



GEORGETOWN MIDDLE SCHOOL

Student Handbook

School Year 2024-2025

Superintendent: Dr. Margaret Ferrick
Principal: Jeff Carovillano
Assistant Principal: Hope Doran
Athletic Director: Ryan Browner



Georgetown Middle School Student Handbook

The purpose of this handbook is to help students and their parents become familiar with Georgetown Middle School. Items which may be of concern to everyone are listed in the Table of Contents. The Handbook is distributed to each student electronically through their personal electronic devices. Students who wish to receive a hard copy may request one at the Main Office. Students and parents are urged to keep these handbooks and refer to them frequently.

Please read the handbook carefully. It is our expectation that all students and their parents/guardians will be familiar with the contents. Not knowing the information contained herein shall not constitute an excuse for any of the expectations. You are responsible for this information.

If you cannot find something in the handbook, please contact the Main Office with your questions at [978-352-5790](tel:978-352-5790).

Georgetown Middle School Administration

Mr. Jeff Carovillano - Principal

Mr. Guy Prescott - Assistant Principal

Georgetown High School

11 Winter Street

Georgetown, MA 01833

Phone: [978-352-5790](tel:978-352-5790)

Fax: 978-352-5798

GMHS Twitter: [@Gtown_gmhs](https://twitter.com/Gtown_gmhs)

GMHS Athletics: [@GMHS_Royals](https://twitter.com/GMHS_Royals)

Instagram: [gmhs_royals](https://www.instagram.com/gmhs_royals)

Title IX Coordinator

Mike Anderson

51 North Street

Georgetown, MA 01833

(978) 352 – 5777 ext. 144

504 Coordinator

Patti Wright-Lambright

51 North Street

Georgetown, MA 01833

(978) 352-5777 ext. 101

Georgetown Middle School Values

- Academic Excellence
- Skillful Application of Knowledge
- Community Involvement
- Cooperative and Independent Learning
- Awareness of Diversity
- Respect, Responsibility, Honesty and Integrity

Georgetown Middle School Believes In...

- High academic expectations
- Designing and delivering curriculum, instruction, and assessment based on students' individual needs and learning styles
- Using technology as a learning tool
- Promoting students' physical, social and emotional well-being
- Creating and maintaining a safe, supportive environment
- Graduating life-long learners and responsible citizens with respect for diversity

21st Century Expectations for Student Learning

Academic

The successful students will be ...

- Skilled communicators with a deep understanding of concepts, able to use effective literacy and reasoning skills to convey complex ideas, construct viable arguments, and effective solutions.
- Critical and creative thinkers who strategically apply reading, analysis synthesis, and reason while working cooperatively and independently.
- Able to solve problems and communicate arguments by integrating and evaluating information presented in diverse media formats, including visually, quantitatively, and orally.

Civic

- Georgetown Middle School students will be responsible, involved and contributing members of their school and community.

Social

- Georgetown Middle School students will be reflective thinkers who appreciate divergent cultures and diverse experiences and perspectives as contributing members of their school and community.

RESPECT, RESPONSIBILITY, COMMUNITY

Georgetown Middle School is a learning community that empowers all members to achieve excellence and inspires them to become model citizens. In order to bring our school vision to life we must work to ensure success for every student. We need to be very clear about how we organize, structure, and communicate our common purpose and expectations. Our main focus is to support students in their academic, social, emotional, physical and ethical development. We collectively create an environment where students are safe, respected, well known, and provide the necessary experiences for them to learn. The faculty and staff are committed to working collaboratively in order to create and sustain a healthy middle school learning experience for all students.

Our School will:

- **Provide a positive climate for learning;**
- **Ensure all students have mastered a comprehensive and specific set of learning standards and skills in all content areas;**
- **Provide a broad and flexible curriculum**
- **Communicate and work effectively with all members of our community in order to support continuous learning of all in the school including students, parents, and community members.**

The main purpose of the student handbook is to clearly state our core expectations and explain necessary school rules and regulations. Our hope is that students, faculty, and parents will find the handbook an important resource to reinforce our common goals, communicate expectations clearly, explain school procedures in an explicit manner, and assist in functioning as a cohesive school community.

