification paperwork for Central Office (signed by principal) and initiate tutoring (concurrent to step 3 above). If using Ed Inc., the Master Student Report will be completed and faxed to the intake person;

5. ↓
Classwork will be provided by teacher(s) and facilitated by the school counselor; then

6. ↓
As end date on the Physician's Statement approaches, school counselor will contact parent(s)/guardian(s). If ongoing tutoring is requested and appropriate, a new Physician's Statement will be faxed to physician. Physician's contact information will be verified. Confirmation letter will be sent to parent(s)/guardian(s).

Futures Academy Alternative Education Program

The Futures Academy is an Alternative High School designed for both general education and special education students who are academically focused and motivated to overcome the challenges that have hindered their success in the mainstream setting. The Futures Academy consists of three years of academic coursework fulfilling all requirements for graduation. During the school year, all Futures students have the opportunity to participate in a unique school-to-work model curriculum to prepare them for success post high school graduation. Academy graduates receive a Futures High School Diploma to set them on a path of attending either a two-year college, trade school, workforce or military enlistment.

Futures Program staff is committed to providing a safe and structured environment in which students have access to the many supports necessary to accomplish academic achievement, develop appropriate social skills, and learn adaptive coping mechanisms. Staff are committed to providing an individual, supportive atmosphere that recognizes a variety of learning styles, as well as emotional and adjustment difficulties. The staff promotes an atmosphere of mutual respect and positive behavior that allows each student to learn in a safe environment and become a productive member of the school community and society.

In the program, students work with a school adjustment counselor to identify aspects of their life, both academically and socially that have previously challenged their success and work to develop new skills in order to be successful in the classroom, work and in life.

Students are referred and accepted into the Futures Program through a recommendation form and nomination committee. Passing grades and credits from previous schools and programs will be transferred with the student into the Futures Program.

After a referral to the program has been made, it is essential that both the student and parent/guardian review the program expectations and guidelines and agree on entry into the program with the Program Coordinator and sign a contract. It is expected that every student in the Futures Program will adhere to all of the policies, procedures, rules and regulations as outlined in the Middleborough High School Student Handbook in addition to the Futures Program rules and attendance policy.

Middleborough High School Services

School Counseling Services

School Counseling services are a vital part of the Middleborough education process that first helps students discover their needs and abilities, and then assists them in designing a specific plan of action to help them realize their full potential. This function is viewed as a shared responsibility between the school counselor, the student, and the parent/guardian.

School Counselors' Goals

The goals of the MHS School Counseling Department are to

1. develop school counseling services that meet the needs of all students;
2. help students appraise their capabilities, achievements, and interests;
3. provide support for parents/guardians in developing the skills necessary to help their children with educational and career choices;
4. help students, parents/guardians, administrators, and teachers deal with the obstacles within school that may limit the student's ability to take advantage of the school's educational opportunities;
5. assist students in strengthening their self-awareness;
6. provide students and parents/guardians with information and resources for long and short-term planning; and
7. assist students in finding in-school services and make referrals to outside community agencies.

Services Provided

Support All Students - Support individual social, emotional, and academic needs. Work to best ensure all students' well-being and growth.

Program Planning - Assist with course selection, evaluation of course schedule, and implementation of long-range planning.

Self-Assessment - Assist students in using the numerous tools available to determine ability, achievement, and interests.

Decision Making - Help students evaluate and problem solve.

Career Planning - Help students develop a viable plan for their future using resources both in and out of school.

Communication - reach out to parents/guardians and the community to keep them informed of the services of the school and the needs, abilities, and accomplishments of the students.

Intervention - Identify students in need of services and to coordinate available resources through the assistance of the Child Study Team.

Career Transitions Program – provide career activities designed to discover, explore, and define students' interests and abilities through the utilization of interactive software and the Internet.

Services by Year

The chart below shows the month to month activities, by grade, that the School Counseling Department is engaged in with the students:

Gr	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
12	College Application Boot Camp	College Planning for Seniors & Their Families- <i>The Nuts & Bolts of Applying to College</i> Workshops	Bridgewater State University Instant Decision Day	SAT Administered at MHS	ASVAB Test Administered		Scholarship Information Night	Massasoit Community College On-the-Spot Admissions		National Future Signing Day	
		College Planning for Seniors & Their Families- <i>The Nuts & Bolts of Applying to College</i> Night	Financial Aid webinars								
		Update Activities Sheet									
11			PSAT Administered		ASVAB Test Administered PSAT Results Workshop	College Planning for Juniors- <i>Where to Begin</i> Workshops. / <i>You Science and career exploration</i>	College Planning for Juniors- <i>Where to Begin</i> Workshops. / <i>You Science and career exploration</i>	NEACAC Regional College Fair at MHS	College Planning for Juniors & Their Families- <i>What You Should Be Doing Over the Summer.</i>	SAT Administered - MHS is a test site	
						College Planning for Juniors & Their Families- <i>Where to Begin</i> Night	Course Selection		College Planning for Juniors & Their Families- <i>What you Should Be Doing Over the Summer</i> Night	Attend National College Fair in Boston	
									Update Activities Sheet.		
10			PSAT offered	Infuse career video clips into advisory or core classes-yearlong		Course Selection		Career Exploration/ Update Activities Sheet	You Science and Career Exploration		
9		Transition to High School & Career Planning Workshops for Students.				Course Selection					Introduce Scoir. Begin Activities Sheet

Course Selection/Course Changes

The course selection process begins in the second semester of each school year. Efforts are made to provide a thorough explanation of all course levels, prerequisites, and the content and skill mastery each course requires and/or develops. The faculty gives recommendations to each student and opportunities for parent/guardian involvement are provided each step of the process. Therefore, each student should make responsible and informed decisions regarding course selections.

After the start of the school year, unless there is a scheduling conflict, there will be no changes made to a student's full year schedule with the exception of any of the following conditions:

1. a change in academic level is needed*;
2. a move of students from one (1) section to another to balance classes within a department;
3. a change to correct an error in a schedule; or
4. a recommendation for a change resulting from a pre-referral conference, District Curriculum Accommodation Plan (DCAP), 504 Accommodation Plan, an Individualized Education Plan (IEP) Team Meeting, or English Language Learning (ELL) contact.

*If a student desires a change in academic level, approval will only be granted by the principal after the student, teacher, school counselor, parent(s)/guardian(s) communicate and agree to the change. No changes in academic level will be approved after midpoint of the first quarter of the class in question.

Reason for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate justifications for a schedule change and will not be honored. This is why it is important to choose your courses only after careful consideration of the Program of Studies.

Internship Program

Students are released during the regular school day to participate in their internships. The internships that are developed between the student, parent/guardian, school-to-career coordinator, and employer are designed to help students develop job skills, career direction, and a clearer understanding of the relationship between a sound education and successful employment. Participation in the internship program is considered a privilege that carries the responsibilities of regular attendance, passing grades, and satisfactory conduct both in the high school and the community. Students may be removed from any internship program, including Fire Science, at any time, with loss of credit, for failure to meet the expectations of the program.

General expectations of all interns are as follows:

1. Students are responsible for signing in and out of the building, and exiting and entering the building via the main entrance **ONLY**.
2. Students are responsible for notifying the site and if necessary the school for any and all absences, regardless of reason or circumstance (i.e. field

trips, illness, sporting events, school functions, lack of transportation, etc.)
Failure to do so will result in a class cut.

Middleborough High School

508-946-2010

Career Counselor Internship Coordinator

508-946-2010 x 3124

3. Students are responsible for notifying their site in the event school is cancelled.
4. Students are required to maintain weekly timesheets that are signed by both the students and site supervisor and submitted weekly to the school-to-career coordinator.
5. Students are responsible for arranging an interview with a potential site prior to the onset of the internship experience.
6. Students are responsible for providing the site with a calendar, prior to the first of each month, that indicates their scheduled days and times of attendance for each month.
7. Students are required to complete all documentation necessary for their specific internship in a timely fashion; failure to do so may result in termination from the program (i.e. medical forms, CORI forms, parental/guardian permission slips, transportation forms, applications, etc.)
8. Students must comply with Confidentiality Policy established by their site.
9. Appropriate dress must be worn, as it relates to specific sites.
10. It is expected that all interns represent Middleborough High School in a positive manner; therefore, students with discipline records, criminal offenses or pending criminal charges may not be eligible for, or removed from, the internship program without adjudication.

Students seeking more information regarding participation in the internship program should contact the school-to-career coordinator.

Student Records

A student's record includes the permanent record and the temporary record. The permanent record (transcript) is made up of personal data, courses taken, grades, credits, and class rank and is filed in the School Counseling office for 10 years after graduation. The temporary record is made up of personal data, standardized test scores, co-curricular activities, and other relevant information and is typically released to each student upon their graduation. The temporary record of each student shall be destroyed five (5) years after the student graduates, transfers, or withdraws from the school system. The student and/or parent/guardian may add relevant information to the record or, with permission of the principal, remove inaccurate, misleading, or irrelevant information. Upon denial of such a request, an appeal procedure is available.

Middleborough High School students have the right, acting alone (if 18 years or older) or with a parent/guardian, to access, review, copy, and expect the school to maintain confidentiality and destruction of their records when appropriate. Students 18 years of age or older may exercise these rights alone, however, parents/guardians may continue to exercise these rights until expressly limited by the student. All student records are subject to Massachusetts Student Record Regulations (which are part of the Code of Massachusetts Regulations at 603 CMR 23.00) as amended in June 1995 by the Department of Education. A complete copy of the regulations is available in the main office.

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible student and/or a parent/guardian having physical custody of a student under 18 years of age. This information could include name, address, telephone, date and place of birth, course of study, dates of attendance, weight and height of members of athletics, awards, and post-high school plans. Directory information is regarded as information used largely for positive public relations opportunities.

Privacy and Confidentiality: Middleborough Public Schools shall accept the gender expression that each student asserts. Although gender expression may be shown by providing evidence, including medical history or care/treatment of gender-related identity, there is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender expression recognized and respected. The person best situated to determine a student's gender expression is that student himself or herself. Although parents are often the first to initiate a conversation with the school, particularly when a younger child is involved, parents may play less of a role in an older student's transition. As such, school staff should speak with the student first before discussing a student's transgender status with the student's parent(s)/guardian(s). School staff should be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not inadvertently disclose information that is intended to be kept private or that is protected from disclosure. Student records may only be accessed and disclosed to staff with a legitimate educational interest in the information and should only be made with appropriate authorization from administration and/or parent(s)/guardian(s).

Official Records: Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required. Hence, when requested, schools should accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. Any requests to change a student's legal name or gender in the official records should be referred to the school principal. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.

Learning Commons Services

The Learning Commons serves as our library and media center. The following rules are intended to ensure the continued availability of learning commons material to all students.

1. All learning commons materials must be properly signed out.
2. A student suspected of taking materials without properly signing them out or vandalizing materials will be referred to administration.

3. Students having overdue learning commons material will lose their borrowing privilege until such material is returned, renewed, replacement, or paid for.
4. To facilitate the prompt return of books prior to the end of each term, parents/guardians of students owing books will be notified and billed for them. The parents/guardians will be further notified that the books must be returned or replacement cost paid before a student regains the privilege of using learning commons resources.
5. Students must have a signed IAUP on file to use the Internet. Internet privileges may be revoked if the terms of the IAUP are violated with additional disciplinary measures to follow, if warranted.

All computers are for specific educational use only and students must identify the needed use and ask the learning commons staff before using any computer in the learning commons.

When you are sent to the learning commons from class,

1. an E-Hall Pass must have been issued;
2. do not enter with food, gum, or drink;
3. sign in at the table near the entrance, sign out when you leave; and
4. come with a specific assignment or task.

When using the learning commons after school,

1. sign the student log when entering and leaving;
2. do not enter with food, gum, or drink; and
3. come with school work or reading material.

Health Services

The school nurse is the primary coordinator of health services within the school building and will provide first aid when required. First aid, as defined by the American National Red Cross, is the immediate and temporary care given in case of an accident or sudden illness. The school is NOT responsible for diagnosis or treatment; therefore, school personnel will not treat or prescribe treatment. Any request to "have the nurse check" something that has happened at home will be referred to parent(s)/guardian(s) for a visit with the family physician. All accidents resulting in student injury in school or on school grounds should be reported to the main office immediately. School insurance forms, when applicable, will be processed through the school. Injuries incurred at school will be covered by the student's parent(s)/guardian(s) insurance unless school insurance has been purchased.

Any student in need of health services during the school day will go directly to the Health Office from their subject-teacher. Dismissal slips, as a result of illness, will be processed through the Health Office or the School Counseling Office. The nurse, the administration, or the School Counseling department will contact a parent/guardian prior to the dismissal of a student. If a student is excused from school for health reasons, the student must be picked up at school and may only drive home with parental/guardian permission after being seen by the nurse.

The school cannot dispense any medication of any type to any student. However, with a physician's order and parent's/guardians' written request, medication can be dispensed through the Health Office. Students must check in all prescription

drugs and/or any other over the counter medication to be dispensed through the Health Office. Medication must be in a manufacturer-labeled bottle or container.

Our school nurse must have a medication order from a physician, dentist, nurse practitioner, or physicians' assistant in order to administer any medication; whether it is a prescription drug or an over-the-counter medication (M.G.L. c. 112, section 80B). Such medication will be kept in the health office under lock and key and will be administered only in the presence of our school nurse.

Students are not permitted to carry either prescription medication or over the counter medication on their person. The only exceptions are: EpiPens for emergencies, asthma inhalers accompanied by a completed physician's order form, and diabetic testing kits.

Medical Excuses

At times, medical issues arise that require students to modify their academic schedule. The following is a list of guidelines in such a case:

- a. medical excuses written by a doctor should explicitly state the reason and the dates of a temporary excuse or indicate that a student must be excused on a permanent basis. Permanent excuses are considered to be in force for the school year and must be updated each new school year;
- b. a student who has a temporary medical excuse for illness or injury may remain with the assigned class;
- c. a student with a temporary medical excuse will receive a passing grade for the term the student has successfully participated in more than half of the assigned classes in that term; and
- d. students who have participated half or less than half of the assigned classes in a term because of a temporary medical excuse will receive the notation "Med." on their term report card and receive no credit for the term(s).

A student who has received a permanent written medical excuse from a doctor will be re-assigned to another class by their school counselor.

In-School Illness

Students who do not feel well enough to attend class should obtain an E-Hall Pass from their teacher and report to the health office. If a student remains in the health office due to illness, a phone call will be made to the parent(s)/guardian(s) to inform them. A log will be kept by the nurse listing the time of arrival and departure of all students who miss a class due to illness. Students who are in the nurse's office for more than twenty (20) minutes will be considered absent from class. This absence could be considered excused or unexcused due to the circumstances of the visit to the nurse's office.

Transition Services

Middleborough High School recognizes that when there are interruptions in student learning, students may need time and additional academic support to ensure a smooth transition back into their normal school routine. Therefore, when necessary and appropriate, our transition space will be available for students if

they are returning from hospitalization, suspension, or other lengthy absence to support their transition back to class. School Counselors and Administrators may also use this service to support students in need of a transition or “cool down” space during the course of the school day.

BMI

Each students’ Body Mass Index (BMI) and corresponding percentile will be calculated during their sophomore year or before their 16th birthday in accordance with 105 CMR 200.500.

Transportation Medical Restriction

The following protocol must be followed in the event that a bussed student utilizes crutches or a wheelchair:

No student may ride a bus while using crutches per Middleborough Public Schools’ policy. Parents/Guardians must notify the school nurse and forward a doctor’s request for transportation to the school. Transportation will then be arranged by the Superintendent’s Office.

Middleborough Public Schools’ Health Services’ Crutch/Wheelchair Protocol

Any student in MPS who requires the temporary use of crutches or a wheelchair must have a safety plan in effect. The plan will be coordinated by the school nurse with input from the physician, the parent/guardian, the student, and the staff. The following must be in place:

- **Transportation plan** – Students who require the temporary use of crutches or a wheelchair may not ride the regular school bus for safety reasons. Alternative transportation may be provided by the school system if requested by the parent/guardian. A medical note specifying that the student is in need of alternative transportation must be sent to the school nurse. This should include the nature of the need, as well as the expected duration. If this is not known, the doctor may specify until further notice. This is then faxed to the Business Manager at the Central Office. The nurse should contact the Business Manager immediately when it is clear that a student will need this service so planning may begin. The student’s name, parent/guardian name, address, and phone number must be given. Parents/guardians may provide private transportation if so desired.
- **Classroom Accommodations** – Students will be allowed to use the elevator if necessary in their building. Students should not be using the stairways while on crutches. Additional time to travel back and forth between classes will be necessary and allowed. The school nurse will work with the staff to make any other accommodations needed.
- **Emergency Plan** – A temporary emergency evacuation plan must be put in place by the school nurse. The classroom teacher(s), and the administration will receive a copy.

Middleborough Public Schools’ Wellness Policy

General Policy Statement:

The Middleborough Public Schools are committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting nutrition and physical activity education that promotes lifelong wellness while still providing healthy choices. This correlates with our district mission “to prepare all students to excel as educated, responsible, global citizens.” We also believe that a staff that engages in a healthy lifestyle supports our objective of a healthy school community. The district believes that we will achieve success in this endeavor through the combined efforts of the school community, parents, and the community at large.

The following Wellness Policy Procedural Directive is approved for implementation and monitoring by the Middleborough School Committee:

1. Communication with parents/guardians, staff, students, and the community regarding policy goals and guidelines is essential to the success of our policy.
2. The district will establish a Health and Wellness Committee which will meet regularly to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.
3. Physical activity education and goals for the school community will encourage activities that support an active, healthy community of learners. These activities will consist of both structured (K-12 Physical Education/curriculum frameworks) and co-curricular (recess, intramurals, sports teams, after school) activities.
4. As the types of food and beverages made available to students influence lifelong eating habits, the district will continue to increase the availability of and sale of nutritious selections and discourage the sale and consumption of beverages and foods of low nutritional value on school grounds up to 30-minutes before the beginning of the school day until 30-minutes after the end of the school day.
5. Nutrition education will aim to teach, encourage, and support life-long healthy nutritional behaviors. Opportunities for staff in-service education to share best practices, which incorporate nutrition, physical activity, and wellness across the curriculum, will be pursued.

Health and Wellness Committee

The Health and Wellness Committee will serve as a resource to the school community in the implementation of school nutrition, physical activity, and wellness policies and procedures. The Committee will consist of a group of individuals from the schools and community that is representative of school staff, educators, students, parents, health professionals, and community members. They will plan to organize and subsequently meet regularly during the academic school year.

Nutrition Education Goals

The primary goal of nutrition education is to encourage students and staff to make lifelong healthy food choices.

The Middleborough Public Schools will

1. adhere to the revised Nutrition Standards for Competitive Foods and Beverages in Public school regulations (105 CMR 225.000) effective August 1, 2012;
2. provide nutrition education for all students K-12 in accordance with the Massachusetts Health Curriculum Frameworks;
3. work to integrate physical activity and nutrition lessons into other subject areas;
4. work to develop collaboration among physical education/ health/consumer science teachers, health services staff, and food service providers in developing on-going nutrition education and activities for students, staff, and the community. These programs will address nutrition and physical activity as components of overall wellness;
5. send home nutrition information, post nutrition information and relevant web links on the school website, and promote healthy and acceptable food choices consistent with dietary guidelines and Action for Healthy Kids recommendations;
6. pursue professional development opportunities and events for all food service staff and teaching staff in the areas of physical education, nutrition, and wellness; and
7. provide the Middleborough School Committee a compiled body mass index (BMI) report showing by grade the number of students screened and the percentage of students in each category. BMI measurements are compiled annually for grades 1, 4, 7, and 10 and comparison charts will be presented annually in March to measure the effectiveness of this directive.

Setting Physical Activity Goals

The primary goal of physical education is for all students to develop the skills and knowledge necessary to not only participate in specific physical activities, but to understand the short and long-term benefits of a physically active and healthy lifestyle.

The Middleborough Public Schools will

1. ensure that District policy for physical education is consistent with Massachusetts Curriculum Frameworks for Physical Education;
2. continue to provide students opportunities for physical activity through P.E. classes, recess opportunities for elementary school students, extra-curricular activities at the secondary level, and encourage incorporation of physical activity into the academic curriculum (short activity breaks between lessons/classes when appropriate);
3. support curriculum/programs that include health-related physical fitness concepts such as target heart rate, aerobic activity, injury prevention,

- emotional health and growth, and tobacco cessation and drug/alcohol prevention;
4. encourage all students to consult with their parents/guardians and primary care physician to establish individual personal fitness goals;
 5. continue to provide students opportunities for additional physical activity through a range of before and after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs;
 6. ensure that all playgrounds/equipment/physical activity facilities meet current safety standards and incorporate age appropriate physical fitness opportunities into new designs as equipment is replaced;
 7. explore ways to further encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family activities; and
 8. allow the MIIA to continue the development of activities for all staff that promote and encourage a healthy lifestyle.