Additionally, our handbook outlines important expectations for student behavior while in school, on the bus, at any school-related event, or any activity outside the classroom. These expectations are governed by our school motto: “RESPECT, RESPONSIBILITY, COMMUNITY.”

Table of Contents

MOST COMMONLY ASKED QUESTIONS	9
Non-Discrimination Law	10
Equal Opportunity	10
Residency Requirement	10
CORI Information	10
STUDENT RECORDS	11
I. Inspection of Record	11
II. Rights of Non-Custodial Parents	11
III. Confidentiality of Student Records	12
IV. Third Party Access	12
V. Amendment of the Student Record	12
VI. Destruction of Student Records	12
VII. Transfer of Records	12
VIII. Complaints	13
Disclosure of	

STUDENT RESPONSIBILITIES AND PROCEDURES	22
Lost and Found	22
Student Use of Public Telephones	22
Safety Equipment	22
Emergency/Fire Drills	22
Staying After School	22
Media Center/Library	23
<i>Media Center/ Library Guidelines</i>	23
Georgetown Middle High School Cafeteria	23
<i>Breakfast</i>	24
<i>Lunch</i>	24
<i>Payment</i>	24
<i>Free and Reduced Price Meals</i>	24
Student Concern Protocol	24
STUDENT BEHAVIOR EXPECTATIONS AND CODE OF CONDUCT	25
Universal Behavior Rule	25
Student Behavior Guidelines	25
Daily Guidelines	25
Cafeteria Guidelines	26
Assembly Guidelines	26
Locker Guidelines	26
Backpack Guidelines	27
Hallway, Bathroom, Stairwell Guidelines	27
Field Trip Guidelines	27
Financial Hardship:	27
Middle School Dance Guidelines	27
Dress and Appearance Guidelines	28
Book/Equipment Care Guidelines	28
Student Use of Electronic Devices	28
School Bus Rules	28
Safety Equipment	29
Prejudicial Behavior/Harassment	29
Out of Bounds	29
Cutting Class Without Leaving Campus	29
Other Specific School Rules	29
Suspension Offenses	30
Detentions	31
<i>Teacher Assigned Detentions</i>	31
<i>Office Detentions</i>	31
Social Probation	31
Out-of-School Suspension	32

In-School Suspension	32
DISCIPLINARY DUE PROCESS	32
Suspension and Expulsion Due Process	32
Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses	37
Opportunity to Make Academic Progress	39
Diversionsary Programs	40
Alcohol Diversionsary Program	40
Marijuana Diversionsary Program	40
Vaping Diversionsary Program	40
Searches	41
DISCIPLINE OF STUDENTS WITH DISABILITIES	41
Interim Alternative Educational Setting	42
Students Not Determined Eligible for Special Education and Related Services	43
SCHOOL ATTENDANCE	43
Excused/Unexcused Absences from School	43
Procedure for Reporting Absences	43
Notification of Unexcused Absences	44
Absence and Participation in Extracurricular Activities	44
Absence from Physical Education Classes	44
Anticipated Absences (Due to Illness or Other Excused Reasons)	44
Family Vacations	44
Absence from Class	44
Make Up of Work Due to Student Absence	44
Excessive Absences or Attendance Issues	45
Truancy	45
Student Attendance Record	45
Tardy to School	45
Dismissals	46
Students Permanently Leaving School (M.G.L. c. 76 § 18)	46
EXTRA-CURRICULAR AND INTERSCHOLASTIC PROGRAMS	46
School Philosophy on Participation	46
Athletic User Fees	46
Interscholastic Sports 2024-2025	47
OTHER SCHOOL POLICIES	47
Discrimination and Harassment	47
Title IX of the Education Amendments of 1972	48
How to Report Sexual Harassment:	48
Penalties for Harassment	49
Bullying Prevention and Intervention	49
Definitions	49
Prohibition on Bullying	50