Establishing Nutrition Standards for All Foods Available on School Campus during the School Day

Students' lifelong eating habits are greatly influenced by the types of food and beverages available to them. The goal of establishing nutrition standards is to ensure the availability of healthy food choices sold or served in the school setting.

The Middleborough Public Schools will

1. ensure that all school meals meet, as a minimum, the applicable requirements of federal and state standards and regulations (see attached regulations);
2. establish nutrient standards for all foods sold to students in our schools in accordance with federal and state guidelines;
3. encourage all children to have breakfast at home or participate in the school breakfast program in order to meet their nutritional needs and enhance their ability to learn. Creative ways to promote the importance of breakfast will be encouraged in each school (posters, contests, daily announcements, etc.);
4. encourage all staff to model healthy eating by offering healthier choices at school meetings and events, and refrain from using food as rewards to students. A list of alternatives will be provided to all staff and its use encouraged. There will be no sharing of food at any time of the school day;
5. ensure that classroom parties for holidays and other special occasions will not include food items for Preschool through grade 8. Special events involving food may be allowed at the High School level only with prior approval from the principal in consultation with the Food Service Director and the School Nurse/School Nurse Leader. All foods provided during the school day must be in compliance with the Nutrition Standards for Competitive Foods and Beverages in Public Schools regulations (105 CMR 225.000);

6. ensure that schools will not use food or beverages as rewards for good behavior or academic achievement unless it is part of a student's Individual Educational Plan or directed by a Medical Professional;
7. ensure that courses offered at the High School level involving food will comply with DESE standards. The principal and school nurse will be consulted to provide a safe learning environment for student's with life-threatening allergies or medical concerns;
8. prohibit the sale of low nutritional food items on school grounds up to 30-minutes before the beginning of the school day until 30-minutes after the end of the school day. This exemption shall not apply to competitive foods sold through vending machines, which shall comply with these standards at all times; and
9. encourage parents/guardians to send lunches/snacks from home that are based on healthy food guidelines. This information will be available on the school website or in paper form if requested by a parent/guardian. For the purpose of this Directive, "low nutritional food" is defined as any food not found on the current A-list developed by the John C. Stalker Institute at Framingham State University.

Setting Goals for Other School-Based Activities Designed to Promote Student/Staff Wellness

The purpose of setting goals for other school-based activities is to create an environment that provides consistent wellness messages, is conducive to healthy lifestyle choices, and supports social, mental, and emotional well-being in order to promote academic success.

Middleborough Public Schools will

1. encourage fundraisers that promote physical activity;
2. enable the Health and Wellness Committee to research and make available a list of alternative fundraising activities while encouraging fundraisers that minimize the focus on food items;
3. allow the promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products;
4. encourage parents, teachers, staff, administrators, students, and community members to serve as role models in practicing healthy nutrition and physical activity, both in school and at home;
5. develop and promote activities for school staff that encourage healthy eating, physical activity, and other elements of a healthy lifestyle;
6. encourage students and staff to balance work and recreation and help them become aware of stressors that may interfere with healthy development and lifestyles. Resources will be available upon request;
7. support an environment where students, parents/guardians, and staff are respected, valued, and accepted with high expectations for personal behavior and accomplishments; and
8. work with staff, students, and the community in conjunction with local law enforcement agencies to maintain a school environment that is tobacco, alcohol, and drug free.

**Setting goals for Measurement and Evaluation
Implementation of the revised Wellness Policy Procedural Directive will
commence on July 1, 2015 upon approval of this directive by the
Middleborough School Committee.**

Middleborough Public Schools will

1. establish membership on the Health and Wellness Committee and set meeting dates two (2) to four (4) times annually;
2. enable the Health and Wellness Committee to convene on a regular schedule to develop, implement, and evaluate the activities and goals set forth in the Middleborough Public Schools Wellness Policy;
3. enable the Health and Wellness Committee to offer revisions to the policy to the School District Administration and School Committee as needed;
4. convey clearly and consistently to all concerned (with the support of the Health and Wellness Committee and The School Administration) that all activities involving food, nutrition, and/or physical activity must be consistent with the goals and guidelines set forth in this policy;
5. ensure that compliance with policy guidelines is monitored at the building level by the Principal and at the district level by the Superintendent of Schools and the Health and Wellness Committee; and
6. report annually in March to the Middleborough School Committee the effectiveness of this directive as previously outlined.

Policy Review and Revision:

Review and revision of this policy shall occur by the Health and Wellness Committee and the Middleborough School Committee.

References:

- Nutrition Regulations 105 CMR 225.000
- Section 204 of Public Law—June 30, 2004: Child Nutrition and WIC Reauthorization Act of 2004
- “A-list”, John C. Stalker Institute at Framingham State University Communicable Diseases

The District is required to provide educational services to all school-age children who reside within its boundaries. However, by law, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District’s responsibilities to handicapped children under the law. The school committee recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician’s statement authorizing the student’s return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; the susceptibility to other diseases; and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above. Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the district shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The Superintendent shall make the determination of those who need to know.

Attendance Protocols

Students who attend school regularly are more likely to have success in school and careers. In line with DESE guidance, the MHS Attendance Policies work to support the connection between regular attendance and a student's personal, social, and emotional wellness and academic success.

Key terms in understanding these attendance policies are:

Present: A student must be at school, at a school related event, or receiving academic instruction for at least half of the school day to be counted as present.

Absent: A student who is not present (as defined above) is considered absent from school.

Chronically Absent: A student who is absent 10% or more days whether such days are excused or unexcused. For example, a student who misses 18 or more days of school for any reason is chronically absent.

Habitually Truant: A school-aged child, not excused from attendance under the lawful and reasonable regulations of such child's school, who willfully fails to attend school for more than eight (8) days in a quarter.

Child Requiring Assistance (CRA): A CRA application may be filled out in Juvenile Court by a parent/guardian or school official to address habitual truancy and/or other issues specified in state law. For more information on CRAs, please see [Juvenile Court Standing Order 3-21](#).

The school, student, and parent(s)/guardian(s) must work together to ensure regular attendance to school.

The student's role in promoting regular attendance:

- Arrive on time and attend school.
- Work with parents/guardians to create effective systems at home to ensure regular attendance (i.e. getting enough sleep, getting up and out of the home at the appropriate time, making sure school items are prepared the night before as to avoid rushing around in the morning).
- When factors such as mental health, peer issues, social/emotional needs arise, self-advocate and seek assistance from the appropriate people (i.e. parent/guardian, school staff, counselor).

Parent/Guardian's role in promoting regular attendance:

- Ensure that their student arrives on time and attends school. (MGL c 76, 2).
- Assist the student in creating effective systems at home to ensure regular attendance (i.e. getting enough sleep, getting up and out of the home at the appropriate time, making sure school items are prepared the night before as to avoid rushing around in the morning).
- Promote use of the School Bus, if applicable.

- When factors such as mental health, peer issues, social/emotional needs arise, advocate and seek assistance from the appropriate people (i.e. school staff, counselor).
- Call the school at 508-946-2010 by 9am on the day of a student absence to report a child's absence and the reason for it (MGL c. 76, 1A, 1B).

The School's role in promoting regular attendance is found within these policies:

Daily School Attendance

The doors to MHS open at 7:00am each school day. School begins at 7:20AM and concludes at 1:50PM unless otherwise noted. Students who fail to arrive to their first block class by the 7:20AM bell are considered tardy to school and must get a pass from the main office.

Tiered Interventions for unexcused tardies to school and unexcused dismissals from school:

- Three (3) unexcused tardies or dismissals in a quarter: Student meeting, parent/guardian contacted.
- Six to nine (6-9) unexcused tardies or dismissals in a quarter: One (1) 60-minute Administrative Detention for each unexcused tardy/dismissal, parent/guardian contacted, Attendance Team notified.
- 10 or more unexcused tardies or dismissals in a quarter: Social Probation, CST referral. Student must complete an Attendance Buyback to be taken off of Social Probation. Please see Attendance Buyback Program for details.

Absences from School

Excused Absences from School

Excused absences are listed below, but must be properly documented to be considered "excused." The proper documentation must be received by the main office within five (5) days of the absence.

Excused absences, tardies, or dismissals include documented instances of the following:

- Bereavement or other documented family crisis
- Hospitalization
- Off-campus school-sponsored event*
- Documented court or legal commitment
- Obligatory religious holidays
- Illness substantiated by a doctor's note
- College visits (two (2) junior year and two (2) senior year)
 - Additional college visits must be approved by administration
- Other extenuating circumstances approved by the administration
 - Massachusetts Registry of Motor Vehicles Road Test (license, not permit)

*If a student has poor attendance, administration may request that a student not attend the off-campus event in favor of staying in school.

A Note Regarding Absences to Internships and Other Off-Campus Classes:

It is the responsibility of students enrolled in internships or classes held off-campus to communicate with the school, career counselor internship coordinator, and the work or school site when they are absent.

- Middleborough High School 508-946-2010
- Career Counselor Internship Coordinator 508-946-2010 x 3124

Academic Expectations and School-Sponsored Conflicts

Students are responsible for completing any assignments missed due to a school-sponsored conflict. Students are expected to pass in completed assignments at the start of the class period following the school-sponsored conflict.

College Visits

Students in their junior and senior year must obey the following guidelines to have a college visit recorded as an “excused absence.”

1. The school must be notified in writing by the parent(s)/guardian(s) a minimum of 24 hours before the scheduled absence.
2. Documented proof, recorded on college/university stationary, of the visit must be submitted to the assistant principal’s secretary upon return to school.

Unexcused Absences from School

Any absence from school that does not meet the excused absence criteria is considered unexcused. Though unexcused, parent(s)/guardian(s) must communicate the reason for the absence at 508-946-2010 by 9AM on the day of absence.

Tiered Interventions for unexcused absences to school:

- Three (3) unexcused absences in a quarter: Student meeting with School Counselor, parent/guardian contacted.
- Six (6) unexcused absences in a quarter: Parent/Guardian meeting with student and School Counselor and/or home visit, CST referral.
- Eight (8) or more unexcused absences in a quarter: Social Probation, parent/guardian contacted. The student is habitually truant. If the student is under the age of 16, a CRA will be filed or other pre-diversion interventions will be employed. Student must complete an Attendance Buyback to be taken off of Social Probation. Please see Attendance Buyback Program for details.

Planned Absence from School

Parent(s)/Guardian(s) must notify the school in writing including the reason and date of any planned absence. Parental/Guardian notification to a school administrator does not mean that absences are excused.

Absences caused by “once in a lifetime” opportunities may be reviewed by the principal on a case-by-case basis.

Class Attendance and Tardiness to Class

Class attendance and tardiness guidelines mirror that of the daily attendance and tardiness protocol.

Class attendance: Students who are not inside their classroom when the bell sounds are considered tardy, unless an E-Hall Pass excuses the tardiness. There is no penalty for an excused tardy.

Class tardy of less than 20 minutes: Students who arrive to class less than 20 minutes late without an E-Hall Pass are considered tardy—unexcused. The student will be allowed to enter class and the teacher will mark the student “Tardy—Unexcused.” Students who are tardy to class are subject to progressive discipline (i.e. verbal warning, phone call home, detention).

Class tardiness of 20 minutes or more: Students who arrive to class late by 20 minutes or more without an E-Hall Pass are considered absent—unexcused. The student will be allowed to enter class and the teacher will mark the student “Absent—Unexcused.” The student should also be referred to the office for a class cut.

Dismissal Procedure

Students are not permitted to leave the school grounds at any time during the school day without a note from home on the day of dismissal and/or approval from a school administrator. Students are not permitted to text or call parents/guardians on their cell phones to be dismissed if they are ill. Students who are ill must see the school nurse. Dismissal notes must be turned into the attendance office with the daily attendance and must contain the following information:

1. student's complete name (first and last);
2. reason for dismissal;
3. time of dismissal;
4. parent/guardian home and/or work telephone number(s); and
5. parental/guardian signature.

If any of the above information is omitted and/or a parent/guardian cannot be contacted to confirm the dismissal, the student will not be dismissed. Dismissals will only be made over the phone by an administrator or nurse and only for an emergency. Before leaving the building, each student who is dismissed either by note or from the health office must sign out on the dismissal sheet in the main office.

Students who fail to follow the above procedure will be assigned the progressive discipline.

Loss of Credit Due to Absenteeism

A student jeopardizes losing credit for class(es) when established allowances for absences are exceeded. Regular attendance is expected and required to maximize a student's potential to succeed. Students and parents/guardians must be aware that absences accompanied by a parental note are not necessarily counted as excused absences.

A student will lose credit in classes according to the following standard:

- Students will lose credit in full-year classes when they reach 17 absences from school.
- Students will lose credit in half-year/semester classes when they reach nine (9) absences from school.

Students should meet with their school counselor if they are in jeopardy of losing credit due to absenteeism. All students can participate in our Attendance Buyback Program in an effort to avoid losing credit due to absenteeism.

Attendance Buyback Program

The Attendance Buyback Program rewards students for good attendance, behavior, and academic habits. Students who successfully complete a Buyback will be rewarded by having one (1) unexcused absence from school excused by Administration.

All students can participate in this program by completing the following steps:

1. Attain an Attendance Buyback Form from the front office, Administration, School Counselors, or teachers.
2. Have perfect attendance (no unexcused absences, tardies, or dismissals to school or class) and meet behavioral and academic expectations over the span of 10 consecutive school days. If a student is absent from school with a documented excused absence during the 10-day buyback period, the student will simply extend the buyback period by the number of excused absences. An unexcused tardy or absence will nullify the buyback and the student would begin a new buyback.
3. The buyback must be signed by the teacher upon the completion of each class signifying that the student has met all of the requirements of the program.
 - a. Note: if the student does not meet any of the expectations, the teacher has the right not to sign the buyback form.
4. Upon successful completion of the buyback, the student will turn in the completed buyback to the main office.

Students may only complete one (1) buyback per quarter, for a total of four (4) in a school year. Buybacks will not be applied to vacations, AAU Tournaments, or events of the like.

Loss of Credit Appeals

Students can appeal loss of credit at the end of each semester. An appointment must be set up with the principal as soon as possible after receipt of the Loss of Credit notification to discuss the reasons for the excessive absences beyond the protocol limits. Parents/Guardians, the School Counseling Department, and, when appropriate, the teacher of the class in question, will receive notification of the principal's final decision.

Students should follow the steps below to appeal a loss of credit:

1. Obtain a copy of the attendance record and Loss of Credit forms from the appropriate Assistant Principal or School Counselor.
2. Submit a letter of appeal to the Principal.
3. In the letter, list the dates and the reasons why the absence(s) should be excused.
4. Submit the letter to the Principal.

Comprehensive Credit Recovery Program

Students who lose credit due to absenteeism have the ability to recover some or all of their lost credit by participating in the School Counseling Department's Comprehensive Credit Recovery Program. There is a credit recovery program for underclassmen who have lost credit in addition to a modified credit recovery program for seniors in jeopardy of not graduating. Students must meet specific criteria to be eligible for credit recovery and must be approved by the Principal.

Interested students should meet with their School Counselor for more information.

Prolonged Absence

If for a medical reason or other valid reason, a student is absent from school for more than a week, the parent/guardian is encouraged to contact the student's Assistant Principal or School Counselor. When a student returns to school after a prolonged illness, a doctor's note excusing the absences must be brought to the main office if the absences are to be excused and a reentry meeting may be required.

Make-Up Work

Under normal circumstances, students who are legitimately absent will be allowed the number of days absent plus one day of additional time to complete and submit work missed. It is the responsibility of the student to attain the work that was missed and to schedule a mutually convenient time to make up any tests or quizzes. A student must pick up missed assignments upon returning to school. If a student is suspended from school for three (3) or more days, the student must request, either through an Administrator or School Counselor, that work be arranged through the School Counseling Secretary during the length of the suspension. The work must be turned in to either the Administrator or the School Counselor upon the student's reentry. Students who are intentionally absent (i.e. class cut) are not allowed to make up the work missed on that day.

If extenuating circumstances prevail, students may be allowed to make up work at the teacher's or administration's discretion.

Participation in Co-Curricular Activities

Any student absent from school may not participate in any school-sponsored activity.

Discipline Procedures

The atmosphere of a school reflects the attitude of its students and staff toward the school and toward each other. It is of equal concern that we achieve an atmosphere of order, self-discipline, and mutual respect. It is our hope that school can be administered without threats of disciplinary action. However, we realize that a disciplinary code with appropriate progressive discipline is necessary. With progressive disciplinary interventions, consequences increase upon repeat occurrences. In some circumstances, discipline may be accelerated at the discretion of the administration when the student's conduct is sufficiently serious to warrant greater discipline. Our code includes the following:

- Teacher Redirection/Warning
- Positive Behavioral Intervention Strategies (PBIS)
- Student Conferences
- School Counseling Referral
- Parent/Guardian Notification/Conferences
- Restorative Justice
- Teacher Detention
- Administrative Detention
- Social Probation (withholding of privileges)
- In-School Suspension
- Out of School Suspension
- Expulsion

The discipline code at Middleborough High School is administered within the guidelines set forth by the U.S. Supreme Court as well as the DESE with regard to due process for students. The handbook is always available to students online for all students and available in hardcopy form upon request. It is the expectation of the administration and the school system that parent(s)/guardian(s) and student will read the handbook. Student assembly programs and community awareness sessions are advertised through the local media. Students and parents/guardians are responsible for raising any questions that they may have regarding this handbook and its provisions with the school administration. Even if the student does *not* sign the acknowledgement form included with the distribution of this handbook, such presumption is made.

A note on Restorative Justice:

Restorative Justice (RJ) is a rising trend in schools across the nation intended to provide an alternative to traditional school discipline. Engaging in RJ allows students who violate the school code of conduct an opportunity to reconcile with those affected by the violation. This reconciliation is possible through a collaborative effort by students, staff, school counselors, and administrators to process the event, understand its effect on an individual or greater school community with a hope and expectation that the behavior is not repeated. RJ style processing, conversation, and reconciliation has been employed at MHS informally for a decade. MHS administration, teaching, and counseling staff will continue to engage in restorative practices with all students wherever possible in an effort to help our students process, reconcile, and work toward truly understanding the impact of their decisions and behaviors as members of a larger school community.

Middleborough High School Code of Conduct

The list of infractions below is not all-inclusive. The administration reserves the right to assign consequences for acts deemed contrary to proper student behavior not expressly listed below. **Incidents dealing with threats, harassment, sexual harassment, possession of weapons/drugs, assault on school personnel, hazing, gambling, cheating, and plagiarism trigger individual procedures specific to each infraction documented in this handbook.**

Consequences are not automatic and administrators will use their discretion in determining what consequences are appropriate given the violation and circumstances surrounding the violation. The infractions and consequences are intended to give both students and parents/guardians a clear understanding of the administration's expectations for conduct and consequences that may be considered in making discipline decisions.

Level 1

- Inappropriate behavior/language/action
- Tardy to school/class
- Unauthorized area
- Failure to follow staff directive
- Failure to report to the office
- Use of profanity
- Leaving class without permission
- Class cut
- Knowingly making a false report
- Cheating/plagiarism (see Cheating/Plagiarism section of the handbook)
- Dress code violation
- Cell phone/Electronic Device violation
- Disruption of class/school

Possible Consequences for Level 1 infractions could be one or more of the following: Teacher Redirection/Warning Student Conferences, School Counseling Referral, PBIS, Parent/Guardian Notification/Conferences, Restorative Justice, Teacher Detention, Administrative Detention, Social Probation (withholding of privileges).

Level 2

- Continual violations of Level 1 behaviors
- Failure to report to teacher detention
- Abusive disrespect/insubordination to a school community member
- Hate Speech
- Truancy
- Possession or use of nicotine e-cig/vape, tobacco products and paraphernalia
- Leaving school grounds without permission
- Tampering with school records
- Stealing/Possession of stolen property

Possible Consequences for Level 2 infractions could be one or more of the following: School Counseling Referral, PBIS, Parent/Guardian Notification/Conferences, Restorative Justice, Administrative Detention, Social

Probation (withholding of privileges), In-School Suspension, Out of School Suspension.