Reporting Bullying	50
<i>1. Reporting by Staff</i>	50
<i>2. Reporting by Students, Parents or Guardians, and Others</i>	51
Consequences of Bullying and Retaliation	51
STUDENT FUNDRAISING ACTIVITIES	51
PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION	51
PARENT RIGHT TO KNOW TEACHER QUALIFICATIONS	52
HAZING	52
HOMEWORK POLICY	54
SCHOOL CANCELLATIONS	54
HIRING AND EMPLOYED PRACTICES OF PROSPECTIVE EMPLOYERS OF STUDENTS	54
MASSACHUSETTS DISCIPLINE LAWS	55
Massachusetts General Laws Chapter 71, Section 37H:	55
Massachusetts General Laws Chapter 71, Section 37H½	55
Chapter 71, Section 37H3/4	56
Georgetown School District Drug and Alcohol Policy	57
Georgetown School District Tobacco/Vaping Products Policy	58
Policy	58
Procedures	58
PHYSICAL RESTRAINT POLICY	58
DEFINITIONS	59
TRAINING REQUIREMENTS	60
ATHLETICS POLICIES	61
Tryouts	61
High School Teams	61
Waiver Process	61
Middle School Teams	61
Vacation Policy	62
Disciplinary Actions	62
Suspension from a Team	62
Removal from a Team	62
Fundraising	63
Transportation	63
MIAA RULES/POLICIES	63
Physical Exams	63
Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco	64
Minimum PENALTIES:	64
Transfer Students	64
Bona Fide Team Members	65
PENALTIES:	65
Age Limits	65

Time Allowed for Participation	65
One School Sport Per Season is Permitted	65
Captain's Practice	65
Transportation Policy	65
MANAGING THE CARE OF STUDENTS WITH ATHLETIC CONCUSSIONS	66
Exclusion from Play/Re-entry Process to School	66
<i>Medical Clearance and Authorization to Return to Play</i>	67
NOTICE OF REQUEST FOR PERMISSION TO USE ELECTRONIC RECORDING	67
GEORGETOWN SCHOOLS INTERNET ACCEPTABLE USE AGREEMENT	69
SAMPLE HARASSMENT COMPLAINT FORM	69
GRIEVANCE PROCEDURE AND DISCLAIMER	71
Grievance Procedure	71
Disclaimer	71
EDUCATION SERVICE PLAN	72
Student Employer Statement	73
MIDDLE SCHOOL BELL SCHEDULE	74
GEORGETOWN MIDDLE SCHOOL SIGN OFF FORM	75

MOST COMMONLY ASKED QUESTIONS

What if I need to ask my parents something during the school day?

We encourage students to only use the phones in case of an emergency before school, after school or during lunch but exceptions can be made. There are telephones in the main office and middle school office that you may use. You need to make sure that you have a pass from your teacher and make sure you ask the secretary before you use the phone. If you are not feeling well and need to go home, you must see the school nurse to be dismissed.

What if I get sick or hurt during the school day?

Students should ask their teachers to go see the nurse right away. The nurse is here to help you and she will decide if there is a need for you to leave school or to seek further medical attention. The nurse will always call your parents or guardian to keep them informed or to have you dismissed from school.

What do I do if I forget my lunch or my lunch money?

Students who forget their lunch or lunch money will not be denied a school lunch. Please see the lunch room monitor for assistance.

What if I am absent from school but there are after school activities I want to go to?

When a student is absent from school, is sent home sick by the school nurse or gets dismissed before 11:02 a.m. and does not return to school, that student may not attend any school functions on that particular day. This includes but is not limited to school dances, athletic events, drama productions and musical concerts.

Are students allowed to decorate their lockers or their friend's lockers?

Students can decorate their lockers as long as they do not put anything permanent on them (stickers and glued items are not allowed). Also, we ask that you do not decorate lockers with balloons as some individuals are allergic to latex.

Where do I go if I have lost something?

There is a lost and found in the cafeteria area and there is also one in the middle school office. Remember to also look in your classrooms, locker and gym locker for your lost item.

What do I do if I get a detention?

Detentions are assigned by teachers, staff and administrators and are held in the library beginning promptly at 2:15 p.m. Detentions are often assigned due to poor behavior, not being prepared for class, or not being respectful. Students who incur an unexcused tardy beyond the three (3) allotted tardies per semester can also be given detention for several other reasons. A student will always be given 24-hour notice in regard to serving the detention and often a detention slip will be sent home for your parent or guardian to sign.

GENERAL INFORMATION

Non-Discrimination Law

In accordance with GENERAL LAWS CHAPTER 76, SECTION 5, AS AMENDED:

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 course of study of such public school on account of race, color, sex, religion, disability, national origin, gender identity, or sexual orientation.

Enactment of this law advances efforts to ensure that all students can attend school in a safe, supportive environment that is conducive to serious learning.

The Georgetown Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The Georgetown Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

Equal Opportunity

It is the policy of the Georgetown District not to discriminate on the basis of sex, race, religion, sexual orientation, gender identity, national origin or disability in its educational program, activities, or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of the 1971, Section 504 of the Federal Rehabilitation Act of 1973.

Inquiries regarding compliance with the above statement should be directed to the Superintendent of Schools.

Residency Requirement

The Georgetown Public Schools are open to those students who qualify as residents under the laws of the State of Massachusetts and in accordance with the prevailing common rule. A pupil who lives within the system permanently, or with no present intention of removal, whether with a guardian, one who stands in loco parentis, or an emancipated minor is entitled to all school privileges as a resident of the system. Georgetown also participates in the School Choice program, authorized by the School Committee annually. Please see the following School Committee Policies:

- Sections JF (School Admissions),
- JFA-E1, JFA - E2 (School Admissions)
- JFBB (School Choice):

The Georgetown Public Schools complies with all requirements of the McKinney-Vento Homeless Assistance Act.

CORI Information

Information regarding the CORI (Criminal Offender Record Information) and its purpose:

- CORI's are required for all volunteers who will be or have the potential to be unsupervised with children.
- CORI's are valid for three (3) years for all three (3) schools. If you'd like to continue to volunteer, you must complete and pass a CORI every three (3) years. Your confidential

information is held in a secure environment in the Superintendent's office should you ever want to know your expiration date or to check your status.

- A CORI form and photo identification issued by a government agency is required to run a CORI check. Government issued photo identification can be either a driver's license or passport. If you do not have either of those, please call the Superintendent's office for other types of identification to be used.

***Please note that during the months of August-October and April-May due to high volume of CORI's being requested, the CORI board can take up to three (3) weeks to complete verification of CORI applications. Please come in during non-peak times to ensure that you are approved prior to your child's field trips or classroom volunteering. Thank you!**

STUDENT RECORDS

The Georgetown Public Schools complies with applicable federal and state laws and regulations pertaining to Student Records. Those laws and regulations are designed to ensure a parent's and eligible student's rights to access, inspect, and to request amendment of the child's student record.

The Massachusetts Student Record regulations and the Family Educational Rights and Privacy Act (FERPA) apply to educational records maintained by a school on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school system about the student. This may include such things as standardized test results, class rank, school sponsored extracurricular activities, and evaluations and comments by teachers, counselors, and other persons. The temporary record is destroyed no later than seven (7) years after the student leaves the school system.

The following is a summary of major parent and student rights regarding their student records:

I. Inspection of Record

A parent, or a student who has entered the ninth grade or is at least 14 years old (eligible student), has the right to inspect all portions of the student record upon request. The parent and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have any of the contents of the record interpreted by professional qualified school personnel, or may invite anyone else of their choosing to inspect or interpret the record with them.

II. Rights of Non-Custodial Parents

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public-school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail

that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07.

III. Confidentiality of Student Records

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in the student record without the specific, informed written consent of the parent or the eligible student.

IV. Third Party Access

Authorized school personnel to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the Evaluation Team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

V. Amendment of the Student Record

Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. In addition, with limited exception under state and federal law, eligible students and/or parents also have the right to request in writing that information in the student record be amended or deleted. Any such request should be directed to the building principal; the parent and student have a right to a conference with the building principal to make their objections known. The building principal will render a written decision on such a request within one week. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

VI. Destruction of Student Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within seven (7) years of a student's transfer or graduation. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and eligible student must be notified, and provided with the opportunity to obtain a copy of any records to be destroyed.

VII. Transfer of Records

In accordance with 603 CMR 23.07(4)(g), it is the practice of the Georgetown Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public-school district, if the disclosure is for purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

VII. Complaints

A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901, (202) 260-3887 or with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, (781) 338-3300.

The above is only a summary of some of the more significant provisions of the federal (the Family Educational Rights and Privacy Act) and state regulations pertaining to student records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be obtained from the principal's office or the Department of Elementary and Secondary Education. These are designed to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The applicable regulations may be found at 603 CMR 23.00.