Level 3

- Continual violations of Level 2 behaviors
- Failure to report to administrative detention
- Purposeful destruction of school property/Vandalism
- Possession or use of explosive/incendiary device(s)
- Fighting/Instigating a Fight
- Violation of Threat Protocol
- Harassment (All Forms)
- Bullying (All Forms)
- Possession/use of drugs/alcohol
- Possession/use of a weapon
- Assault
- Hazing/Gambling

Possible Consequences for Level 3 infractions could be one or more of the following: School Counseling Referral, PBIS, Parent/Guardian Notification/Conferences, Restorative Justice, Administrative Detention, Social Probation (withholding of privileges), In-School Suspension, Out of School Suspension, Expulsion.

Infractions of school rules which occur after May 1st of any school year may be subject to further penalties in addition to those listed above, which include but are not limited to, removal from school activities, senior class activities and/or participation in graduation activities or ceremonies.

Classroom Issues

If, during the school year, a student or parent/guardian has a question or concern regarding classroom instruction, grading, assessment, discipline, etc., direct contact should be made with the specific classroom teacher. Each teacher has voicemail and e-mail accessible on the school website. Further, the voicemail system has a directory which connects callers with their intended staff person.

Students/parents/guardians should leave a detailed message accompanied by the best contact number(s) for a return phone call. If students/parents/guardians do not receive a response within two (2) school days via voicemail or e-mail, they should leave a message with the appropriate department leader (please see contact information at the front of this handbook). Whenever possible, perceived issues or concerns should be discussed with the teacher first with the intent of resolving the issue.

If the perceived issue is not resolved after a teacher conference/conversation, a meeting may be set up with the parent(s)/guardian(s), the student, the teacher, and the department head. All of the parties above must be present for this meeting.

If the results of this meeting do not resolve the issue, parents/guardians are welcome to contact the student's School Counselor. If all of the above options to resolve have been exhausted, an administrator will meet with all of the above parties mentioned. An administrator will intervene when all of the other steps have been followed.

In short, the following communication path should be followed in order:
Teacher→Department Leader→School Counselor→Assistant
Principal→Principal→District Level Administrator (if appropriate)
→Superintendent of Schools. **If appropriate, school adjustment counselors, the 504 coordinator, or special education personnel may also participate in these conversations.**

Teacher Detention

Teacher detentions are issued by faculty/staff for level 1 offenses. These detentions will be served with the staff person who assigned the detention. Teacher detentions are typically served Monday through Wednesday when late buses are available. Detentions can be served on Fridays as long as the student's parent/guardian has certified the student has transportation home or can be released to walk home.

Administrative Detention

Administrative Detentions are one (1) hour after-school detentions that are served in the main office with the appropriate administrator or their designee.

In-School Suspension

Conforming to the standards of respect, decorum, over-all behavior, and citizenship is imperative to creating a civil school environment conducive to learning. When poor student behavior and decision making warrants the application of in-school suspension, students will receive an Alternative Classroom Environment session or, ACE.

Objectives for ACE/ISS:

1. Reflect on the behavior(s) and decision(s) that led to the ACE session.
2. Consider alternative behavior(s) and decisions(s) that may help avoid future ACE sessions.
3. Follow all ACE rules, expectations, and teacher directives.
4. Complete all assignments assigned by classroom teacher(s)/ACE instructor.

Rules and Expectations:

1. Students will report to the ACE room no later than 7:20 A.M. If students are tardy to ACE between 7:20 A.M. and 7:40 A.M., it will be counted as a tardy toward loss of credit for their Block 1 class. If they are tardy to ACE after 7:40 A.M., they will be admitted to ACE, but will be assigned another ACE and the tardy will count against all applicable classes. An additional one (1) hour of service time will be assigned to the student.
2. Upon entering ACE, students will pass all electronic devices and to the ACE instructor for safekeeping. Items will be returned at the conclusion of ACE. No one will be permitted to use their personal electronic devices (cellphone, Apple watch and items of the like) during ACE.
3. Students will not socialize with other students in ACE, or students using the space as a transition space.
4. Students will work on assignments as assigned by classroom teachers and the ACE instructor in the order of the days' academic schedule.
5. Students will not cause distractions to other students or the ACE instructor.
6. Students will not sleep or put their head down for any reason.

7. There will be no Internet access allowed without the ACE instructor's permission.
8. Students will not be disrespectful to the instructor or other students.
9. Students must complete the behavioral chain analysis at the beginning of the day.
10. If students do not satisfactorily complete ACE for any reason, they will be rescheduled for another full day of ACE on the next open date and an additional one (1) hour of service time will be assigned.

Additional Provision of "Service Time"

For every ISS/ACE a student earns, one (1) hour of service time will be assigned. Students will serve the one (1) hour of service time on the next available Monday following the successful completion of their ACE session from 2 to 3 P.M. Students can choose to serve their one (1) hour before the completion of their scheduled ACE session if there is availability.

Service time must be served on the assigned day. If service time is not served on the assigned day, unless the student is absent from school with an excused reason, the student will immediately be placed on Social Probation. The student will not be able to participate in any co-curricular activity (i.e. athletic practice or game, dance, club, Student Council, prom, senior activities, graduation ceremonies, and any other co-curricular activity that MHS offers) until all service time has been served. Please see the Social Probation section of the handbook.

During the one (1) hour of service time, students may be charged with the task of assisting the custodial staff with building and grounds clean-up, making copies in the copy center, assisting the athletic director with field clean up, display case construction, classroom reorganization, or a number of different projects and tasks needed on school grounds. MHS staff will supervise this service time.

Notes:

1. There are two (2) scheduled bathroom breaks each day in ACE.
2. All MHS handbook rules apply in ACE with the exception of rule modifications stated in the "Rules and Expectations" section.
3. Students can earn a "strike" in ACE by breaking a rule or expectation. Upon the third strike, the student will be escorted from ACE and suspended for the day; another ACE will be assigned and another hour of service time will be assigned. If strike one (1) or two (2) is extreme enough, students could be removed immediately and/or be suspended for their actions.

Social Probation

Social Probation revokes a student's privilege to attend or participate in any volunteer school-sponsored, or school-related function or activity due to a disciplinary issue. This includes, but is not limited to co-curricular activities such as: clubs, athletics, competitions, dances, trips, banquets, and graduation.

Social Probation could also affect a student's leadership position in said school-sponsored and school-related activities.

Social probation may be assigned for the following reasons:

1. Repeat violations of level 1, 2, or 3 behaviors (see Code of Conduct).

2. Excessive unexcused absences/tardies.
3. Violation of the alcohol, tobacco, drugs policies.
4. Disruption or disturbance of any school sponsored activity or public assembly.
5. Any action, which threatens safety and security or disrupts the school environment, not listed herein which the administrator deems appropriate for social probation.

Special Note to Students:

1. Seniors are reminded that Social Probation may include senior activities such as senior trips, Senior Last Assembly, awards, and graduation.
2. With each ISS/ACE earned, one (1) hour of “Service Time” will be issued to the offending student to serve on the Monday following the infraction. If the hour of service time is missed for an unexcused reason, the offending student is immediately on Social Probation until the hour of service time is served. Please see the ACE section in the handbook.

Social Probation and Out of School Suspension

Students serving out of school suspension are on social probation. Upon a student’s return from an out of school suspension additional weeks of social probation may be added relative to the number of days served out of school.

For example:

- | | | |
|-------------|---|---|
| 5 days OSS | ➔ | An additional 5 weeks social probation |
| 10 days OSS | ➔ | An additional 10 weeks social probation |

Social probation will be assigned at the student’s re-entry meeting with the assistant principal. Social probation may be adjusted based on adherence to the conditions of the re-entry plan, including attending scheduled meetings with the assigned counselor.

Out of School Suspension (OSS)

Out of School Suspension (OSS) may be assigned by administration for discipline issues that necessitate strong consequential measures.

A student is entitled to due process before an OSS is assigned unless an emergency removal is necessary.

If a student is issued an OSS, parents/guardians will be contacted and asked to meet with the administrator for an informal hearing. If after the hearing, the OSS will be carried out, it is expected that the student will leave school grounds immediately accompanied by the parent/guardian. If a parent/guardian is not available and school safety is a concern, the School Resource Officer may transport the student to the Middleborough Police Station until such arrangements can be made. A hearing prior to suspension will not be required where an emergency removal is deemed necessary at the discretion of the principal, but must be offered within two (2) school days of the removal.

Suspension will be served on those dates specified by the school administration and will be served on consecutive days. If a suspension ends on the day prior to a

weekend or vacation, the student is ineligible to participate or attend any activities until the next calendar school day. Students who are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.

When a student is suspended, it is the student's responsibility to make up work that is missed. If a student is suspended from school for three (3) or more consecutive days, the student must request either through an administrator or School Counselor, that work be arranged through the School Counseling Secretary during the length of the suspension. The work must be turned in to either the administrator or the School Counselor at the re-entry meeting.

Please note that snow days do not count toward suspension, only days when school is in session.

All notices regarding OSS will be sent home in writing to the student and parent and will meet the standards set forth by applicable laws. M.G.L. c. 71, sec. 37H, 37H1/2 and 37H3/4.

Exclusions and Expulsions

Students may be issued a long-term suspension or expulsion from school for failure to conform to school rules. A long-term suspension is considered a suspension for more than ten (10) days and may be issued for the remainder of a quarter, semester, or academic year. Expulsion is permanent exclusion from the high school. The principal may issue a long-term suspension for repeated or major infractions of school rules. Additionally, the principal may take disciplinary action, up to and including expulsion, against students who violate school rules that are subject to M.G.L. c. 71, section 37H or section 37H1/2. The principal will follow procedures as outlined in M.G.L. c. 71, section 37H and section 37H.1/2.

The School Committee, upon referral from the Superintendent, may expel students for violations of other school rules that are not subject to M.G.L. c. 71, section 37H or section 37H1/2, however, no such expulsion shall exceed 90 school days.

In considering disciplinary action against students, the principal, superintendent or school committee, as appropriate, may also refer to the Memorandum of Understanding between Middleborough Public Schools and the Middleborough Police Department.

Disciplinary Appeal Process

Students and parents/guardians will be provided an opportunity to appeal disciplinary decisions to the principal (if the disciplinary decision is issued by an assistant principal) or to the superintendent (if the disciplinary decision is issued by the principal) unless otherwise noted in disciplinary letters/documentation. Note, that the Principal shall be considered the Superintendent's designee for any OSS decision made by the assistant principal. Upon notification of the disciplinary action taken by the school, the student will have five (5) days to request an appointment with the appropriate school official. Specific appeals procedures for disciplinary decisions issued pursuant to M.G.L. c. 71, section 37H, section 37H1/2 or 37H3/4 are provided in the pages detailing the Massachusetts General Laws and shall be followed.

Matters concerning classroom standards or requirements may be appealed to the appropriate department head. Matters concerning co-curricular activities may be appealed to the director, coordinator, or advisor of the program.

Student Conduct and Behavior

Members of the school community are expected to observe the basic rules of common courtesy and show respect for the rights of others at all times. Teachers have the right and obligation to teach; students have the right and obligation to learn. Mutual respect will protect the rights of each and will help both meet their academic, civic and social obligations. A disruptive student will not be allowed to impair the rights of others to receive a quality education. The behaviors below are not conducive to building an atmosphere of respect for the rights of others. While it is not possible to include all infractions, the following Code of Conduct has been drawn from past records and from known situations. It is not intended to be exclusive or all-inclusive. All types of infractions may not be included and so modifications may be made, if necessary, at the discretion of the principal. These codes of conduct may be supplemented by the teachers' rules for individual classes. The academic success and the safety of students are contingent on students maintaining appropriate and responsible behavior. Therefore, in addition to disciplinary action imposed by the teacher for inappropriate behavior, swift and firm disciplinary action may be imposed by administration once the student has been provided with due process. The intent of the sanctions for infractions is to secure a measure of fairness and consistency for all students within the school community.

Fighting/Assault

Middleborough High School has a 'zero tolerance protocol' on fighting. This includes, but is not limited to: physical violence, written or verbal threats, instigation of violence, or spreading rumors that may lead to violence. In other words, if it can be determined that an individual is responsible for instigating violence of any kind, that person shall be held responsible for their actions.

Fighting/assault may result in a 1-10 day suspension for participants with a maximum penalty of assault charges and or expulsion from school. Individuals involved in instigating fights or involved in violence or threats of violence may also be disciplined. If the violence substantially interrupts the school day, additional legal action may be taken against the participants, including M.G.L c. 272, section 40. Per the Memorandum of Understanding, the School Resource Officer (SRO) is automatically informed of incidents of fighting and violence.

Social probation penalties may be enacted following fighting incidents, including participation in sports and extracurricular activities, school functions, trips, etc.

Alcohol/Drugs

The term "drugs" as used herein, shall include controlled substances provided by M.G.L. c. 94C, including drug paraphernalia and alcohol. Additionally, prescription drugs are also illegal i.e. Ritalin, psych medications, etc. Any possession, dispensing, or being under the influence of alcohol/drugs is a violation of school rules. Consequences for violating this protocol may include (but are not limited to) suspension, social probation, referral to local law enforcement for criminal complaint, and/or recommendation for expulsion as described below.

Alcohol/Drugs – When there is reasonable suspicion that a student possess or is under the influence of alcohol or drugs, the student will immediately be seen by the nurse or administration, whichever is deemed appropriate under the circumstances of each incident. The student's parent/guardian will be contacted, the

Middleborough Police Department will be notified, and corrective action, which may include a clinical risk assessment, will be required prior to the re-admission, if any, to the regular school program. A review for re-admission will follow suspension, as set forth below, provided that the parent/guardian has come into school for a conference and a corrective plan for behavior modification has been cooperatively developed by the student, parent/guardian and school representative.

- a. Use, possession or being present when and where there is use of drugs or alcohol while under school supervision or at a school event regardless of quantity, location or time may result in up to a ten (10) day suspension from the school, referral for expulsion, and legal action taken. In addition, appropriate counseling and/or community service may be recommended.
- b. Dispensation, distribution and/or sale of drugs or alcohol may result in a ten (10) day suspension from the school, referral for expulsion, and legal action taken. In addition, appropriate counseling and/or community service may be recommended.
- c. A student may not be allowed to attend or participate in any school events or extra-curricular activities (music, athletics, drama events, prom, class day, graduation) during the term of suspension, further disciplinary action may be imposed and legal action taken.
- d. A student in a leadership position (class and club officers, captains, etc.) may be required to relinquish their positions.
- e. Any additional recurrence will result in a ten-day (10) suspension from the school with a referral for expulsion. In addition, a middle or high school student will be excluded from attending or participating in school events and extra-curricular activities during the term of the suspension and expulsion.
- f. Use, possession or sale of drugs or alcohol will be reported to the police, as mandated by State Law.

Disciplinary action pertaining to substance abuse, sale and/or possession may be taken against students under Chapter 766, in connection with participation in educational programs and activities. As is permitted, circumstances may require a drug/alcohol - testing program as a component of delivery of education services.

Inhalants

No person shall intentionally smell or inhale the vapors of any substance having the property of releasing toxic vapors nor possess, buy or sell any such substance for the purpose of violating or aiding another to violate this section. Use, possession, being in the presence, distribution, and/or sale of inhalants may result in up to a (10) day suspension from the school, referral for expulsion, and legal action taken.

Tobacco/Electronic Cigarettes/Vapes

The use of any tobacco products, including electronic cigarettes/vapes or any product of the like, within the school buildings, the school facilities, on the school grounds, or on school buses by any individual, including school personnel shall be prohibited. This prohibition extends to all areas of school property; i.e., basements, bathrooms, parking lots, etc., and this prohibition is applicable to all personnel. Smoking, the use of any tobacco products, or the visible possession of any smoking materials (cigarette, lighter, matches, e-cigarette fluid etc.) is a violation of this protocol at all school-sponsored activities.

Gambling

Gambling on school grounds is strictly prohibited. This includes but is not limited to the use of dice, coins, and/or cards.

Cheating and Plagiarism

Cheating is considered to be an attempt to gain academic credit for knowledge or work not genuinely a student's own, or any attempt to gain an unfair advantage in academic competition. Plagiarism is the intentional presentation of another's work, research, or ideas as one's own. Plagiarism is also considered the copying and/or pasting of essays, term papers, excerpts, etc. from the Internet. Use of Artificial Intelligence (AI) in an effort to misrepresent one's work will constitute cheating and or plagiarism (depending on its use) and is not allowed. The penalty for these forms of academic fraud is total loss of credit ("0") for any test or assignment on which cheating/plagiarism was attempted. Also, the classroom teacher will notify the student's parent/guardian and school administration. Each incident of plagiarism will be noted in ASPEN by the classroom teacher. Administrative action could be taken against repeat offenders of the Cheating and Plagiarism protocol and students risk loss of membership in academic honor societies or be denied acceptance in said societies if the school finds that a student cheated/plagiarized.

Cell Phone/Headphone/Earbud Policy

Cell phone use during class time is strictly prohibited. Cell phones and other items such as iPads, tablets, smart watches, headphones, earbuds, airpods, and items of the like must be silenced or turned off and away during class time. Students are allowed to use their cell phones before school, in between classes, lunch, and after school.

Progressive discipline will be employed for students who violate this policy:

1st Offense: The student will turn in their device to the main office. The device will be returned upon the student's schedule departure from school.

2nd Offense: The student will turn in their device to the main office. The device will be returned upon the student's schedule departure from school. The student will be assigned a 60-minute Administrative Detention for the next open date.

3rd and Subsequent Offenses: The student will turn in their device to the main office where it will be secured until a parent/guardian or their designee can retrieve it.

Students who fail to adhere to these guidelines risk further progressive discipline including loss of the privilege to possess their devices in school.

Parents/Guardians are asked to conform to this policy. Any student needing to contact a parent/guardian should come to the main office to do so. Any parental/guardian contact should be made through the school office.

Policy Regarding Unauthorized Recordings

Students that use an electronic device to photograph, video record, or audio record, students or staff at MHS without their permission or knowledge may face disciplinary action. Recording a physical or verbal altercation or any activities in a classroom, bathroom, locker room, or office is strictly prohibited. Students may face discipline up to and including suspension and loss of cell phone privileges for the remainder of the school year. If the device is used to record a crime, the device may be confiscated by the Middleborough Police Department or State Police.

Dress Code

Middleborough High School respects students' rights to express themselves in the way they dress. All students who attend Middleborough High School are also expected to respect the school community by dressing appropriately for a 9-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them.

Minimum Requirements:

1. Clothing must not state, imply, or depict hate speech or imagery that target groups based on race, ethnicity, gender, sexual orientation, gender expression, religious affiliation, or any other classification.
2. Clothing must not present a potential safety hazard.
3. See-through or mesh garments must not be worn without appropriate coverage underneath so that the minimum requirements of the dress code are met.
4. Clothing and accessories cannot promote or depict drugs, alcohol, tobacco, violence, nudity, sexual acts, or profanity.
5. Hoods are not allowed. Hats and head coverings are allowed so long as they meet the minimum standards set forth in the dress code and still allow students to be easily identifiable.

Students who do not meet the minimum requirements will be asked to dress in accordance with the guidelines. Parents/guardians will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

Students are not allowed to bring blankets to school and will not be allowed to use them during school hours.

Hazing

No student, employee or school organization shall engage in the activity of hazing a student while on or off school property. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to be hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited.

Students and employees of the Middleborough School System are obliged by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against the student and could involve suspension from school for up to three (3) days.

Any student who participates in the hazing of another student or other person may be suspended for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school, but will receive no less disciplinary action than that of a participant.

Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student and/or their locker and/or personal effects (purse, backpack, folder, desk, etc.) whenever a school authority has reasonable suspicion that the search will reveal evidence of a violation of law or school rules. The scope, duration, and intensity of the search must be reasonable in relation to the interference with the student's privacy. If a pat down search is made, it will be conducted in private by a school official of the same sex and with an adult witness present. If extreme emergency conditions require a more intrusive search of a student's person, such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the principal, unless the health and safety of the students will be endangered by the delay which might be caused by following these procedures.

Please note that any vehicle parked on school property may be subject to search at any time when reasonable suspicion exists that the search will reveal evidence of a violation of law or school rules.

Threat Protocol

Students have the right to attend school without being the victim of physical violence, threats of harm, intimidation, or damage to personal property. This means making our school a place where everyone feels secure and relaxed. Only in such an environment may teaching and learning thrive. Students who are intimidated and fearful cannot be at ease; they cannot focus on maximizing their potential. Further, staff cannot maximize their potential if they are concerned about their own safety or that of their students.

Definition of a Threat

Expression of intent to inflict harm, aggressive or hostile words or actions intended to harm others or oneself physically or emotionally, and/or destroy property.

Assessment of a Threat

Students and staff should be actively encouraged to notify a building administrator whenever they hear of a possible threat. While most rumors will not prove to be a true threat, schools must follow up on rumors or overheard conversations. It should be reiterated to students that it is their duty to report what they hear regarding any threat of violence. All reports will be taken seriously. Until investigated, comments should be taken at face value. To ensure that rumors and threatening comments are dealt with properly, trained personnel will follow up on student hearsay reports.