Disclosure of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Georgetown Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Georgetown Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Georgetown Public Schools to include this type of information from your child's education records in certain school publications. Examples include but are not limited to:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members;

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone numbers – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Georgetown Public Schools to disclose directory information from your child's education records without your prior written consent, please notify the principal in writing. Please specify the agencies, purposes and/or information you do not want released. Georgetown Public Schools has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Email address
- Photograph

- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; Mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum.
- These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above.

The District will provide parents/guardians, within a reasonable period of time prior to the administration of the surveys and activities, a notification of the surveys and activities and provide an opportunity to opt their child out, as well as an opportunity to review the surveys.

Parents who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, 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 . . .". Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The United States Department of Education Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the U.S. Department of Education. Recipients of this federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

Additionally, the Georgetown Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The District is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for special education services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Student Services Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s)/guardian(s). Within forty-five (45) school days of receipt of the parent(s)/guardian(s)’ consent, an evaluation will be conducted, and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

For more information regarding services for students with disabilities, contact Jack Tiano, Director of Student Services.

Observations Of Education Programs

Observations of a student’s current and/or proposed special education program may be conducted by a parent/guardian or his/her designee in accordance with M.G.L. c. 71B § 3. Parents must request an observation five (5) days in advance and can submit the request to the building Special Education Administrator and building Principal. Observers may be required to sign a non-disclosure form to protect student confidentiality.

Students Who Are English Language Learners (ELL)

All students, as they enroll in Georgetown Public Schools, are required to complete a Home Language Survey. If a language in addition to English is spoken at home, or if a student’s first language is not English, the student will be assessed for English language proficiency. Students scoring below expectations on the English language proficiency testing and recommended for ELL services will receive ELL support services during the school day. Students receiving ELL support are required to participate in state-wide assessments. If parents elect to exclude their child from ELL services, they must check the box marked, “No” on the Permission for Services form or contact the principal in person, via telephone or email. Students will exit the ELL Program after passing statewide testing, and based on the results of standardized testing, classroom performance and teacher recommendation.

Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. A child who is homeless or an unaccompanied youth and attending any school served by the local educational agency is eligible for Title I services and the Free and Reduced Lunch program.

The goal of the McKinney-Vento Homeless Education Assistance Act is: (1) To ensure that each child or youth experiencing homelessness has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths; (2) In any State that has a compulsory residency requirement as a component of the State's compulsory school attendance laws or other laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the State will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths; (3) Homelessness alone is not sufficient reason to separate students from the mainstream school environment; (4) Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging student academic achievement standards to which all students are held.

Definition of Homeless Children and Youth

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth living in the following situations:

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Homeless Education Liaison

Georgetown Public Schools provides various types of support for students and their families experiencing homelessness in order to help them attend school consistently. Eligible families may be living in shelters or may not have their own lease because they are temporarily staying with family members or acquaintances due to economic hardship or similar reason. Contact the district's Homeless Education Coordinator, Jack Tiano, at (978) 352 – 5777 x. 100 or jack.tiano@georgetown.k12.ma.us for more details.

Enrollment and Dispute Resolution

Students identified as experiencing homelessness have a right to remain in their school of origin or to attend the school where they are temporarily residing. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they become permanently housed, with transportation if needed through the end of the school year (June).

The Georgetown Public Schools will immediately enroll students experiencing homelessness in school, even if they do not have the documents usually required for enrollment – such as school records, medical records or proof of residency. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. The District's liaison for homelessness will assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Should a parent/guardian or unaccompanied youth disagree with the school placement decision of the liaison for homelessness, the parent/guardian or unaccompanied youth has the right to appeal. The parent/guardian or unaccompanied youth will be provided with written notification in the language of the home of the placement decision and the paperwork to complete the appeal process. While the placement decision is under appeal, the student will be allowed to attend the school of the parent/guardian's or unaccompanied youth's choice and receive transportation (according to the District transportation policy) while the dispute is under review by the Department of Elementary and Secondary Education.

Students in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in school in the local school district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form that indicating that the student is in foster care, along with their state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Educational Opportunities For Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Mandatory Reporting

All professional staff are informed annually of their obligations to report cases of suspected child abuse and neglect as specified in M.G.L. c. 119, § 51A-51F and M.G.L. c. 71, § 37L.

HEALTH AND SAFETY INFORMATION

The Georgetown School District is committed to providing school environments which promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. The Health and Wellness Advisory Council has developed a Wellness Policy which provides guidelines to achieve these goals. This policy has been approved by the School Committee and is available on the district's website.

Immunizations

No student currently attending GMS will be permitted to attend class without proof that all required immunizations are up to date. Exceptions to the immunization requirements must be based upon medical or religious reasons, and must be accompanied by the appropriate documentation.

Students entering Georgetown Middle School through transfer from another school or relocating to Georgetown will also be required to present a physician's certificate attesting to immunization as specified from time to time by the Department of Public Health. The only exceptions to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child; or that immunization or vaccination is contrary to the religious beliefs of the student or parent; or as required by the McKinney-Vento Act for students experiencing homelessness; or as required under ESSA for students in foster care.

School Nurse

The school nurse arranges for visual, auditory and postural screening. The nurse also gives first aid. The nurse is not permitted to give any medication without written parental consent and under the written directive of the student's personal physician. No one but the school nurse, and those listed in the medical administration plan acting within the above restriction, may give any medication to any student. Students may receive acetaminophen without a doctor's order if the parent checks and signs the appropriate area on the school emergency form. All other medications, including Ibuprofen, antacids, lozenges, and cough syrup may be given with a doctor's order only.

Students must obtain a pass from a classroom teacher before going to the nurse's office. If the nurse is not available, students should report to the main office.

Injury Protocol

Any and all injuries that occur while students are in school should be reported *immediately* to the adult in charge of the activity and should be reported to the school nurse as soon as possible and or injuries incurred outside of school that may affect school performance such as a concussion. The school will appropriate accommodations based on medical information and student needs.

Dispensing Medications

The Georgetown Public Schools follows all requirements of 105 CMR 210.00, regulations pertaining to the administration of medication to students in schools. All medications must be in a labeled pharmacy or manufacturer container. A parent, guardian, or their designee shall deliver all medications to the school nurse. No more than a 30

day supply of the medication shall be stored at the school. **Any medication taken in school must be left in the nurse's office and will be kept there.** The sole exception to this policy is for students who require immediate access to medication for which a doctor's note is on file in the nurse's office, such as rescue inhalers and epi-pens. A signed note must accompany all medications and be presented to the nurse. The parent or guardian may retrieve medications from the school at any time. The parent or guardian will be notified of all unused, discontinued, or outdated medications and asked to retrieve such medication from the school. All medications not picked up by the parent or guardian at the end of the school year will be destroyed by the school nurse. Students found in possession of medication without prior approval from the school nurse shall be considered to be in violation of the Drug/Alcohol Policy.

Physical Examinations

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the law. A record of the results will be kept by the school nurse.

All students in grade 7 and 10 must have a physical examination sometime during the school year. It is preferred that these exams be given by the family physician, however the school nurse can help the family with a referral if need be. Physical examinations are required *yearly* for athletic team participation and for other special circumstances.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his/her opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

School Safety

The building is locked throughout the school day. The main entrance is the only entrance and exit at all times. The use of side doors is expressly forbidden during the school day and is considered "out of bounds". The school is monitored by cameras, inside and out, for the protection of the student body and staff. Parents should contact the main office with any family emergency.

Drop off and Pick up Procedures

You cannot enter school grounds during bus drop off and pickups (7:00am-7:30am) and (2:00pm-2:30pm). You may drop your child off at the Perley school and he/she can take the cut through pathway. When picking up your child, you need to make a plan to pick up off school grounds. (e.g. public library).

Please note that Massachusetts law prohibits the unnecessary idling of motor vehicles on school property. Violators may be subject to a fine. M.G.L. c. 90, §16B.