Procedures

When an alleged violation of the threat protocol comes to the attention of school personnel, the building principal, assistant principals, or central administration shall consult with threat assessment personnel who are defined as any combination of teachers, School Counseling staff, school adjustment counselors, central office administration, special needs teacher, school psychologists, etc. to assess the validity of the violation.

When a person is suspected of posing a threat toward school staff and students, the school office and local law enforcement shall be notified. The threat assessment personnel will consider all facts and circumstances. Interventions or consequences may be recommended:

Interventions may include:

1. Referral to a counselor
2. Parental/Guardian notification
3. Peer mediation

Consequences may include:

1. Parent/Guardian notification and Parent/Guardian conference
2. ISS/ACE
3. 1-10 OSS
4. Notification to police department (grades 6-12)
5. Immediate suspension with discretionary recommendation to the Superintendent for expulsion hearing
6. Outside evaluation and/or counseling by a psychiatrist
7. No trespass order

Bullying Middleborough High School - Anti-Bullying Message

Dear Parent/Guardian,
The Middleborough Public Schools' Bullying Prevention and Intervention Plan is available in your native language upon request.

Queridos Padres/Guardianos,
El plan de prevención e intervención de intimidación llamado Middleborough Public Schools Bullying Prevention and Intervention Plan está disponible en su idioma a su petición.

Everyone at Middleborough High School is committed to making our school a safe and caring place for all students. We treat each other with respect, and we refuse to tolerate bullying in any form at our school. Bullying, including cyberbullying, is repeated written, verbal and/or electronic expression or physical act. Bullying causes physical and/or emotional harm to the target, or places the target in fear or harm. Bullying creates a hostile environment. All reported incidents will be investigated and appropriate action taken. The complete Middleborough Public Schools' Bullying and Intervention Plan is available on the district's website, www.middleboro.k12.ma.us, or, upon request, a copy can be obtained from the main office.

Examples of bullying include

1. physically touching another student that can be considered harmful or uncomfortable;
2. taking property that belongs to someone else;
3. using put-downs or spreading rumors about someone; and
4. leaving someone out on purpose or trying to get other students not to associate with them during class or school activities;

Staff at our school will do the following to prevent bullying and help children feel safe

1. closely supervise students in all areas of the school;
2. watch for signs of bullying and intervene when it happens;
3. complete the district bullying reporting forms; and
4. address all reports of bullying (i.e. from families, teachers, students, etc) as per the district protocol.

Students at our school will do the following to prevent bullying

1. treat each other with respect;
2. refuse to bully others;
3. refuse to watch, laugh, or join in when someone is being bullied; and
4. report bullying to an adult.

Harassment Policy

The School Committee of the Middleborough Public Schools reaffirms that they do not discriminate on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation in admission to, access to, treatment in or employment in its program or activities. Consistent with M.G.L. c. 76, section 5, the Middleborough School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, sex, national origin, disability, religion, gender expression, or sexual orientation. Any harassment on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

The School Committee will take seriously all complaints of harassment based on race, color, sex, national origin, disability, religion, gender expression, or sexual orientation and will investigate complaints thoroughly and as quickly as possible through its designated Title IX and Title VI Coordinator. Condoning harassment and retaliation for providing information relative to a harassment claim will not be tolerated.

Scope of Policy

- This policy extends to all persons employed by the Middleborough Public Schools.
- This policy extends to all students in the Middleborough Public Schools.
- This policy also pertains to those firms and individuals who are contracted to perform work for the Middleborough Public Schools or those individuals who volunteer in the Middleborough Public Schools.

Harassment within the School

Note: If sexual harassment is reported or suspected, refer to the Middleborough Public Schools Sexual Harassment Policy

Middleborough Public Schools expects that its employees and/or students respect the rights of co-workers and/or fellow students to a harassment-free school and work environment. To work toward this level of mutual respect and understanding, an employee/student is encouraged to let another employee/student know when that person's behavior or activity is considered offensive and/or leads to uncomfortable work/learning conditions. Once made aware that such a condition exists, such behavior or activity shall cease immediately and permanently. Employees and students may also report harassing conduct to the school administration as set forth in the "Procedures" section below.

Middleborough Public Schools is committed to the elimination and prevention of harassment in order to maintain a safe and positive working and learning environment. To reach this goal, the district will provide staff development for identification and prevention of harassment.

Initial training will include:

1. definition of harassment;
2. explanation of the district policy and policy procedures;
3. legal prohibitions and consequences of harassment; and
4. pertinent examples of harassment; and review of harassment identification and prevention curriculum for students.

New employees and others who come into contact with students will receive initial training soon after they begin their responsibilities with the district.

Procedures

If an employee and/or student believes that they have been harassed based on sex, race, color, national origin, religion, age, disability or sexual orientation, or that the employee and/or student has witnessed such harassment, they shall report it, preferably in writing, immediately to the appropriate supervisor, teacher, Principal, Superintendent, or to the Title IX and Title VI Investigator: Superintendent's Office (508-946-2000). It shall be the responsibility of the supervisor, teacher, principal, or the Superintendent to report the incident(s) to the Investigator.

Informal Procedures

Upon notification of a harassment complaint or incident, the Investigator will initially attempt to resolve the dispute through informal procedures. Use of informal procedures makes the assumption that both parties perceive a problem (although they may define that problem differently); both share a common interest in solving that problem; and that together they can resolve the problem in a mutually satisfactory way.

Examples of informal strategies include

1. the complainant writing a letter to the accused offender;
2. investigator can talk to the accused offender on the complainant's behalf; and
3. the offender and victim might participate in mediation, in which a third party (i.e. the investigator) helps them to resolve issues between the parties.

Formal Procedures

When informal procedures are not appropriate to resolving harassment disputes, the harassment investigator shall immediately begin the investigation.

An important aspect of the Harassment Policy formal procedures is the right of bargaining unit members involved in any role in matters pertaining to this policy to have association representation present and a commitment to adjust meetings accordingly. If any portion of the policy is in conflict with collective bargaining agreements, the agreement will prevail, provided the provisions of such agreements are not found to be contrary to the law.

- The investigation shall consist of interviewing both the complainant and the alleged harasser, individually and privately. The investigator shall document the statements of both the complainant and the harasser.
- The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed that retaliation against the complainant in violation of the policy will not be tolerated.
- If there are any witnesses to the incident of harassment, they shall be interviewed, individually or privately, without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses.
- Within seven (7) workdays the Investigator will provide to the complainant and the alleged harasser an update on the investigation. If not completed within seven (7) workdays, both the complainant and the alleged harasser will be given an expected date of completion of the investigation.
- After the investigation is completed, the Investigator shall file a written report with the Superintendent and/or the School Committee. If it has been determined by the investigation that harassment has occurred, the harasser shall be subject to discipline, up to and including termination. The discipline shall be filed in the harasser's personnel file. Also, corrective action shall be taken. Both the disciplinary action and the corrective action shall be taken as quickly as possible.
- If the investigator does not substantiate the complaint of harassment, then nothing is placed in the accused harasser's personnel file.

Note: Retaliation against complainant and/or witnesses after a "finding" or "non-finding" will not be tolerated. Both parties shall be provided with a copy of the investigator's report.

If either the complainant or the alleged harasser is dissatisfied with the results of the investigation of the accusation of harassment, that person may discuss the dissatisfaction directly with the Investigator. If still dissatisfied, that person may discuss the dissatisfaction with the Superintendent of Schools. Members of the collective bargaining unit may also turn to the grievance procedure set forth in the applicable collective bargaining agreement.

Students should refer to procedures outlined in the student handbook regarding incidents of harassment. In addition, students and employees should be aware that they may have further recourse under the law governing harassment.

Identification of Appropriate State and Federal Employment Discrimination Enforcement Agencies and Directions as to how to Contact Such Agencies:

- Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491.
- Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA 727-3990
- Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston, MA 1-800-669-3362
- District Investigator, Director of Student Services
Office at Nichols Middle School, 508-946-2013

Approved by Middleborough School Committee on August 14, 2008.

Sexual Harassment Policy

Position

The Middleborough School Committee takes the position that all employees and students in the Middleborough Public Schools have the right to work and learn in an environment free from sexual harassment.

The Middleborough School Committee will take seriously all complaints of sexual harassment and will investigate through its designated Sexual Harassment Contact Persons (Investigators) each and every complaint thoroughly and as quickly as possible. Condoning sexual harassment will not be tolerated.

Definition

Sexual Harassment is defined by the Middleborough School Committee as unwelcome sexual advances and/or requests for sexual favors, unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender, sexual advances and/or requests for sexual favors. In addition, other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment; or
2. Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's employment; or
3. Such conduct or communications has the purpose or effect of substantially interfering with an individual's employment or performance, or creating an intimidating, hostile, or offensive environment.

Implicit in the above definition is that sexual innuendoes, jokes, comments, pictures, displays of sexually suggestive materials, or questions are included in the prohibited conduct.

Also implicit in the definition is that the policy applies equally between the sexes.

Scope of Policy

This policy extends to all persons employed by Middleborough Public Schools.
This policy extends to all students in the Middleborough Public Schools.
This policy also pertains to those firms and individuals who are contracted to perform work for the Middleborough Public Schools.

Sexual Harassment within the School Environment

General Considerations

The Middleborough Public Schools expects that each and every employee and/or student respect the rights of co-workers and/or fellow students in a comfortable and harassment-free school.

To work toward this level of mutual respect and understanding, an employee/student should let another employee/student know when that person's behavior or activity is considered offensive and/or leads to uncomfortable working/learning conditions. Once made aware that such a condition exists, such behavior will be investigated and acted upon.

Explanation of Harassment

In its simplest expression, sexual harassment is unwelcome verbal or non-verbal actions or physical contact of a sexual nature that impacts on the conditions of the school environment. These generally constitute two (2) forms of behavior which have been recognized as sexual harassment and which have been defined as follows:

1. There is the "quid pro quo" form of sexual harassment, which occurs when the harassment is used by the harasser as the basis for employment decisions affecting the victim.
 - a. Demanding sexual favors accompanied by overt threats concerning one's job security, performance, evaluation and assignments.
 - b. Engaging in reprisals (not granting promotions, assigning undesirable tasks, making negative statements about the victim's personal or work conduct, etc.) as a result of an individual's refusing to engage in social/sexual behavior.
2. The other form of sexual harassment is created in the working and/or school environment when an employee's or student's actions are thought to be hostile, intimidating, abusive or offensive. Some examples of this form of sexual harassment include the following:
 - a. Verbal harassment or abuse of a sexual nature;
 - b. Making negative or offensive comments, jokes, innuendoes, or suggestions about another person's gender or sexuality;
 - c. Using slang terms, names or labels that others find offensive;
 - d. Offensive and unwelcome touching of any kind;
 - e. Displaying sexually suggestive pictures, objects, cartoons, posters, or other pornographic materials;
 - f. Continuing to ask a person to socialize after work when that person has verbally indicated no interest in such activities.

- g. Subtle pressure for sexual activities, e.g., continuing to write suggestive notes or letters after being informed they are unwelcome.

Procedures

If an employee and/or student believes that they have been sexually harassed, or that they have witnessed such harassment, they shall report it, preferably in writing, immediately to the appropriate supervisor, teacher, Principal, Superintendent or to a Sexual Harassment Investigator: Kevin Avitabile, Director of Student Services 508-946-2000. It shall be the responsibility of the supervisor, teacher, Principal or Superintendent to report the incident(s) to a Sexual Harassment Investigator.

Informal Procedures

Upon notification of a sexual harassment complaint or incident, the sexual harassment investigator will initially attempt to resolve the dispute through informal procedures. Use of informal procedures makes the assumption that both parties perceive a problem (although they may define that problem differently); both share a common interest in solving that problem: and that together they can negotiate an agreement that will be satisfactory to all involved. The purpose of an informal procedure is to end the harassment of the complainant rather than judge the offender.

Examples of informal strategies include:

1. the complainant writing a letter to the offender.
2. investigator can talk to the offender on the complainant's behalf.
3. the offender and victim might participate in mediation, in which a third party (i.e. sexual harassment investigator) helps them negotiate an agreement.

Formal Procedures

When informal procedures are not appropriate to resolving sexual harassment disputes, the sexual harassment investigator shall immediately begin the investigation.

The investigation shall consist of interviewing both the complainant and the alleged harasser, individually and privately. The investigator shall document the statements of both the complainant and the harasser.

The alleged harasser shall be informed of the complainant's identity. The alleged harasser will also be informed that recriminations/reprisals against the complainant shall/will not be tolerated.

If there are any witnesses to the incident of harassment, they shall be interviewed, individually or privately, without either the complainant or the alleged harasser present. The investigator shall document the statements of the witnesses.

In all cases involving sexual harassment, all parties involved will be given the utmost protection of privacy.

Within ten (10) work days the Sexual Harassment Investigator will provide to the complainant and the alleged harasser an update on the investigation. If not completed within seven (7) work days, both the complainant and the alleged harasser will be given an expected date of completion of the investigation.

After the investigation is completed, the Sexual Harassment Officer shall file a written report with the Superintendent and/or the Middleborough School Committee. If it has been determined by the investigation that sexual harassment has occurred, the harasser will be punished to the full extent of the law. The discipline shall be filed in the harasser's personnel file. Also, corrective action shall be taken. Both the disciplinary action and the corrective action shall be taken as quickly as possible.

If the investigator does not substantiate the complaint of sexual harassment, then nothing is placed in the harasser's personnel file.

NOTE: Recrimination/reprisal against complainant and/or witnesses after a "finding" or "non-finding" will not be tolerated. Both parties shall be provided with a copy of the investigators report.

If either complainant or the alleged harasser is dissatisfied with the results of the investigation or the harassment charge, that person may discuss the dissatisfaction directly with the Investigator. If still dissatisfied, that person may turn to the grievance procedure set forth in the applicable collective bargaining agreement.

In addition, students and employees should be aware that they may have further recourse under the law governing sexual harassment.

Students should refer to procedures outlined in student handbook to report incidents of sexual harassment.

The Middleboro Public Schools is committed to the elimination and prevention of sexual harassment in order to maintain a safe and positive working and learning environment. To reach this goal, the district will provide staff development for identification and prevention of sexual harassment. Initial training will include:

1. Definition of sexual harassment;
2. Explanation of the district policy and policy procedures;
3. Legal prohibition and consequences of sexual harassment;
4. Pertinent examples of sexual harassment and
5. Overview of sexual harassment identification and prevention curriculum for students. New employees and others who come into contact with students will receive initial training soon after they begin their responsibilities with the district.

An important aspect of the Sexual Harassment Policy formal procedures is the right of bargaining unit members involved in any role in matters pertaining to this policy to have association representation present and a commitment to adjust meetings accordingly. If any portion of the policy is in conflict with collective bargaining agreements, the agreement will prevail, provided the provisions of such agreements are not found to be contrary to the law.

Identity of appropriate state and federal employment discrimination enforcement agencies and directions as to how to contact such agencies.

Office for Civil Rights, U.S. Department of Education, Room 222, Post Office and Court House Building, Boston, MA (617-223-9662)

Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA (617-727-3990)

Equal Employment Opportunity Commission, 150 Causeway Street, Suite 1000, Boston, MA
(1-800-669-3362)

Sexual Harassment Investigator is:

Mr. Kevin Avitabile
Director of Student Services
6 School Street
Middleborough, MA 02346
508-946-2000

Discipline Procedures for Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in the student handbook. Individuals with Disabilities Act 2004 requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individual Education Program (IEP). The following additional requirements apply to the discipline of special needs students:

1. The Special Education office will regularly update SIMS so principals have accurate lists of special education students.
2. A suspension log for all special needs students will be maintained by each principal. The log will record the number and duration of any suspensions from any part of the student's IEP, including specialized transportation. Suspension is defined as, "any break in service." Every suspension must be for a specified amount of time.
3. On a regular basis the suspension log will be reviewed by administration or the Child Study Team (CST). When it is known that the suspensions of a special needs student will result in removal for more than ten days in a year, the Team will implement the procedures identified below. These procedures will also be implemented if there is a change of placement. A change of placement occurs when:
 - a. a student is suspended for more than 10 consecutive school days.
 - b. a student has been suspended for a series of suspensions that accumulate to more than ten days and these suspensions constitute a pattern. If the length of each removal, the total amount of time removed, and the proximity of the removals lead one to conclude that there has been a change in placement, then a pattern has been established.
4. Prior to the 11th day of suspension or prior to a suspension that constitutes a change in placement, the Team will convene to:
 - a. discuss the completion of a Functional Behavioral Assessment (FBA). The FBA will result in the development of a Behavior

Intervention Plan (BIP). If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP.

- b. complete a Manifestation Determination (MD) by:
 1. reviewing all relevant information, including the student's file, the IEP, teacher observations, and parent/guardian input, and
 2. making a decision as to the relationship between the student's disability and the student's behavior. The Team must determine the following:
 - a. if the behavior was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. if the behavior was the direct result of the LEA's failure to implement the IEP.
5. If the Team determines that either the behavior was caused by the student's disability or the LEA's failure to implement the IEP, or if there is a direct and substantial link between the student's behavior and their disability, then the behavior is determined to be a manifestation of the student's disability.
6. If the behavior is determined to be a manifestation of the student's disability, the Team must conduct a Functional Behavioral Assessment (FBA) if one has not already been completed. The FBA will result in the development of a Behavior Intervention Plan (BIP). If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP. The LEA and the parent/guardian may agree to a change of placement as part of the BIP. Otherwise, the student must return to the placement from which the student was removed unless "special circumstances" exist.
7. If the Team determines that the behavior is not a manifestation of the disability, then the student may be disciplined consistent with the school's code of student conduct. The Team must identify appropriate alternative education services during all periods of suspension beyond ten days, if it is determined such services are needed to provide FAPE.
8. "Special Circumstances"
Regardless of the MD, the student may be placed in an Interim Alternative Educational Setting (IAES), determined by the Team, for up to 45 school days, if at school, on school premises or at a school function, the student:
 - a. carries or possesses a weapon. (also includes "to" school)
 - b. knowingly possesses or uses or sells or solicits the sale of illegal drugs.
 - c. inflicts "serious bodily injury" upon another person. Serious bodily injury is defined as "bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty."
9. The principal will notify the parent/guardian the day the decision is made to change a student's placement and of all relevant procedural safeguards.
10. A student placed in an IAES must still continue to receive FAPE. In addition, the Team must conduct a Functional Behavioral Assessment (FBA) if one has not already been completed. The FBA will result in the development of a Behavior Intervention Plan (BIP) in order to prevent the behaviors from recurring. If a BIP is already in place, the Team must meet to review and then potentially adjust the BIP.

11. Appeals:
 - a. If the parent/guardian disagrees with the placement decision or the manifestation determination, the parent/guardian may request a hearing. The LEA shall arrange for an expedited hearing. While an appeal is pending, the parent/guardian and the LEA may agree to another placement, or the student remains in the IAES.
 - b. The LEA may request a hearing if it is believed that maintaining the student's current placement is "substantially likely to result in injury to the student or others." The hearing officer may either return the student to the previous placement or order a change in placement to an IAES not to exceed 45 days.
 - c. Placement during appeals:
 1. The student shall remain in the IAES for the duration of the imposed discipline or until the decision of the hearing officer, whichever occurs first.
 2. All hearings on disciplinary issues must be expedited.
12. IDEA protections apply to non-special education students if the district had knowledge that the student had a disability prior to the disciplinary infraction. "Knowledge" is when prior to the behavior that caused the disciplinary action,
 - a. a parent/guardian has expressed a concern in writing to supervisory or administrative personnel or the teacher of the student.
 - b. the parent/guardian has requested an evaluation.
 - c. a member of school staff expressed "specific concerns about a pattern of behavior" of the child to the special education administrator or other supervisory personnel.
13. The following are exceptions to IDEA protections applying to non-special education students. In these cases the district is deemed to have no knowledge of a disability:
 - a. If the district had evaluated the student and found no eligibility.
 - b. If the parent/guardian has not allowed an initial evaluation.
 - c. If the parent/guardian has refused special education services.
14. If a request for an evaluation is made while the student is subject to discipline, the evaluation must be done in an expedited manner and the student remains in a placement determined by school officials.

Revised August 2005

Co-Curricular Activities

Student Activities

Student Activities are an important part of student life. The opportunity to demonstrate skills learned in the classroom, promote leadership skills and to learn to work together in a cooperative spirit, all are part of the activities experience. At Middleborough High School, students are encouraged to belong to an activity that interests them or propose new activities that will offer our students new opportunities for personal and social growth. However, when conflicts of time arise, academic courses take precedence over co-curricular programs.