ACADEMIC POLICIES/INFORMATION

Academic Integrity

Georgetown Middle School is first and foremost a school and because we are a school, the promotion of scholarship is one of our greatest concerns. True scholarship is founded upon integrity. At the Georgetown Middle School, students are held responsible for the highest standards of honesty and integrity in their academic work and dealings with fellow students and teachers. Therefore, all students should understand that all schoolwork must be unquestionably their own. Use of any artificial intelligence software to create student work product is prohibited. Any plagiarism, copying, or cheating will result in the loss of credit for that assignment, and parents and administration will be notified of the incident. Depending on specific circumstances, or in cases of repeat offenses, further disciplinary action may be taken. Plagiarism and academic dishonesty are considered a violation of school rules and may result in disciplinary consequences. **Students need to know that this kind of behavior is unacceptable and unnecessary.**

Academic Eligibility for Extracurricular Activities

In order to participate in an extra-curricular program which requires two (2) or more days of commitment per quarter, a student must have a minimum average of 70 and not be failing more than one (1) subject. Grades from the most recent report card are applicable in determining eligibility except during the first quarter when eligibility is determined by final grades in the past school year. An incomplete grade(s) count as failure(s) until the grade is recorded.

Obligations

Students who have outstanding school obligations will not be allowed the use of school equipment or uniforms (excluding course textbooks) until said obligations are met.

Report Cards

Report cards are issued four times a year, at intervals of approximately ten weeks.

Grading Scale

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F
93-96 = A	83-86 = B	73-76 = C	63-66 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

(All incompletes must be made up within 10 school days unless prior arrangements have been made with the main office.)

Review of Curricular Materials

The faculty and administration of Georgetown Public Schools recognize the importance of using instructional materials that reflect our core values and that do not, therefore, contain any form of bias or stereotyping based on race, color, gender, national origin, disability, age, sexual orientation, homelessness, or religion. To that end, instructional materials are reviewed on an annual basis. To the best of our knowledge, any materials containing bias are presented in a balanced manner.

Plus Portal – Parent & Student Web Portals

For decades, K-12 educators have known that parental involvement is one of the most powerful drivers of student achievement and school performance. What has changed significantly in the world of K-12 education, however, is that new web-based technologies have made it possible for schools to increase parental involvement in ways that were simply impossible before – using cost-effective technology solutions that have broad, sweeping impact across all subject areas, all grade levels, and at all performance levels – truly transforming the learning community.

In an effort to meet these needs and enhance the learning experience of our students, Georgetown Middle High School has committed to using the Rediker’s PlusPortal as its interactive web portal that enables the school administrators & teachers to instantly share data and engage with parents and students in a secure environment.

Each teacher has a dedicated area for their classes on this site. They are continually populating and updating their web sites including a grade report for their students. These reports are updated at a minimum, every two weeks. The following link will provide you complete instructions on how to activate your PlusPortal account and begin using it. <https://www.plusportals.com/GMHS>. If you have any difficulties creating or accessing your account, please contact the Georgetown Middle High School main office.

Recognition of Scholastic Achievement Honors

At the close of each marking period an honor roll list is posted in the middle school as well as published in the local newspapers. The honor roll gives recognition to those students who have obtained a high standard of achievement and who have exhibited satisfactory conduct and effort. We would like you to be aware of the following standards

Honor Roll Requirements:

High Honors: All A's with no grade lower than an A-.

Honors: All A's and B's with no grade lower than a B.

Note: An "unsatisfactory" grade/comment in conduct or effort may affect honor roll status pending administrative review.

Middle School Retention Policy

The primary purpose of this policy is to provide a decision-making procedure which will incorporate the interests and needs of seventh and eighth grade students.

It is recognized that maximum achievement of benefits from action on questions of pupil progress in the school system requires a consensus of professional staff members and parents.

To that end the following policy is adopted:

1. A middle school student (grades 7 and 8) may be retained at the same grade level.
2. A decision to recommend retention of a student shall be made by a "Middle School Promotion and Retention Committee."
3. The Committee shall be composed of at least four (4) members: an administrator, a member of the guidance staff, a special education teacher, and/or a major subject teacher(s).
4. The core committee shall, after the close of the second term, review the grades of all middle school students and shall inform the parents of any student failing two or more core academic subjects (Math, English, Science, and Social Studies). A letter will be sent recommending a conference with the core committee, the student, and the parents/guardians. The conference is intended to inform the parents and the student of the possibility of review and to suggest that they take steps to correct the difficulties before they come up for review by the entire committee in June. It is recommended that a course of action be written (when the meeting is held) that includes what the parents and student will do to help guarantee that the child will succeed and not be retained. The plan can be examined in May to determine the success of all parties involved. Parents and students will be asked to sign a statement that they have received, read, and understand the agreement.
5. The committee shall, before the close of school, review the promotion or retention of any student who may fail two or more core academic subjects for the year.
6. Before the close of school, the Promotion/Retention Committee shall determine a course of action for each student. The principal retains the final decision in regard to retention/promotion of students.