A variety of co-curricular activities are listed. Any student interested in learning more about an activity or organization should see their School Counselor, administrator, or any faculty member for the names of contact people or advisors. It is our sincere hope that our activity offerings will attract students to belong to one (1) or more of the organizations listed within.

The following are the minimum eligibility requirements for participation in our co-curricular activities:

- 1. Academic Requirements--** A student must secure during the last marking period preceding the upcoming activity for the club or organization (e.g. second quarter marks, not semester grades determine third quarter eligibility) a passing grade of three (3) out of four (4) or four (4) out of five (5) major subjects. Physical education/health does count toward this requirement. Courses taken for no credit do not count toward this eligibility requirement. Incomplete courses do not count toward this eligibility requirement. Courses taken during the summer vacation do not count toward eligibility unless that course replaces a previously failed course.
- 2. Attendance in School –** Students must be in attendance at school at least one-half day (in before 10:35 A.M. or no dismissal before 10:35 A.M.) to participate in any club or organization activity that day. Special exceptions may be granted by the Administration. Any student who is absent from school on a day prior to a non-school day is not eligible to participate in a meeting or activity of the club or organization on the first non-school day following the absence, unless the absence has been cleared by Administration. Any student suspended from school will not be allowed to attend meetings or activities during the time of suspension. If the suspension includes a Friday, the student will not be allowed to participate in any activity on the weekend.
- 3. Citizenship –** Students are representatives of the school and community and must strive to be good citizens at all times. Students must maintain themselves in good standing at MHS during the school year or risk suspension from competition or dismissal from their team. Good standing is defined by record of attendance, grades, compliance with school standards and good citizenship throughout school. Poor citizenship includes, but is not limited to the following components: theft, use of profanity or obscene gesture, unruly conduct, taunting others, fighting, unexcused absence, failure to comply with direction from an advisor, teacher or administrator,

chemical health violations, any action not reflective of good citizenship expected of a student, and all areas as described in the Middleborough High School Code of Conduct.

Student Government Activities

School Council

The MHS School Council is a building-based advisory committee designed to improve decision-making, planning, communication and community participation in the operation of the school. Its primary functions are to develop a school improvement plan and to assist the principal in preparing the annual budget. The School Council consists of teachers, students, parents/guardians, and community members. Elections are held annually; meetings are held monthly and are open to all.

Student Advisory Council

Two (2) students are elected annually to serve as representatives to the Southeast Regional Student Advisory Council. This council meets once a month, during the school day, at a designated location in Southeastern Massachusetts. Students in the southeast region meet for the purpose of discussing current legislation that impacts all students and of advising the State Board of Education on current educational issues. In addition, students may run for the state Student Advisory Council to the Board of Education. Students who are elected to this state board must attend leadership training conferences and monthly meetings in Boston at the Department of Education.

Class Council / Student Council

Each of the four (4) classes elects a new slate of officers each year. These officers are President, Vice-President, Secretary, Treasurer and Member-at-Large. Elections are held in May of the previous school year for the upcoming 10th, 11th, and 12th grades and in September for the incoming 9th grade.

To become a class officer a student must

1. be a member of the class;
2. obtain twenty-five (25) classmate signatures; and
3. must adhere to all regulations listed in the Student Council Constitution and by-laws.

As set forth in the Student Council Constitution, each candidate will be allowed to make a speech at an assembly of classmates prior to the balloting. Campaign posters may be placed around the school. If a student resigns their office, or it becomes necessary to remove a student from office, the prescribed procedure must be used.

Class Council members are nominated in the same fashion as officers; however, no election is made. After completing the nomination form by receiving twenty-five (25) signatures, each prospective member must complete a contract that outlines the member's duties and responsibilities. Any member of the class may join the class council, which automatically places the student on the Student Council. Class meetings, open to all members, are held regularly during and after school.

School Dances

School dances are for Middleborough High School students only. Active MHS students in good standing may request to bring a guest to our annual Homecoming, Winter Ball, and junior and senior proms. Guests are registered for these events in advance through the main office. MHS administration has the right to refuse a guest request.

Honor Societies

National Honor Society – Anchrier Chapter

National Honor Society's purpose is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students at Middleborough High School.

Candidates for membership must be juniors or seniors who have earned a qualifying scholastic average based on minimum cumulative weighted GPA of 4.0. In order to maintain their membership in NHS, students must maintain a 3.95 GPA, serve fifteen hours of community service by April 1st of their senior year, follow the school's code of conduct, and attend NHS sponsored events. For further information contact the National Honors Society Advisors.

The scholastic average is evaluated two (2) times. The fall induction ceremony includes those selected after the second semester of students' sophomore year. The second evaluation is after the second semester of junior year.

Eligibility shall then be considered by a faculty council based on documented proof of service, leadership, and character of the candidate. A student's discipline record will also be considered in the invitation process. The invitation that is distributed to academically eligible students includes:

- a. List all activities in which you have participated during high school. Include clubs, teams, musical groups, etc., and major accomplishments in each.
- b. List all elected or appointed leadership positions held in school, community, or work activities. Only those positions in which you were directly responsible for directing or motivating others should be included. For example, elected student body, class, or club officer; committee chairperson; team captain; newspaper editor; work area manager; or community leader.
- c. List community activities in which you have participated and note any major accomplishments in each. These should be any activities outside of school in which you participated for the betterment of your community, for example: church groups, clubs sponsored outside of the school, Boy or Girl Scouts, volunteer groups, or community art endeavors.
- d. List any honors, recognitions, and/or work experiences that you have received which support your bid to be selected for membership in the National Honor Society. Work experience may be paid or volunteer.
- e. List any other information that you feel would help the Faculty Council in the selection process.

Please note: Failure to adhere to all pillars of the NHS may result in removal.

English Honor Society: The Society of Letters

Middleborough High School's English Honor Society, The Society of Letters, was founded in 2013. The goals are to recognize those students who, on the basis of academic grades and performance, merit special note for past and current accomplishment; to nurture these persons in such ways that they are encouraged to develop further their abilities in the various fields of English; and to encourage members to use their talents in the service of others.

The applicant must provide a writing sample, a teacher recommendation, and meet the following criteria:

- 3.0 in English and 3.0 in general GPA
- Demonstrated interest in reading and writing literature

Once accepted members must attend meetings, workshops, and fundraisers. Members must also complete the required community service hours. All requirements are established by the NEHS (www.nehs.us).

As stated by the official NEHS Constitution, requirements are based on demonstrated academic performance, interest, and character. Students who fall below the required standards will receive a written warning except in the case of fragrant violation of school rules in which expulsion from the honor society is immediately revoked (i.e. reported incidents of plagiarism).

French Honor Society: Société Honoraire de Français

Société Honoraire de Français, sponsored by the American Association of Teachers of French, is the French National Honor Society. Chapitre 4169 requires a high level of demonstrated devotion to the French language, literature, and culture. Juniors and Seniors are eligible for SHF after the successful completion of Quarter 3 of French III. Transfer students may be required to complete a full academic year of French before becoming eligible to apply. Candidates must have maintained a 90% average or higher in all French courses throughout their secondary school studies, including the semester of selection and all previous work awarded secondary school credit. Candidates must have maintained a weighted GPA of 3.67 average or higher in all other secondary school subjects prior to the semester of selection. Students who do not enroll in the highest level of French offered by the school will graduate as an associate member of SHF and will not be eligible to wear regalia at graduation. The application period begins in the Spring.

History Honor Society: Rho Kappa

Rho Kappa Rho Kappa National Social Studies Honor Society is dedicated to recognizing excellence in the area of social studies. Students who meet initial membership criteria may apply to join Rho Kappa in the spring of their junior or fall of their senior year. Initial entrance in the honor society requires students to meet all academic requirements, complete an application process, and acquire the 90 endorsement of a faculty member in the social studies department. The faculty members of the history and social science department will determine the membership; new members will be inducted each spring. Once accepted, members of Rho Kappa must maintain an overall cumulative GPA score of 3.5 or higher in all history/social studies classes and complete 10 hours of community service in

each year of membership. Of the 10 hours of community service, five (5) hours must be related to history and five (5) hours must be related to social studies. Of the five (5) hours relating to social studies, two (2) hours may overlap with another honor society or school-sponsored co-curricular group if applicable. The hours must be completed by the third Friday in May to maintain membership. Please see the Rho Kappa advisor for more details.

Mathematics Honor Society: Mu Alpha Theta

The National High School and Two-Year College Mathematics Honor Society, Mu Alpha Theta recognizes students who complete their mathematics courses with distinction and must also be active members of the Mathematics Community as demonstrated by their participation on the Mathematics Team. Please see the mathematics department head for more details.

Russian Honor Society: SLAVA

SLAVA, sponsored by the American Association of Teachers of Slavic and Eastern European Languages, is the Russian National Honor Society. Chapter Epsilon Delta requires a high level of demonstrated devotion to the study of the Russian language, culture, and literature. Juniors and Seniors are eligible for SLAVA after the successful completion of Quarter 3 of Russian III. Transfer students may be required to complete a full academic year of Russian before becoming eligible to apply. Candidates must have maintained a 90% average or higher in Russian throughout their secondary school studies, including the semester of selection and all previous work awarded secondary school credit. Candidates must have maintained a weighted GPA of 3.67 average or higher in all other secondary school subjects prior to the semester of selection. Students who do not enroll in the highest level of Russian offered by the school will graduate as an associate member of SLAVA and will not be eligible to wear regalia at graduation. The application period begins in the Spring.

Science National Honor Society

Applicants must be juniors or seniors enrolled in an Honors, AP, or PLTW science class in their junior year; carry a cumulative 3.0 GPA or higher; and have a 3.67 GPA or higher in all science classes at the time of application. For students to maintain their status in the honor society through graduation, they must have successfully completed a minimum of one (1) AP or PLTW science class, be enrolled in a minimum of one (1) Honors or AP science class in their senior year, maintain the GPA minimums as described above, and complete four (4) hours of community service each school year they are in the society (i.e. junior members must complete eight (8) total hours, senior members must complete four (4) total hours). Applications will be made available in the spring. Please see the honor society chair or the science department leader with any questions.

Silver M Society

Silver M Society was formed to recognize those MHS students who are active in their class and school. They are nominated by the faculty and elected by their peers in the society. There are three (3) sophomores, six (6) juniors, and 12 seniors elected yearly. These students must have good academic standing and citizenship records. They receive silver tassels at graduation and Silver M pins upon induction.

Spanish Honor Society: Sociedad Honoraria Hispánica

Sociedad Honoraria Hispánica, sponsored by the American Association of Teachers of Spanish and Portuguese, is the Spanish National Honor Society. Capitulo Cesar Chavez requires a high level of demonstrated devotion to the study of Spanish language, literature and culture. Juniors and Seniors are eligible for SHH after the successful completion of Quarter 3 of Spanish III. Transfer students may be required to complete a full academic year of Spanish before becoming eligible to apply. Candidates must have maintained a 90% average or higher in Spanish throughout their secondary school study of Spanish, including the semester of selection and all previous work awarded secondary school credit. Candidates must have maintained a weighted GPA of 3.67 average or higher in all other secondary school subjects prior to the semester of selection. Students who do not enroll in the highest level of Spanish offered by the school will graduate as an associate member of SHH and will not be eligible to wear regalia at graduation. The application period begins in the Spring.

Theatre Honor Society: International Thespian Society

The International Thespian Society (ITS) recognizes, rewards, and encourages student achievement and celebrates the work of students in all aspects of theatre—performance and production. Each student is honored on a national level and gains access to opportunities and resources beyond those of their school.

Troupes with active membership status may induct new members as often as they choose, as long as they satisfy the Middleborough High School requirements of

1. maintaining a cumulative GPA of 3.0;
2. participating in a minimum of two (2) productions each academic year;
3. logging at least 50 theatrical work hours over the course of an academic year; and
4. being respectful student and positive member of the community.

Once accepted, members must attend meetings, workshops, and fundraisers. Members must also complete the required community service hours.

ITS recognizes three achievement ranks beyond induction.

1. Honor Thespian—60 total points (600 hours) earned or the equivalent of six stars. For outstanding contributions to the ideals of the Society and meritorious work in the field of theatre.
2. National Honor Thespian—120 total points (1,200 hours) earned or the equivalent of 12 stars. For exceptions, commitment to the ideals of Society and distinguished work in the field of theatre.
3. International Honor Thespian—180 or more total points (1,800+ hours) earned or the equivalent of 18 or more stars. For extraordinary dedication to the ideals of the Society and exemplary work in the field of theatre.

Tri-M Music Honor Society

Students are selected for membership in the Tri-M Honor Society on the basis of musicianship, scholarship, character, leadership, and service to their school and community. Please see the Fine Arts department head for more details.

Co-Curricular Offerings

Art Club

The Art Club is open to all students who want to engage fellow students and faculty that share their love and appreciation for the arts. Members of the Art Club gather periodically to discuss, explore, critique, and produce art.

Gender and Sexuality Alliance (GSA)

Our mission is to work towards a more accepting environment for all people, regardless of sexual orientation or gender expression through education, support, social action, and advocacy. We will create an environment that is safe for people to express themselves, their gender expression and/or their sexuality without consequence or judgment. Providing this environment will encourage students to attain their full academic potential.

Key Club

Key Club is sponsored by the Kiwanis International Organization and the local Kiwanis Club of Middleborough. Key Club is a high school service organization designed to provide school and community service through volunteer projects and program.

Fundraising activities are designed to assist other institutions such as Kiwanis Pediatric Trauma Institute in Boston and programs such as Children's Happiness Foundation. Each year, club members participate in the New England District Key Clubs Convention.

Key Club Members help to plan and carry out many of the preparations for the opening of school, assemblies, and other worthwhile community projects.

Sachem Supporters/S.A.D.D.

The Sachem Supporters are a youth-led group dedicated to spreading awareness around substance use disorders and opioid addiction throughout our school and community. The group meets each month, working with the Plymouth Area Substance Abuse Prevention Collaborative, to carry out a number of projects and initiatives having to do with prevention and awareness. Sachem Supporters also attend a number of conferences and events related to their mission.

SADD's mission is to empower young people to successfully confront the risks and pressures that challenge them throughout their daily lives. This mission is accomplished by creating, equipping, and sustaining a network of student-run chapters in schools and communities focused on peer-to-peer education. SADD fosters a sense of belonging and promotes resiliency, leadership, and advocacy skills so that young people make positive life decisions that will carry them throughout life.

Sachem TV

Middleborough High School students produce television news shows on the great things happening at the high school. The shows air on Middleborough Education Television (MET). Sachem TV periodically needs announcers, producers, and TV technicians for the program. If you are interested in helping out with the show, see Mr. Pelletier or Mr. Siciliano for more details.

Speech and Theatre Workshop (STW)

The Speech and Theatre Workshop is the co-curricular theatre program at Middleborough High School. Its goal is to give students a broad and diverse experience in the world of theatre in the most professional atmosphere possible. STW produces 6-7 events each year: the three (3) main stage productions, Improv shows, senior directed one-act festivals, poetry slams, children's theatre, playwriting workshop, and open mic coffee house.

Each year, STW competes in the Massachusetts High School Drama Festival with 115 other high schools across the state, giving students the opportunity to see the work of other high schools as well as displaying their own talents. The school year is capped off each spring with the popular musical revue show, *That's Entertainment*, which traditionally brings together 100-130 actors, singers, dancers, and technicians in the celebration of theatre.

Modeling after a professional working theatre company, students are involved in every aspect of producing STW's plays, from acting to stage management, lighting, sound, costume design, as well as house and box office management. STW also provides many opportunities for students to explore the profession of theatre. There are annual field trips to drama workshops, seminars, and professional theatre companies.

Timaron

The Timaron is the school yearbook produced annually by the yearbook staff. This after school activities meets 2-3 times per month and is open to all students. It includes all aspects of production including the theme, design, fundraising, proofing, layout, writing, organizing, and editing. Involvement with the yearbook is a commitment, which gives students a feeling of accomplishment and exposes them to the world of publishing. Students may apply for an internship position their senior year. Being a member of the yearbook staff is a rewarding experience, one that will last a lifetime.

Youth Environmental Social Society (Y.E.S.S.)

The MHS Y.E.S.S. Club provides an inclusive environment for students to share ideas and concerns about our environment and develop projects to address those concerns. This is a student-led group and we are able to cooperate with larger groups, like town environmental groups, to participate in actions that improve our environment. Examples of activities include: monitoring and advertising recycling at MHS, the MHS garden, a canoe trip, creation of 'trash sculptures,' the Trashy Fashion Show, working to help specific species such as raising Diamondback

terrāpin hatchlings and monitoring bird houses. Y.E.S.S also attends conferences on energy savings, climate change, and green school ideas. Students who participate in service projects can earn community service hours. The club also plans hikes in the Blue Hills and geocaching events. Please see Y.E.S.S club advisor or Science department head for more information.

Athletics and the MHS Athletic Handbook

Middleborough High School is committed to providing programs that reflect the interests of our students while providing them with opportunities for personal growth. Presently 27 varsity programs are offered to the student body, with numerous junior varsity and freshman level programs supporting these sports. All of these levels are subject to user fees.

Currently, Middleborough High School offers the following athletic opportunities:

Fall

Cheerleading – V, JV
Cross Country – Boys V
Cross Country – Girls V
Field Hockey – V, JV
Football – V, JV, Fr
Golf – Boys/Girls V/JV
Soccer – Boys V, JV
Soccer – Girls V, JV
Volleyball – Girls V, JV, Fr
Majorettes- V
Unified Basketball-V

Winter

Basketball – Boys V, JV, Fr
Basketball – Girls V, JV
Cheerleading – V
Ice Hockey – V
Indoor Track – Boys V
Indoor Track – Girls V
Swimming – Boys V
Swimming – Girls V
Wrestling – V
Majorettes- V

Spring

Baseball – Boys V, JV, Fr
Lacrosse – Boys V, JV
Lacrosse – Girls V, JV
Softball – Girls V, JV, F
Tennis – Boys V
Tennis – Girls V
Track – Boys V
Track – Girls V
Majorettes- V
Unified Track & Field-V

General Information

Middleborough High School is a member of the 11 school South Shore League. The South Shore League is divided into two (2) divisions, the Sullivan Division and the Tobin Division. The Sullivan Division consists of East Bridgewater, Middleborough, Norwell, Rockland, Sandwich and Randolph. The Tobin Division consists of Abington, Carver, Cohasset, Hull and Mashpee.

Middleborough High School athletic teams are nicknamed the “Sachems.” The majority of teams compete on campus at Middleborough High School; the Ice Hockey team plays at the Bridgewater Ice Arena; the Golf team plays and practices at several local golf courses/driving ranges (LeBaron Hills, Lakeville Country Club, The Back Nine, and more); the Swimming & Diving team competes at the Henry B. Burkland Pool; Indoor Track teams compete at the Reggie Lewis Center; all other indoor sports practice and compete at the MHS Gymnasium, while outdoor contests are located at the high school athletic complex. Middleborough Athletics also provides a certified athletic trainer to service our athletes. The MHS Fitness Center is open during specified hours throughout the year and supervised by athletics staff.

Athletic Handbook

Introduction

High School athletics in Massachusetts and the rules that govern it are constantly evolving. There have been many changes in the requirements for participation, necessitating and increased understanding of school, league, and state rules.

The purpose of this handbook is to introduce students/athletes and their parents/guardians to the philosophy behind our program, and the regulations and

policies that govern it. Although this handbook cannot include every policy and, the most critical and fundamental rules appear within.

It is our expectation that parents and students will read this handbook in a thorough manner. In this way, misunderstandings about our rules may be avoided.

After having read the handbook, parents and students are required to sign the permission/release form, validation of insurance form, transportation and physical exam forms found on the ArbiterSports Registration website [Here](#) . Students and parents / guardians are also encouraged to sign the diversity, equity and inclusion pledge and have the option of taking a course on implicit bias. Students who complete these forms have provided us with the indication that they understand and will abide by all policies and rules of the Massachusetts Interscholastic Athletic Association, the South Shore League and Middleborough High School.

Philosophy

Athletics are an important part of the overall educational program at Middleborough High School. Participation in athletics is a privilege available to all eligible students. While physical skill and demonstrated ability are primary considerations in determining participation in competitions, we believe that athletics all our teams are a co-curricular classroom and a place to promote learning and growth. This privilege carries with it serious personal responsibilities to the school and the community that the athlete represents. Student/athletes will understand that an emphasis on academic achievement is of primary importance and that athletic achievement is secondary to this responsibility.

Interscholastic athletics provide the “other half” of education. The program strives to develop in students positive values and habits so that personal growth and development occurs. Preparing students to succeed as adults is a primary priority of the athletics program. Sound athletic programs teach young people values and lifelong skills such as accountability, sportsmanship, confidence, leadership skills, organizational skills, persistence, work ethic, self-discipline, social skills, teamwork, performing under pressure, the ability to take instruction and striving for excellence. All levels of each sport program are designed with the development of these qualities in mind.

Successful competitive performance, in combination with educational considerations, provides the cornerstone for our athletic programs. At the varsity level in particular, full efforts are made to win the various competitions. Within this framework, however, all athletes are given ample opportunity to demonstrate their skill levels in order to earn starting positions on the various teams. Within their roles as team members, athletes accept that learning to effectively cope with victory and defeat is part of competition; there will be frustrations and disappointments as well as success; long hours may be spent in practice with no guarantee of participation in games; self-discipline and cooperation with others are integral parts of competition.

The athletic program plays a unique role in joining the school and community. Civic pride and identification with Middleborough High School are results of athletic participation that can last a lifetime. The athletic department aspires to provide these self-fulfilling opportunities for all students who choose to participate.

Athletic Department Objectives

To provide opportunities for our student/athletes to solve problems, acknowledge global issues, communicate, help others, embrace lifelong learning, make learning relevant and strive for excellence.

1. To provide in and out of season opportunities for each individual athlete to develop his/her own individual skills and potential.
2. To provide all athletes the opportunity to collaborate to meet a common goal by learning to function as a team.
3. To provide all athletes the opportunity in practice/game settings to apply critical and analytical thinking to solve problems.
4. To develop an appreciation of the value of physical fitness and conditioning.
5. To encourage all athletes to demonstrate the value of service to the welfare of the community.
6. To teach all student/athletes the value of hard work and dedication that will contribute to success in their adult life.
7. To develop school spirit, good sportsmanship, respect, self-discipline, and a sense of responsibility through daily interactions with teammates, opponents, coaches, and teachers.

Code of Conduct for Coaches

Through the coach's leadership; the behavior and attitude of the players, spectators, and officials can be greatly influenced. It is imperative that all coaches abide by the rules of good sportsmanship and teach these qualities to their players in action and deed.

A coach will:

1. Set a good example with appearance, conduct, language and sportsmanship.
2. Maintain and abide by MHS and MIAA rules, standards and policies.
3. Demonstrate and instill in all athletes a respect for and courtesy towards all officials, coaches, and opponents.
4. Teach and display the proper etiquette in both victory and defeat.
5. Be consistent, firm, and fair in handling team/individual discipline issues. Serious issues must be communicated to the parent and athletic director.
6. Respect each player and treat them with courtesy and equity.
7. Provide emphasis on sportsmanship and fair play in all competitive situations.
- 8.

Season Start Dates

Fall sports begin the third Monday in August, with the exception of football which begins the Friday before. Winter sports begin on the Monday after Thanksgiving. Spring sports begin on the third Monday in March.

Participation

The athletic program will be open to all students to participate and who are eligible under local and state regulations. An unlimited participation policy will be used whenever possible. There are factors, however, which may dictate that the total number of players on a team be limited in order to maintain a high level of safety, coaching and playing time.

It is the judgment of the coaches that dictates the selection of players for teams and participation during actual game situations. All athletes are given fair and ample opportunity to demonstrate their abilities in practice prior to the commencement of league and non-league competition.

Governing Bodies of Interscholastic Sports

The Massachusetts Interscholastic Athletic Association (MIAA):

1. Provides leadership and service designed to improve inter-school relations in athletics.
2. Fosters cooperation among voluntary institutional members and the Massachusetts Secondary School Administrators Association, Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, Massachusetts Secondary School Athletic Directors Association, Massachusetts State Coaches Association, and with professional organizations interested in attaining common goals.
3. Secures uniform regulations and control of interscholastic participation in athletics throughout the state to provide equitable competition for students as an integral part of the education of secondary school students.
4. Promotes safety and health of participants in interscholastic athletics.
5. Develops and channels the force of opinions to keep interscholastic athletics within reasonable bounds so that it will expressly encourage all that is honorable and sportsmanlike in all branches of sports for secondary youths.
6. Provides a forum for concerns related to interscholastic athletics for institutions, which become voluntary members of the Association.
7. Develops uniform standards and procedures for determining championships at the end of the season.

The South Shore League Mission

The objective of the South Shore League is to provide an organization to strengthen the work of the member schools in developing good sportsmanship and high ideals

among contestants and teams, and to promote various forms of athletic and other co-curricular activities for the pupils of member schools.

South Shore League Membership

Public High Schools of the following towns are members: Abington, Carver, Cohasset, East Bridgewater, Hull, Mashpee, Middleborough, Norwell, Randolph, Rockland and Sandwich.

Local Administrations

- The Superintendent of Schools is ultimately responsible for all phases of the Middleborough High School athletic programs.
- The Principal is specifically responsible for all school activities that affect students in his/her building. All local MIAA authority and responsibility is vested with the Principal.
- The athletic director is responsible for the actual administration and mechanics of operation of the program.

Local Rules and regulations cannot supersede the MIAA or league rules, but may be stricter.

MIAA Rules and Regulations

All Middleborough High School athletic teams will follow the rules established in the **MIAA Rules and Regulations Handbook**. Although it is not possible to reproduce the entire handbook, the following is a condensed version of some of the more important rules. The full MIAA handbook may be viewed in its entirety [Here](#).

Taunting

Taunting includes any actions or comments by coaches, players, or spectators that are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin, or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics.

Examples of taunting include but are not limited to: “trash talk”, defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including “in the face” confrontation by one (1) player to another and standing over/straddling a tackled or fallen player.

In all sports, officials are to consider taunting a flagrant unsportsmanlike foul that disqualifies the offending bench personnel or contestant from that contest/day of competition.

Age Limits

A student shall be under 19 years of age, but may compete during the remainder of the school year, provided his/her 19th birthday occurs on or after September 1 of that year.

**Exceptions are made for unified sports due to “post-graduate” participation.*

Expulsion (Suspension and Disqualification) from a Game

Any member of a squad in any sport who is ruled out of a competition (including a scrimmage, jamboree, etc.) shall not participate in the next scheduled competition with a member school or in MIAA tournament play (note that ice hockey and soccer require a 2- game disqualification. A two (2) game suspension will be assessed to an athlete ejected for fighting, punching, or kicking an opposing player, or spitting at someone. A student ruled out of a contest twice in the same season shall be disqualified from further participation in that sport and in all sports during that season for a year from the date of his/her second disqualification.

A student who physically assaults an official shall be expelled from the game immediately and banned from further participation in all sports for one (1) year from the date of the offense. A student in any sport who willfully, flagrantly or maliciously attempts to injure an opponent shall be removed from the contest immediately and shall be ineligible in games for one (1) year from the date of the incident.

Transfer Students

A student who transfers from any school to an MIAA member high school is ineligible to participate in any interscholastic athletic contest at any level for a period of one (1) year in all sports in which that student participated at the varsity level or its equivalent during the one (1) year immediately preceding the transfer (except as exempted below). For the purpose of this rule, no transfer will be deemed to have taken place if a student returns to his/her former school on or before the eleventh school day from the date of the last attendance there.

“Varsity participation” is defined as any appearance, as a competitor, in a varsity inter-school contest other than a scrimmage. The “equivalent” will be judged by the MIAA executive staff on the basis of the quality of non-school sport program participation.

For a transfer student to be eligible in a specific sport within the year of his/her transfer, the sending school principal (provided that school offers varsity programs), athletic director, and head varsity coach(es) of the sport(s) in which the student desires to participate must certify (Form 200) by signature that the student did not participate at the varsity level during the year prior to the actual transfer.

Exemptions to the Transfer Rule

A transfer student may be eligible immediately provided that all other eligibility requirements are met: change of residence of a student’s parents- A student’s transfer is necessitated by a change of residence of his/her parent(s) to the area served by the school to which he/she transfers.

This exception does not apply to a change in custody, guardianship, or to a student’s change in residence from one (1) parent to another.

Chemical Health

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any

1. beverage containing alcohol;
2. tobacco product (including E cigs);
3. marijuana;
4. steroids; or
5. other controlled substance.

This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. This rule only represents a minimum standard upon which schools may develop more stringent requirements. Please see the “Chemical Health” section of our local athletic rules for more details.

Minimum Penalties

First Violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated, i.e., all fractional part of an event will be dropped when calculating the 25% of a season.

Second and subsequent violations: when the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the students shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport.

Penalties shall be cumulative each academic year. If the penalty is not completed during the season of violation, the penalty shall carry over to the student’s next season of actual participation, which may affect the eligibility status of the student during the next academic year.

The above describes the minimum penalties that will be in effect for all student-athletes in season. It must be understood, however, that the principal may impose penalties, which exceed these minimum MIAA standards. These penalties may include suspension for the remainder of the season or suspension from all sports for the remainder of the school year.

This MIAA statewide minimum standard is not intended to render “guilt by association”. E.g., many student athletes might be present at a party where only a few violate this standard. To deter student-athletes drug/alcohol use, however, any athlete in season found to be present where underage drinking or drug use is taking place (in school or out of school events) may face disciplinary action as well. Athletes risk game(s) suspension at the principal’s discretion.

An athlete who has been dismissed from a particular team will forfeit his/her rights to any and all awards that might be forthcoming from participation in that sport. Examples of such forfeiture would be school's letter awards, all-star status, and any nominations on his/her behalf to the league or state selection committees.

Loyalty to the High School Team: Bona Fide Team Members

A bona fide member of the school team is a student who is consistently present for and actively participates in all high school team *sessions* (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. A waiver may be filed with the athletic director to request an exemption from this rule.

Local Athletic Rules

Forms- Permission/release forms, verification of insurance forms, transportation policy forms and verification of passing a physical exam forms are required before participation is allowed (practice or game). Students must have private insurance or insurance purchased through the school in order to participate in athletics. Physical exams are valid for thirteen months beyond the date of the exam. All active physical exam forms are kept on file in the school nurse's office. Athletes coming out for teams must complete the paperwork through the school website on ArbiterSports and return copies of their physicals to the school nurse. Forms are available through the Middleborough Athletic website. Parents must complete all forms.

Academic Requirements- Middleborough High School follows MIAA rule 58 to determine academic eligibility to compete in athletics. The complete MIAA handbook is found [Here](#). The academic requirements are found on page 48.

Student-athletes failing one or more courses at the midpoint of the quarter will become ineligible for athletic participation. Students must execute a Student-Athlete Academic Probation Form for each class they are failing to return to athletics participation. This form must be signed by the teacher of the class they are failing, the parent/guardian, coach and athletic director/principal. [Student-Athlete Academic Probation Form](#)

Transportation- Athletes must travel to and from contests in transportation provided by the school. In cases where practices or games occur directly before or after school at the Burkland Pool, Park Department, the Bridgewater Ice Arena, Field of Dreams, Nichols Middle School, the Back Nine, Lakeville, Poquoy, Marion Driving range, and/or the LeBaron Hills Golf Club, school transportation may not be provided, and athletes must abide by the school transportation policy in order to get to those locations. This policy is as follows:

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extended school day provided all of the following conditions are met:

- The activity has the approval of the Superintendent of Schools.

- The owner of the vehicle being used in transporting students must file evidence with the Superintendent of Schools of personal liability insurance coverage of the vehicle in the amount of \$100,000/\$300,000 or more.
- The parents of students to be transported in this manner will be fully informed as to the means of transportation and will sign a statement to this effect. If athletes leave school and go home before reporting to the above described practices and/or games, the mode and type of transportation become the responsibility of the home and not the school. The school assumes no responsibility for the choices of transportation to school activities where such transportation originates off school grounds or premises. Failure to abide by this rule may result in a one (1)-game suspension. Exception: Parents may apply for a waiver (see below) through the athletic department. This waiver would allow selected adults to drive specified athletes from away contests only. Drivers, in advance, must submit a copy of their valid driver's license and a copy of their insurance coverage sheet to be photocopied and kept on file.
- The above conditions will be validated as being met via the transportation policy form.
- Parents of athletes may transport their own child from athletic contests if written requests have been submitted to the coach at least one (1) day in advance of the competition. Athletes may be transported by their own parents provided written requests have been submitted, but not by any other means (athletes may not drive themselves; athletes may not ride with friends, etc.)

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1. The activity has the approval of the Superintendent of Schools.
2. The owner of the vehicle being used in transporting the students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amount of \$100,000/\$300,000 or more.
3. The parents of the students to be transported in this manner will be fully informed as to the means of this transportation and will sign a statement to this effect.

As we are a team (baseball, boys/girls soccer, girls' volleyball, boys/girls swimming, golf, ice hockey, boys/girls basketball, boys/girls tennis) that operates off campus, we must follow the above policy.

Please read and sign below:

I have read and understand the above policy.

I am the owner of the vehicle and hereby confirm that the private vehicle to be used to travel to off campus facilities for practices and/or games meets the specified above liability insurance coverage.

I am the parent of the student who will be transported in a private vehicle and I hereby confirm that I have been fully informed as to the means of transportation.

Vehicle Owner

Parent of Student to be Transported

Physical Education- Athletes must participate in their regularly scheduled physical education classes or they may not be allowed to practice or play on that day. Exceptions to the above will be made only through approval of the principal or athletic director.

Changing Sports- Athletes may change from one (1) sport to another, but only in the first half of a season. Written approval must be given by the principal, athletic director, and both head coaches involved in the change.

Attendance in School- Students must be present at school for at least one-half (1/2) day to participate in any team meeting, practice, or game. Special exceptions may be granted by the principal or athletic director.

Student-athletes who are excessively tardy or dismissed from school early without a verifiable excuse will be subject to team penalties including but not limited to reduction in playing time and/or suspension from competition(s).

Any athlete suspended from school will not be allowed to practice or play or attend any practices or meetings during the time of the suspension. If the suspension occurs on a Friday, the athlete will not be allowed to participate in any activity on the weekend. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

Any athlete absent from school on a day prior to a non-school day is not eligible to participate in a practice or game on the first non-school day following the absence, unless the absence has been cleared by the principal, athletic director or coach. Athletes who are absent from school on all other days may/may not participate in practices or games on the day of their return. Coaches will make these determinations. The basis for these determinations include, but is not limited to, such factors as total number of absences that season, the nature and extent of the missed practice, the health and safety of the athlete, the impact upon other team members who did not miss practice, and the game readiness of the athlete given the absence. A single absence in itself will not automatically preclude the athlete's participation.

If a student-athlete misses a practice or competition without notifying the coach ahead of time, the coach shall notify both parent/guardian of the student-athlete and athletic director by email or phone. Unexcused absence from practices and/or competitions will result in penalties up to removal from the team.

Violation of these rules may result in game suspensions or dismissal from the team.

Uniforms/Equipment- Students are responsible for all equipment issued to them by the school. Uniforms and equipment are not to be worn or used for physical education classes, non-school activities or street wear. Exceptions may be granted by the coach (example: game shirts may be worn to school on game days). All uniforms and equipment must be turned in on the final day of the season. Violations of this rule will render the student ineligible for further athletic participation and intramural participation. Seniors may not graduate until all school uniforms and equipment are returned. Uniforms that have been altered in any way must be paid for by the student. All lost equipment and uniforms must be paid for by the student. Athletes may not keep uniforms at the end of the season with the intent of purchasing the uniform. Should this occur for any reason, however, the cost of the uniform will be double the original price.

Locker Rooms- Athletes are not allowed in the locker rooms, weight rooms or gym during the regular school day unless they are scheduled for physical education classes (including makeup) or accompanied by their coach for a specific purpose.

Cell Phones and Personal Electronic Devices- Cell phone/personal electronic device use is strictly prohibited in the locker rooms. Additionally, cell phone use is prohibited during practices and games. Devices must be stored in a locker, bag or a student vehicle. If a student must use their device during scheduled team time, they must request permission first. Coaches may choose to collect phones in a common space (box, cabinet, etc) if they feel the rule is not being consistently followed by the team. Students in violation of these expectations will be subject to progressive disciplinary action depending on the severity of the infraction(s).

Hazing- Hazing- any conduct or method of initiation into any student organization or team, which willfully or recklessly endangers the physical or mental health of a student- is not allowed. Such conduct is a crime under Massachusetts State Law and will not be tolerated. Violation of this rule may result in temporary or permanent suspension from the team.

Captain's Practice- Captain's practices are not recognized or supported by the Athletic Department. Serious liability issues and M.I.A.A. penalties may result if captain's practices are facilitated in any way by the Athletic Department.

Participation Restrictions- Students coming out for teams after the season has started may do so only with the consent of the coach and athletic director. Extenuating circumstances may result in athletes being allowed to join teams late. Athletes joining teams late may be required to complete a minimum number of 15 practices before they are allowed to compete. In no instance will an athlete who has joined a team late immediately displace an athlete who has been a team member since the start of the season. Generally, no student may tryout after one (1) month of the season has elapsed. Exceptions to this one (1) month rule may be granted by the athletic director when low numbers of participants exist on teams.

An unlimited participation policy is used whenever possible on athletic teams. It must be understood, however, that some teams may restrict the number of participants.

Factors which govern such restrictions include the number of available uniforms, safety considerations, coach: athlete ratios, and playing time. A tryout process will be established by the coach when such restrictions exist.

Team Commitment- Athletes are expected to attend all scheduled competitions and practices during the course of the entire season (including tournament competition after the regular season has ended). Exceptions may be granted by the coaches and may include such examples as medical/dental appointment, family emergency, religious obligation and tutorial assistance. Coaches may suspend athletes from competition for unexcused absences. Coaches may dismiss athletes from teams for repeated offenses of this rule.

In some instances, Sundays may be utilized by the Athletic Department for practices or games. Athletes missing practices or games for religious reasons will not be penalized in any way.

Athletes who miss practices due to family outings or holidays, vacations, or jobs, (delete)or participation in extra-curricular activities other than athletics risk losing their position in the team lineup and may not receive letter awards. Coaches may dismiss athletes from teams if, in their opinion, there have been excessive misses for these reasons.

Team Rules- Coaches will establish rules governing the conduct of players and the requirements of training, practice and games. These rules, which are not to be in conflict with any regulations of the high school or the MIAA, must be approved by the athletic director and shared with players/parents before they are in effect. All team rules will reflect the chemical health standard previously described. Violations of these rules may result in penalties up to and including suspension from competition and dismissal from the team.

Citizenship- Athletes are representatives of the school and community and must strive to be good citizens at all times. Athletes must maintain themselves in good standing at MHS while in season or risk suspension from competition or dismissal from their team. Good standing is defined by components such as: record of attendance, grades, compliance with school and Athletic Department standards and behavior throughout school. Citizenship matters reflect, but are not limited to the following: theft, unsportsmanlike conduct, use of profanity or obscene gesture, unruly conduct, taunting, fighting, unexcused absence, failure to comply with direction from a coach, teacher, or administrator, chemical health violations, insubordination and all areas as described in the Middleborough High School Code of Conduct.

When determining penalties for these violations, taken into account will be the athlete's previous disciplinary record, the severity of the offense, the degree of danger to self, others and the school in general, and the degree to which the athlete is willing to change their behavior. Coaches will communicate with parents when penalties are assessed to members of their teams.

Captains- Team captains must be selected and named following the conclusion of the previous season and no later than June 15 based on a process as established by the coach. The coach may appoint captains or utilize a team vote procedure to select

captains, and in some instances a coach may choose not to appoint a captain. Coaches reserve the right to name additional captains as needed. At the non-varsity level, captains may be appointed on a rotating basis. In all instances, captains must meet the citizenship criteria established by the Athletic Department. Captains may be relieved of their positions for violation of team, Athletic Department, School or state rules.

Injury- Athletes must report all athletic injuries to their coach and at MHS, their athletic trainer. Subsequent to any serious injury (athlete has seen a doctor), and prior to further participation in a sport, students must provide a medical release from a physician.

Grade 9/Varsity- Programs at MHS with three (3) levels (freshmen, junior varsity, varsity) no freshmen will be allowed to participate on the varsity level without unanimous consent of the head coach, the athletic director and parents/guardians.

Fitness Center- The MHS Fitness Center, when open through specified hours of operation, is available to all students. Coaches in season may require weight training as part of the daily practice routine. Weight training is not required, however, during the off-season. Student-athletes, by their own choice, may elect to attend weight training/conditioning sessions during the off-season.

Playing Time- The coaches will determine team lineups, positions and ultimately make all game decisions regarding playing time. As previously stated, the Athletic Department does not guarantee that all members of a team will receive playing time in game situations. Generally, athletes on a team may receive more time at the freshman and junior varsity levels. The varsity level teams can be viewed as the most competitive level of a program and consequently not all athletes may get the chance to participate in games. All athletes, however, will be given fair and ample opportunity to demonstrate their abilities in practice throughout the season.

Letter Awards- Coaches will determine team standards for receiving Middleborough Athletic Department letter awards. Athletes suspended/dismissed from teams for discipline or academic reasons are not eligible to receive letter awards. Coaches may issue letter awards to team managers. Coaches may issue letter awards to injured athletes. Athletes who have made valuable contributions to the team regardless of playing time may be issued letter awards. Letter awards will not be issued until uniforms/equipment have been returned at the end of the season.

Review/Appeal Procedure- The coaches shall determine if a violation of the athletic rules has taken place after having followed due process. In all cases, infractions of the athletic code must be reported to the athletic director whether action is taken or not. If disciplinary action is taken, including temporary or permanent suspension, censure or reprimand, the parents will be notified by the coach and an athlete may have his/her case reviewed upon request.

The procedure for review is as follows:

1. The student and/or parent/guardian may ask to meet with the coach. This request must occur within two (2) school days of the disciplinary decision by the coach.

2. If not satisfied, the student and/or parent/guardian may ask to meet with the athletic director and coach.
3. If not satisfied, the student and/or parent/guardian may ask to meet with the Principal.

Awards Nights and Banquets- The athletics Department will host an awards night after each season in the MHS auditorium where all MPS student athletes will be recognized. All team banquets must be held on school grounds unless prior consent is granted by school district administration. Any gatherings of teams and families off school grounds are not considered to be school events without prior approval.

Sports Risk/Informed Consent

It is important that parents/guardians fully understand that there are risks associated with participation in athletic programs. To achieve this understanding, coaches will request that parents attend a pre-season meeting to explain the specific risks associated with each sport. When parents/guardians sign the required permission release forms for their athletes, it will be viewed as an understanding and acceptance of these risks. This process represents a part of the total approach used by the athletic department to maximize the protection of our athletes.

Sports specific risk(s) will be explained during the pre-season meeting. General risk information is as follows:

Seasonal/Climate- Situations of heat and humidity, particularly during the fall season, or cold conditions with athletes practicing outdoors may present risk situations. Conditions such as heat illness or hypothermia may result from these kinds of seasonal or climate situations. Proper physical conditioning, acclimation to conditions, and proper hydration are of utmost importance regarding prevention.

Emergency Plan- All coaches/teams will follow an established athletic department emergency/injury procedure. This procedure may be viewed by parents upon request. Parental contact during emergency situations is part of this procedure.

On Site Medical Coverage- The MHS athletic department does have a certified athletic trainer on staff. When available, the trainer will attend to all injuries. If the trainer is not available, coaches will attend to injuries according to the established procedure.

First Aid/CPR Training- All Middleborough Athletic Coaches are required to acquire certification in CPR training, as well as complete an online course in First Aid. CPR certifications are renewed every two (2) years.

Chemical Health- The daily physical, emotional, and mental stresses of athletics, combined with the use of unhealthy substances, may result in increased injury or illness, or increased severity of injury or illness. All Middleborough athletes are responsible for compliance with MIAA and local regulations concerning chemical health. Our local regulations make the MIAA's "Chemical Health" policy more stringent by adding the "in the presence of" clause. Therefore, no student-athlete shall, in any quantity, use, consume, buy/sell, possess, give away or be *in the presence of* any beverage containing alcohol; tobacco product; marijuana; steroids; or any controlled substance. The first violation constitutes a suspension of 25% of

the season's contests. The second violation constitutes a suspension of 60% of the season's contests, which could become 40% if the student enrolls in a drug or alcohol treatment program. Use, possession, or being *in the presence of* the aforementioned contraband may also result in a 10-day suspension from school. Distribution could constitute expulsion from school.

Activity Site Issues- Practice and competitions that occur away from MHS may present unique situations. Qualified medical coverage (athletic trainer, doctor) may or may not be on site. Telephone accessibility is provided in these instances, and all emergency plan procedures will be followed.

Insurance Issues- All Middleborough athletes must be covered by school insurance or private insurance before they are allowed to participate.

Physical Exams- All Middleborough athletes must provide validation of a physical exam prior to the start of the season. Physical exams are active for a period of 13 months.

Managing the care of students with athletic concussions- Research has estimated that 5-10% of high school or college contact sports athletes sustain a concussion each year. These estimates likely understate the true incidence of concussion. In one (1) investigation over 50% of high school football athletes did not report their injury to a parent, coach or medical professional. A concussion is an alteration of mental status resulting from the brain being jolted inside the skull due to a blow to the head or body. Among the many symptoms associated with concussions, headache, dizziness, confusion, amnesia, nausea, and disorientation are commonly reported. Loss of consciousness, however, occurs in less than 10% of all injuries and is not an indicator of concussion severity. Also, following the injury, the athlete may experience other difficulties such as sensitivity to light and sound, forgetfulness, fatigue and emotional changes such as anxiety or depression.

Most athletes who sustain a concussion can fully recover as long as the brain has had time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms of injury, the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One (1) or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Research has shown that young concussed athletes, who return to play before their brain has healed, are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome. Therefore, we encourage the following care when an athlete sustains a concussion in a school-sponsored event.

1. When the concussion occurs, the injured athlete should visit the local hospital emergency room or review their condition with their primary care physician to ensure there is not a need for emergency medical care.
2. Subsequently, a care team consisting of the student's primary care physician and parents, along with the athletic trainer, head coach and athletic director should monitor the symptoms of injury.

Concussions are one of the most complex injuries faced by medical professionals as the signs and symptoms are not always straightforward and the effects and severity of the injury can be difficult to determine. The injury results in no structural damage in brain tissue, generally making traditional diagnostic tests such as CT, MRI and EEG insensitive. Therefore, we encourage a third step in the concussion care process.

Engage the injured athlete in a battery of tests that include a combination of self-report symptoms, balance, and neuro-cognitive testing. The combined assessment will provide a more sensitive and objective evaluation of the effects of the concussion that will help better determine when it is safe for the athlete to return to play. (Please note, that freshmen and juniors at MHS are required to take an impact test that will provide a baseline should a head injury occur. These baseline tests and our return to play protocol, assist our staff in providing the proper return to play timeline).

School Song

"Hail to the Varsity"

*Hail to the varsity,
Cheer them along the way
Onward to victory
May we win this game today
So-Give a cheer for the varsity,
Long may they reign supreme,
Shout 'til the echoes ring,
For the glory of our team.
Mid---dle---bo-ro!!*

Federal, State, and Local Legal Resolutions and Regulations

Non-Discrimination Statement

All programs and activities at Middleborough High School are offered without regard to race, color, sex, national origin, disability, religion, gender expression, or sexual orientation.

The school makes every reasonable effort to provide easy physical access through the use of ramps and elevators. Ample handicapped parking is clearly identified. Handicapped bathrooms are located on each floor. Individuals in wheelchairs are easily accommodated throughout the building and for transportation needs.

All educational programs and services are advertised and open to all individuals, students, staff, and parents/guardians. Program offerings seek to eliminate bias and encourage full opportunities for all. Program modifications allow for participation of students with disabilities. Pregnant students are provided access to regular education classes and activities during their pregnancy. All co-curricular activities are offered in a non-discriminatory manner. All scholarships, prizes and awards are free from bias and discrimination.

The *Middleborough High School Student Handbook*, *Program of Studies*, *School Profile Pamphlet*, and *Scholarship Booklet* all contain the above statements. Sexual Harassment and Discrimination procedures are outlined in the *Middleborough High School Student Handbook*. Students, staff, or parents/guardians who feel they are aggrieved in a discriminatory manner may contact any one (1) of the following:

Chapter 622, Section 504 & Title IX Coordinator/Investigator:
Mr. Kevin Avitabile
6 School Street
Middleborough, MA 02346
508-946-2000

A note on Student names and pronouns:

In Massachusetts, a student may adopt a name and/or gender marker that is different from the name and/or gender marker that appears on their birth certificate, provided the change of name and/or gender marker has no fraudulent intent. When a school receives a request for a name and/or gender marker change, schools should accurately record the student's chosen name and/or gender marker on all school-based records. A court-ordered name or gender change document is not required, and the student does not need to change their official student record. After a student requests a name change and/or gender marker change, school personnel should use the student's affirmed name/and or gender and pronouns appropriate to a student's gender expression, regardless of the student's assigned birth sex. For students who remain in the same school following a name and/or gender transition, it is important to develop a plan with the school for ensuring the use of the chosen name and pronouns consistent with the student's gender expression.

Civil Rights

Every student has the right to attend school safely. All children must be able to learn in an environment that is free from discrimination based on race, color, sex, national origin, disability, religion, gender expression, or sexual orientation.

All aspects of public-school education must be fully open and available to members of both sexes and of minority groups. No school may exclude a child from any course, activity, service, or resource available in that public school on account of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation of such child. These regulations address five (5) areas of school policy: school admissions, admission to courses of study, guidance, course content, and co-curricular and athletic activities.

Federal law prohibits discrimination on the basis of sex in educational programs or activities receiving federal assistance. In accordance with the requirements of Title IX of the Education Amendments of 1972, Middleborough Public Schools hereby makes notice that it does not discriminate in any educational program or activity or in employment herein.

Section 504 of the Federal Rehabilitation Act of 1973, provides that no otherwise qualified handicapped individual in the United States, shall, solely by reason of their handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. All staff is required to ensure that we are in compliance, and are also required to report any violations or non-compliance issues. Said reports should be filed with the individual school administrator and/or the Chapter 622 & Title IX Coordinator.

A student or parent(s)/guardian(s) should immediately contact a teacher, school counselor, building administrator, or Superintendent of Schools' office with any complaint relating to civil rights issues in the schools. Measures are in place to take prompt action to investigate incidents and protect the rights of all individuals in the schools.

Memorial Early Childhood Center
508-946-2030

Middleborough High School
508-946-2010

Henry B. Burkland Elementary School
508-946-2040

Chapter 622, Section 504 & Title IX
Coordinator/Investigator:
Mr. Kevin Avitabile
6 School Street
Middleborough, MA 02346
508-946-2000

Mary K. Goode Elementary School
508-946-2045

John T. Nichols, Jr. Middle School
508-946-2020

Notice of Equal Opportunity

The Middleborough Public Schools reaffirm that they do not discriminate on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation in: admission to, access to, treatment in, or employment in, its programs or activities. Consistent with M.G.L. c. 76, section 5, the Middleborough School District also affirms the commitment to maintain a school and work environment free of harassment based on race, color, religion, sex, national origin, age, disability or sexual orientation. Any harassment on the basis of race, color, sex, national origin, disability, religion, gender expression, or sexual orientation will not be tolerated and will be punishable to the full extent of the law.

If you have any questions about the district's policy, please feel free to contact Mr. Kevin Avitabile whose contact information is located on page seven and eight (7 and 8). They have been designated to respond to your inquiries and to be the district's Equal Opportunity, Title IX, Section 504, and Americans with Disabilities (ADA) Coordinators.

If you have a complaint or concern that discrimination has occurred, you may utilize the following procedure:

1. Report the violation(s) to any staff member in the Middleborough Public Schools. The staff member will notify the building principal. The building principal will meet with you and other persons who might have information about the issue promptly and will attempt to resolve the issue. Any additional investigation will be conducted by the school district investigators in each area, within a reasonable period of time. The building principal will issue a decision in writing to you within ten (10) days of the conclusion of the investigation.
2. If the complaint is not resolved, it can then be appealed to the district's Equal Opportunity, Title IX, Section 504, or ADA Coordinator. This appeal must be in writing, describe the circumstances, and the relief you seek. This appeal should be submitted within one (1) week after receipt of the principal's decision.
3. The Equal Opportunity, Title IX, Section 504, ADA Coordinator will meet with you within a reasonable time. Following a review of the materials presented to the principal and any additional investigation which will be conducted promptly, the Coordinator will make a final determination on whether there has been a violation of the district's policy within ten (10) days after the conclusion of any additional investigation. If there has been a violation, the Coordinator will indicate the steps to be taken to correct it.

Inquiries concerning the application of nondiscrimination policies may also be referred to:

Regional Director, Office for Civil Rights
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491

Student Rights

1. Students have the right to freedom of expression, petition, and to peaceably assemble through speech, symbols, and the dissemination of written viewpoints on school property provided that no disruption or disorder is caused within the school or its programs.
2. No student (person) shall be excluded from or discriminated against the right to attend school in the district in which the student resides.
3. Any student who believes they may have been the victim of discrimination will be informed of the grievance procedure by the principal. Upon request, the Director of Student Service or their designee will provide further information regarding Chapter 622/Title IX.
4. No student shall be discriminated against because of marriage, pregnancy, or parenthood. The school may require a physician's certificate and/or supervision of a pregnant student.
5. All rules and regulations necessary to maintain the educational process will be announced to students in either written or oral form prior to their implementation.
6. Every student has the right to become involved in the school community to the extent that the student may
 1. vote in student elections;
 2. hold student office;
 3. use school facilities for approved activities that have faculty supervision; and
 4. participate in the development of curriculum, regulations, and a school atmosphere conducive to a positive and worthwhile educational experience.
7. All students have the right to attend school without fear of threats or reprisals.
8. Students 18 years of age or older may refer themselves for an evaluation at any time to determine if there is need for special education services because the student is unable to progress effectively in a regular education program; in this case, a student should contact the appropriate school counselor.
9. A special needs student at MHS under the Individualized Education Plan (IEP) has the right to be present at, and to participate in, the writing of the IEP at the Team Meeting; this Team Meeting usually involves teachers, the student's parent(s)/guardian(s), school counselor, and others who have conducted assessments as part of an evaluation; attendance at this meeting should be requested through the special needs teacher, parent(s)/guardian(s), or school counselor.

Any student violating these or any other civil rights of students will be subject to disciplinary action and may be suspended from school for up to 10 days.

Middleborough Public Schools' School Committee Anti-Racism Resolution

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that the Middleborough Public Schools and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

This Resolution was approved by the School Committee of the Middleborough Public Schools on June 18, 2020.

Non-Custodial Parents' Rights

As required by M.G.L. c. 71, section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations.

Chapter 71: Section 34H. Non-custodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent

Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notifications of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

A parent requesting information under this section shall submit a written request to the school principal.

Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or

school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

The Department of Education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions, which assure that the information referred to in this section is properly marked, to indicate that said information may not be used to support admission of the child to another school.

Rights Under FERPA for Elementary and Secondary Schools

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access: Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading: Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the

hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent: One (1) exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA: The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Massachusetts General Laws Chapter 71, Sections 37H, 37H1/2, and 37H3/4

In order to maintain an environment conducive to teaching and learning we will declare unequivocally that weapons, illegal drugs, alcohol, and violent acts have no place in an academic setting.

The Massachusetts Education Reform Act of 1993 was signed into law on June 18, 1993. This law has a direct impact on some student discipline policies and procedures. The information contained below details policy and procedural changes that are now in effect in all schools in Massachusetts. The Massachusetts Education Reform Act supersedes pertinent discipline policy and procedures that are outlined in the student handbook. These policies and procedures include:

- A. Possession of Weapons / Drugs**
- B. Assault on School Personnel**

It is important for students and parents to understand and be mindful of the information listed below:

- a.) Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or a knife, or a controlled substance as defined in chapter 94 C, including, but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b.) Any student who assaults a principal, vice principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c.) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

- d.) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have 10 days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of this section.
- e.) When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.
- f.) Upon a student being convicted of a felony or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the changes and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion with the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than 5 calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or

guardian within 3 calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within 5 calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to expulsion.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than 10 consecutive days shall have an opportunity to receive education services and make academic progress during the period of removal through the school-wide education service plan.

Section 37: Section 37L of said chapter 71 General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the Board of Education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incident reports in which such student was charged with any suspended act.

Massachusetts law provides that the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. Section 37H3/4. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with

a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

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

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

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

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal;

provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

Hazing

Massachusetts General Law c.269, section 19 requires the distribution of c. 269, sections 17-19 to the following groups and individuals:

- **Every student group and every member, pledge or applicant for membership in that group or organization**
- **Every non-school affiliated organization of which the school has knowledge**

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Section 17: Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Issuance to students and student groups, teams and organizations; report

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

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

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report.

M.G.L. Chapter 76, Section 5 - Place of Attendance; Violations; Discrimination

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

Note : See DESE Guidance, “Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment.”

Release of Student Information to Military Recruiters U.S. Armed Forces Personnel

In response to the Federal No Child Left Behind Act of 2001(NCLB), Middleborough High School is mandated to provide the names, addresses and telephone numbers of our junior and senior students to United States military personnel and the Armed Forces recruiters. However, students of the age of majority* and parents/guardians have the right to instruct Middleborough High School in writing that this information not be released to the military.

*Students aged 16 and above have the right to request that their contact information not be released to recruiters. Parents/Guardians can override their child(ren)’s decision by notifying the school in writing only if your child(ren) is/are under the age of eighteen (18).

If an eligible student and/or parent/guardian does not want directory information or recruiting information released, they must so notify the building principal in writing by October 31, 2025 at the address below in writing and otherwise said information will be released.

Mr. Paul F. Branagan, Jr., Principal
Middleborough High School
71 East Grove Street
Middleborough, MA 02346

Parental Notification Law Regarding Human Sexuality Education

A parent/guardian may seek to exempt their child from any portion of the curriculum that primarily involves human sexuality education or human sexuality issues. In accordance with M.G.L. c. 71, section 32A, a copy of each subject curriculum and/or program instructional materials will be accessible to parents/guardians, educators, school administrators, and others for inspection and review. A parent/guardian who requests their child to be exempt from any portion

of the school curricula which primarily involves human sexuality education or sexuality issues must provide written notification to the principal.

The parent(s)/guardian(s) should specify course, class, or assembly/activity from which the child is to be exempted.

No child will be penalized by reason of an exemption from curriculum covered by the statute. The statute does not mandate, however, that the school provide a customized curriculum for the exempted student. The school will provide an alternative educational project to ensure structured learning time for the student.

Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. § 1232h, requires Middleborough Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one (1) or more of the following eight (8) areas (“protected information surveys”):

1. political affiliations or beliefs of the student or student’s parent(s)/guardian(s);
2. mental or psychological problems of the student or student’s family;
3. sexual behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or parent(s)/guardian(s); and
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. (Please note that this notice and consent/opt-out transfers from parents/guardians to any student who is 18 years old or an emancipated minor under State law.)

Consistent with Massachusetts regulations, 603 CMR 26.05, Middleborough Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with district guidelines, families may request information from the building principals or the Director of Curriculum and Instruction on available accommodations related to curriculum content.

Policy on Dissection and Dissection Alternatives

In accordance with the 2005 Board of Education's Policy on Dissection and Dissection Alternatives, the Middleborough School District has developed the following policy:

Participation in hands-on science is important to learning science and dissections are a valuable learning experience in which all students are encouraged to participate. When dissection is used in the classroom

1. teachers will thoroughly explain the learning objectives of the lesson and use written and audio-visual materials as appropriate to maximize the educational benefits of the experience;
2. all specimens will be treated with respect;
3. all students will be informed, prior to the dissections, that they have the option of discussing individual concerns about dissection with the appropriate teacher; and
4. upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also include dissection alternatives. Upon written request of a student's parent/guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method.

Currently, our school offers the following courses that include dissection: CP Biology, Honors Biology, AP Biology, Oceanography, and Anatomy and Physiology.

Alternative activities may include but are not limited to simulated on-line dissections, dissection alternative software, models, and/or a research paper covering the learning objectives of the lesson.

The procedure for a student to participate in an alternative activity in place of dissection is as follows

1. the student will notify the science teacher of their choice to participate in an alternative activity in place of participating in a dissection;
2. the student will submit a written request from their parent/guardian to the science teacher or to the school principal;
3. the student will be provided an alternative activity to be determined by the teacher who will specify in writing what is expected of the student. alternative activities should allow students to gain the same content knowledge as a dissection activity and should allow for a comparable investment of time and effort by the student;
4. the student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity; and
5. the student will be subjected to the same course standards and examinations as other students in the course.

Reporting Suspicion of Child Abuse and Neglect/Mandated Reporter Responsibilities

Under Massachusetts law (Ch. 119, sections 51A-E) all educators and any persons paid to care for, or work with, a child in any public or private facility are mandatory reporters of suspected abuse or neglect of a child under the age of 18. It is vitally important for each staff person to understand that they are a mandated reporter. It is not solely the responsibility of the school counselor, school adjustment counselor, or principal.

Because the educational leader of the school should be fully informed and because allegations of child abuse/neglect can be very difficult for staff, the following procedure should be adhered to:

1. Any mandatory reporter who is a staff person or itinerant staff person in the Middleborough Public Schools must report an allegation of child abuse/neglect to the principal of the school or their designee.
2. When necessary, the principal or their designee will assist the mandatory reporter to file a verbal and then written report to the Department of Children and Families (DCF).

Please be advised that, according to DCF guidelines, “if the principal (person in charge) or their designee advises against filing a report, the staff member retains the right to contact DCF directly.”

Section 504

Section 504 of the Rehabilitation Act, 29 U.S.C. 794(A), is an anti-discrimination statute that prohibits discrimination against people with disabilities, including students, employees, and other members of the school community.

This law applies to all school districts that receive federal funding aid and it covers all programs and activities that the school district offers. The responsibility of the district is to identify, evaluate, and provide appropriate services to those individuals who meet the criteria set forth by the Act.

Who is a disabled person under the law?

A disabled person under Section 504 and the ADA:

- Has “a physical or mental impairment that substantially limits one (1) or more major life activities of such individual, has a record of such impairment; or being regarded as having such an impairment.”

Referral Process:

A referral may come from parents, professional staff, students, and/or community agencies. A pre-evaluation meeting will be held by the 504 Team to review any previous actions taken to address the concerns and determine whether a request to conduct an evaluation is warranted.

The Middleborough High School will notify the parents or guardians, in writing, of the school’s reason and intent to conduct an evaluation. The notice will include a description of the evaluation(s) and procedural safeguards.

This process will include an initial determination of whether the problem identified at referral, suggests an impairment of a major life activity. The Team then decides further course of action (i.e. to evaluate or not).

In interpreting evaluation data and making placement decisions, teams shall draw upon information from a variety of sources, including aptitude and achievement test, teacher recommendations, physical conditions, social or cultural background and adaptive behavior.

If the student is found eligible, a 504 Plan will be written and implemented containing accommodations appropriately determined by the 504 Team. Section 504 requires schools to make necessary accommodations, but not substantial or fundamental alterations (modifications) to its programs to allow disabled students to participate or to lower its standards as an accommodation for a student with a disability.

All students are expected to meet the requirements for behavior as set forth in the student handbook. Suspensions of more than 10 days are subject to special rules under Section 504.34 CFR 104.35(a). Under Section 504, students with identified disabilities cannot be expelled or suspended from school for more than 10 school days for misconduct that was a manifestation of the student's disability. The 504 coordinator, prior to the 10th day of suspension, will hold a manifestation determination meeting.

McKinney-Vento Homeless Education Assistance

The Middleborough Public Schools complies with the Department of Elementary and Secondary Education's advisory criteria of the federal McKinney-Vento Homeless Education Assistance Act. The Middleborough Public Schools shall ensure that every effort is made to comply with this legislation and to ensure that each homeless child or youth has equal access to the same, free, and appropriate public education, including a public preschool education as provided to other children and youth.

The Middleborough Public Schools will:

1. Designate a staff person(s) to serve as the Homeless Education Liaison(s) whose role it is to assist homeless students enroll in school, and to ensure they receive the educational supports and services for which they are eligible.

**MPS Homeless Liaison
Mr. Kevin Avitabile
Director of Student Services**

2. Immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical/immunization records or proof of residency.
3. Ensure that transportation is provided, at the request of the parent, area shelters, agencies, other school districts, guardian or unaccompanied youth, to and from the school of origin.
4. Afford homeless preschoolers the same opportunity to enroll, attend and succeed in preschool as non-homeless preschoolers, thereby minimizing their educational disruption due to homelessness.

5. Collaborate with the Department of Child & Family Services and other area agencies to identify and service (1) unaccompanied youth (youth who are homeless and not in the physical custody of a parent/guardian; and not in the custody of a state agency); and (2) children and youth in state care or custody (foster children) who have been placed out of their homes into temporary, transitional, or emergency living placements.
 - The Department of Education’s Homeless Assistance Office has revised its interpretation of the term “school of origin” under McKinney-Vento. The new Homeless Education Advisory 2015-9 replaces prior advisories 2004-9 and 2007-9A and may be accessed here: <http://www.doe.mass.edu/mv/haa/15-9.html>.
 - School of Origin - not District of Origin
 “School of origin” is defined as the school the child or youth last attended when permanently housed or the school in which the child or youth was last enrolled. Under McKinney-Vento, homeless children and youth have the right to choose between continuing to attend their school of origin or enrolling in the local school where they are temporarily residing. However, “school of origin” does not apply to the entire school district where the child last attended.
 - Children and Youth in State Care or Custody
 Children and youth awaiting foster care placement fall under the federal definition of homelessness. Therefore, the Homeless Assistance Office has previously held that children and youth placed in Stabilization, Assessment, and Rapid Reintegration/Reunification (“STARR”) or other temporary, transitional, or emergency placements by the Department of Children and Families (“DCF”) are considered homeless. Homeless Education Advisory 2015-9 clarifies that when children and youth are discharged from such placements, or their stay in such placements exceeds ninety (90) days, the children and youth will now be considered formerly homeless under McKinney-Vento.
6. Adopt the Department of Elementary and Secondary Education’s dispute resolution procedures and forms. In the event of a school selection or enrollment dispute, the students shall immediately be enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their appeal rights in writing. The MPS’ Homeless Liaison will carry out dispute resolution as provided by state law.

Policy on Restraint of Students

The Middleborough Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) regulations governing the use of restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Purpose The purpose of this policy is to ensure that every student attending the Middleborough Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after

other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two (2) goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint Physical restraint¹ shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint² is prohibited except in limited circumstances set forth in the 603 CMR 46.03. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

¹ **Physical restraint** shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

² **Prone restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

³ **Mechanical restraint** means the use of any device or equipment to restrict a student's freedom of movement.

⁴ **Medication restraint** means the administration of medication for the purpose of temporarily controlling behavior.

⁵ **Seclusion** means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint Only Middleborough Public Schools personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one (1) adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Middleborough Public School from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff that is authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three (3) school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

⁶ **Time-out** means a behavioral support strategy developed in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

The Principal or designee shall review restraint data weekly to determine whether one (1) or more students may have been restrained multiple times during the week. If so, the Principal shall convene one (1) or more teams as deemed appropriate to assess the student's progress and needs, with the goal of reducing or eliminating the need for restraint. The Principal shall also conduct a monthly review of school-wide restraint data and take steps to reduce or eliminate the use of restraint within the school where appropriate.

All physical restraints that result in injury must be reported to DESE. In addition, the district will collect and annually report data relating to the district's use of restraints to DESE.

Prevention of Dangerous Behavior As set forth in the regulations, the Middleborough Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Parent Engagement In accordance with the regulations, the Middleborough Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure.

Complaints All complaints and questions regarding investigations into restraint practices should be forwarded to the Office of Student Services who can be reached at 508-946-2013.

Additional information Additional information including a copy of the regulations can be obtained from the Office of Student Services who can be reached at 508-946-2013. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Protocol and Procedure for Home & Hospital Instruction Program 603 CMR 28.03(3)(c) and 28.04(4)

The Home and Hospital Instruction Program provides on-going educational instruction to students who are unable to attend the regular school day for a period of two (2) weeks (14 days) or longer due to a temporary illness, psychiatric placement, surgery, chronic medical condition, or adherence to Chapter 222 regulations. Home/Hospital serves all students (general education and special education) enrolled in the Middleborough Public Schools.

The Home & Hospital Instruction process begins at the student's school in one (1) of several ways: school administrator determination, request by a parent/guardian, or notification from a physician or hospital (for psychiatric or medical reasons).

The Home & Hospital Process takes up to five (5) school days to initiate depending on the situation.

For students who will miss two (2) weeks of school or less, classwork/homework should be provided by the classroom/subject teachers and arrangements should be

made with the parents/guardian for these materials to be picked up and dropped off in some manner.

Students who are placed in a psychiatric or medical facility receive tutoring services each day. The facility is responsible for setting up the tutoring (typically through Education Inc.) and notifying the school department. Once notification is received, the PPS Department will inform the school and request work to be compiled for the student to complete during the hospitalization. This should be completed and ready for the parent/guardian to pickup within two (2) school working days.

Students with chronic illnesses who have recurring home/hospital stays of less than fourteen (14) consecutive school days become eligible for services when such recurrences add up to or are expected to exceed fourteen (14) school days in a school year when need is documented by a physician.

Students who are home-bound and unable to attend school for more than two (2) weeks (14 days) must provide the school with a signed Physician's Statement for Temporary Home or Hospital Education form prior to any services being provided.

For students who will be absent for longer than two (2) weeks, the following procedure should be followed:

1. the school will notify the Director of Student Services or Director of Special Education who will determine the amount of tutoring services will be determined on an individual basis dependent upon the severity of the student's needs and/or special circumstances; and
3. the school will obtain all required documentation for any and all Home Tutoring requests and submit it to the Office of Student Services or Special Education within 48 hours of the request having been received by the school.

Required Forms:

1. Signed Physician's Statement for Temporary Home or Hospital Education (28R/3) (Not needed for Chapter 222 students)
2. Request for Home & Hospital Instruction
3. Signed Releases of Information for:
 - a. Physician Requesting Home Instruction
 - b. Tutoring Agency, Court, DCF/DYS (If applicable)
4. Master Student Report
5. Middleborough Public Schools' Notification Form (TSN) for Home Instruction

Simultaneously, the school should work on finding an appropriate/licensed tutor for the student. School-based teachers should be asked first, preferably a teacher who knows the student. If there are no available school-based teachers available, the district will contract with Education Inc. Regardless of the provider, the school is responsible for completing a Master Student Report which indicates the subject areas, special assignments, and amount of time required in addition to collecting required texts and materials for the student.

Once all of the required paperwork has been received by the appropriate office, notification will be sent to the Superintendent of Schools.

The Facilitator should inform the school (Principal, Nurse, School Counselor, etc.) and the student's parent/guardian of the number of tutoring hours and determine (for students with disabilities) if the TEAM must reconvene to discuss the change in placement and consider evaluation needs. The need for a TEAM meeting is dependent upon the length of the required home-bound instruction (more than sixty (60) school days in any school year).

Safety should be discussed to determine the most appropriate location for tutoring to occur.

Tutoring can take place in the home if appropriate or a community-based location such as the learning commons.

It is the tutor's responsibility to:

1. contact the parent/guardian to schedule tutoring sessions;
2. inform the Facilitator of the scheduled days, times and location of tutoring services;
3. notify the Facilitator of any concerns or issues that may occur (including cancellations, no shows, etc.); and
4. Submit completed work to the school on a weekly basis.

Tutors are Mandatory Reporters of suspected abuse and neglect and must inform the school immediately if they obtain any information regarding the student and/or any individual under the age of 16 years in the student's home. The Tutor, along with a school representative, will work together to file a needed 51A with the Department of Child & Family Services.

Please note the following:

1. Home/Hospital instruction is not considered "special education" unless the student has been found eligible for special education.
2. Tutoring should not commence until after all of the required paperwork has been completed and approval has been given by the Office of Student Services or the Office of Special Education.
3. In most cases, instruction should commence no sooner than the 11th day of absence and no later than five (5) school working days after the paperwork has been submitted and approved by the appropriate office.
4. It is the parent/guardian's responsibility to contact the student's school to request and obtain work to be completed for any illness lasting less than fourteen (14) school days OR for the period of time PRIOR TO the commencement of any approved Home Instruction.
5. Tutoring is only to occur on days that school is in session.
6. Tutoring does not occur during school vacations or the summer break.
7. If the student/parent cancels a tutoring session it will not be made up. Missed hours cannot be "saved" and used as additional hours in the future.
8. If a student misses three (3) tutoring sessions, the tutor should notify the school (Director of Student Services or Special Education) to discuss issues and concerns and determine the appropriateness of continued services.
9. Home-bound instruction is not intended to assist students in preparing for standardized testing.

10. A new application packet (including a new signed Physician's Statement) is required every school term (each semester or every two (2) quarters).
11. A new application packet (including a new signed Physician's Statement) is required each school year if services will extend into the following school year.

**Memorandum of Understanding
Between Middleborough Public Schools and
The Middleborough Police Department**

2025-2026 School Resource Officer Memorandum of Understanding
Between
Middleborough Public Schools
and
Middleborough Police Department

This agreement (the "Agreement") is made by and between Middleborough Public Schools (the "District") and Middleborough Police Department (the "Police Department") (collectively, the "Parties"). The Chief of Police of the Police Department or the board or officer having control of the police department in a city or town (the "Chief") and the Superintendent of the District ("the Superintendent") are each a signatory to this Agreement. The provisions of this Agreement are specifically required by section 37P of chapter 71 of the General Laws, as amended by Section 79 of chapter 253 of the Acts of 2020.

Purpose

The purpose of this Agreement is to formalize and clarify implementation of the partnership between the school and the School Resource Officers ("SRO")/the District and a Police Department regarding the placement of a police officer at the Middleborough Public Schools School(s) in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties' collaborative relationship to best serve the school community.

This memorandum does not, and may not be relied upon to, create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

I. Mission Statement, Goals, and Objectives

The mission is to facilitate relationship-building by the SRO such that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District [*or at the School*] through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the "Goals and Objectives"):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, or socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student conduct and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student conduct and that school administrators are responsible for code of conduct and routine disciplinary violations;

- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To provide requirements and guidance for training, including SRO training required by law and consistent with best practices and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations and programming to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

Nothing in this Agreement shall limit an officer's ability to exercise lawful authority consistent with all laws of the Commonwealth.

II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Conduct

A "school resource officer" is a duly sworn municipal police officer, or a special officer appointed by the chief of police, with all necessary training and up-to-date certificates, including special school resource officer certification as required by subsection (b) of section 3 of chapter 6E of the General Laws and is charged with: (i) providing law enforcement; (ii) promoting school safety and security services to elementary and secondary public schools; and (iii) maintaining a positive school climate for all students, families and staff.

The Parties agree that school officials and the SRO play important and distinct roles in responding to student conduct to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or principal's designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to potential criminal or delinquent offenses as well as student conduct that requires immediate intervention to maintain safety, as described below. The Parties acknowledge that many acts of student conduct that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read the student code of conduct for both the District and the school and seek clarification on any questions the SRO has.

The principal or principal's designee and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student conduct. In such instances the guiding principle is whether conduct rises to the level of criminal and delinquent conduct that (1) poses substantial harm to the physical well-being of another person or (2) is willful and malicious and causes substantial harm to the property of the school or (3) constitutes the taking of property of substantial value belonging to another with intent to permanently deprive the property owner of the property. The Parties acknowledge that it may be appropriate for school administrators rather than the SRO deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to personal property. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student conduct that do not require a law enforcement response, including any incident involving misconduct by a student under 12 years of age, the principal or principal's designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless doing so would pose a serious safety or security risk. The principal or principal's designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student conduct that requires immediate intervention to maintain safety (whether or not the conduct involves criminal conduct), the SRO may act to de-escalate the immediate situation (where feasible) and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

The SRO shall inform the principal or principal's designee, where practicable, to facilitate supportive intervention by school staff on behalf of the student in an emergency situation where a student may be in immediate need of emergency medical or psychological assistance. Such intervention is appropriate when a school nurse, psychologist, or social worker is not available, and the SRO believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall assist in a criminal investigation only as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or principal's designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

The SRO shall consult with the principal or principal's designee prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the juvenile will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student conduct, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section X.

III. The Process for Selecting the SRO

The Parties acknowledge that the selection of the SRO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief of Police shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to: continuing professional development in child and adolescent development, conflict resolution and diversion strategies, de-escalation tactics, trauma informed practices, diversity, equity, and inclusion, behavioral

health and any other training required by the Municipal Police Training Committee established in Section 116 of Chapter 6. The Chief of Police, or any employee of the state police assigning an officer, shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

Should the Superintendent request assignment of an SRO and the Chief, in consultation with the Superintendent, determines there are not sufficient resources to assign an SRO to serve the city, town, regional school district, or county agricultural school, the Chief shall consult with the Department of State Police regarding the option of an officer being assigned, subject to appropriation, and pursuant to all requirements under the MOU and governing state law (e.g., regarding SRO training).

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted pursuant to Section VII.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify the SRO's appointing authority at the earliest opportunity. The appointing authority shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

IV. Annual Review of the SRO

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the goals and objectives of this MOU. The

review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically

authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student's family, and the SRO to develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section VI).

VI. Information Sharing Between SROs, School Staff, and Other Partners

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or principal's designee) and the SRO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below:

- Chief of Police
- Superintendent of Schools
- Director of Business and Finance, MPS
- Director of Student Services, MPS
- Director of Curriculum and Instruction, MPS
- Director of Special Education, MPS

B. Compliance with FERPA and the Massachusetts Student Record Regulations

At all times, school officials must comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (FERPA), and the Massachusetts Student Records Regulations, 603 CMR 23.00. These rules permit disclosures of personally identifiable information about students ("Student PII") contained in educational records, without consent, under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SRO can qualify as a "school official" who can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest." To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SROs Student PII in education records for the purposes consistent with Sections I and II of this agreement.

3. The SRO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. §99.33(a), 603 CMR 23.07(4). The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties, who are not "school officials," without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.
4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SROs as "school officials" and to describe purposes from paragraph 2 (directly above) of this section among "legitimate educational interests" for accessing education records. If the District does not update the annual notification accordingly, the SRO's access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records "in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals."

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including, as applicable, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student's immigration status except as required by law.

C. Disclosure to a Law Enforcement Officer or Agency

As required by section 37L of chapter 71 of the General Laws, school department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police's Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the

provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

D. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or principal's designee learns of conduct by a student for which a law enforcement response may be appropriate (as described in Section II), the principal should inform the SRO. If a teacher has information related to such conduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the conduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or principal's designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or principal's designee from reporting possible criminal conduct by a person who is not a student. Nothing in this section or this Agreement shall prevent school personnel from complying with reporting requirements in state law, including those found in G.L. c. 71, § 37L, G.L. c. 269, § 18, and G.L. c. 71 § 37O.

2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section II.

Student information received by the SRO (or other Police Department employee identified in Section VI.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or principal's designee shall notify the student's parent/guardian, the student, or both, when such information will be shared with the SRO.

E. Information Sharing by the SRO with the Principal or Principal's Designee

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or principal's designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

When the SRO observes or learns of student conduct in school for which a law enforcement response is appropriate (as described in Section II), the SRO shall convey to the principal or principal's designee as soon as reasonably possible the fact of that conduct and where practicable the nature of the intended law enforcement response.

VII. Organizational Structure, including Supervision of SROs, Lines of Communication between the School District and Police Department, and Complaint Resolution

The SRO shall be a member of the Police Department and report directly to the Chief of Police, Middleborough Police Department. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal or principal's designee and any other school officials identified in Section VI.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section VI.D.

The salary and benefits of two SROs shall be covered by the Middleborough Police Department. The costs of the training required by this Agreement and any other training or professional development shall be paid by Middleborough Police Department.

The District will make available to the SRO a secure office space that allows the SRO to engage in confidential conversations, a desk, chairs, and access to any technology needs. The Police Department will provide technology to the SROs to carry out essential functions of the job.

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year. Upon execution, the complaint resolution system should be placed on file at the office of the Chief of Police, the Superintendent, and the Department of Elementary and Secondary Education.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise.

VIII. Training for SROs

In accordance with section 23 of chapter 253 of the Acts of 2020, the Municipal Police Training Committee shall provide training for SROs including but not limited to:

- (i) the ways in which legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and
- (iv) strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- (i) hate crime identification and prevention training curriculum including acquisition of practical skills to prevent, respond to and investigate hate crimes and hate incidents and their impact on victim communities;
- (ii) anti-bias, anti-racism and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited;
- (iv) bullying and cyberbullying; and
- (v) helping school resource officers interact effectively with school personnel and victim communities and building public confidence with cooperation with law enforcement agencies.

Additional areas for continuing professional development may include:

- Restorative justice practices
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall attend a minimum of 12 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

IX. Data Collection and Reporting

In accordance with section 37P(d) of chapter 71 of the General Laws, “[a]nnually, not later than August 1, the superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the Department. With respect to item (iii) above, the Department must receive individual student level data from the District on school-based arrests, citations and court referrals made in the previous academic year.
- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District's data reporting responsibilities.

X. Accompanying Standard Operating Procedures

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies, and procedures. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. the school resource officer uniform;
2. use of police force, arrest, citation, and court referral on school property;
3. a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. information sharing between the SRO, school staff, and parents or guardians.

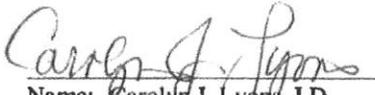
XI. Effective Date, Duration, Applicability, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with

the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals whom they deem relevant or who request it.



Name: Carolyn J. Lyons, J.D.
Superintendent of Schools

Date: 7.1.25



Name: Robert Ferreira
Chief of Police, Middleborough

Date: 7/1/25