Such course of action shall not be limited to total promotion or retention but shall be open to the following alternatives:

- a) Summer School
- b) An additional program which will continue into the following school year to provide support and ensure academic success for each student. (This could be tutoring, a monitoring system, a schedule for academic help after school, etc.)

The primary objective of the committee shall be to determine a course of action most beneficial to the academic success of each student. The review is intended to rectify major problems at the earliest possible date and avoid the seriousness of a final report in June.

STUDENT RESPONSIBILITIES AND PROCEDURES

Lost and Found

Lost and found articles are in the main office, middle school office, or hallway under the large gym. If a student has lost something, he/she should report it to the office at once. Students should not bring valuables or large sums of money to school where they may be lost. We do everything we can to safeguard private property, but the school cannot be responsible for lost items. Found objects should be returned to the main office. The lost and found articles not claimed will be periodically donated to charity.

Student Use of Public Telephones

All office telephones are reserved for business purposes. Students will not be called out of class to use the telephone. Only in an emergency situation will a message be delivered to a student. Students may use the office phones before or after school for emergency purposes with permission from the main office staff.

Safety Equipment

Fire extinguishers, alarm boxes, fire blankets and safety showers are located throughout the building. This equipment is to be used only in an emergency. Students are not to be in any laboratory area or shop without a teacher present. Vandalism of any safety equipment is a serious offense and violators may be subject to short-term or long-term out of school suspension.

Emergency/Fire Drills

Quiet and order are to be maintained by all students during fire drills. The first students to leave the building should hold the doors open until other students have left the building. All students must remain with their teachers and move to designated areas, staying as far away from the building as possible. **In an effort to ensure that all students are safe and accounted for, attendance will be taken by teachers when the class has reassembled outside. For evacuation purposes each room has been designated a specific area outside the building. Students should familiarize themselves with the evacuation plans that are posted by the door of each room.** Students must remain well clear of any and all fire apparatus and hydrants. No one is allowed to re-enter the building until given permission by the administration or their designee.

Staying After School

The Middle School goes to great lengths to offer a variety of after school activities and extra help sessions. We encourage all of our students to become involved in extracurricular activities and/or extra help services. Teachers are officially available Monday through Thursday for extra help until 2:25 p.m. but you will find that most will accommodate any reasonable request to meet and work with students.

Although we strongly encourage students to become involved in extracurricular activities, we also request that all students who elect to stay after school be under the supervision of a teacher or activity advisor. To this end, **students who are not participating in an activity or extra help session will need to leave school grounds at the end of the school day. Students who loiter outside the building may be subject to disciplinary action as spelled out in our disciplinary code of conduct.**

Important Additional Notes:

- In the event that a student is asked to stay after school or assigned a detention by a teacher, parents will receive 24 hour written notice of such a request. (See Teacher Assigned Detention/ Office Detention)
- There is no late bus transportation. It is the parent's responsibility to provide or make arrangements for after school transportation.

Media Center/Library

Students are strongly encouraged to consult with the librarian to research assignments, to find interesting leisure reading materials, and to meet other informational needs. Students going to the library must have a pass, all appropriate materials, and a purpose in mind! (Passes are not necessary after school.) If resources are not immediately available, every attempt will be made to obtain what is needed.

All 7th graders will visit the library in September to learn what is in the library, how to use the computer catalogue, and how to check out materials. If a student has any questions about the library, he/she should not hesitate to ask the librarians for help.

Media Center/ Library Guidelines

1. The library media center will be open Monday – Thursday, 7:00 a.m. – 3:15 p.m. (Friday until 3:00 p.m.) for study, computer use, and browsing. Library media center personnel welcome questions and requests for assistance. Students wishing to access the library before school (7:00 a.m. – 7:25 a.m.) must sign in before going to the library. Space is limited and we must monitor student numbers on a first-come/first serve basis.
2. Reference books (encyclopedias, atlases, etc.) and materials placed on temporary reserve for a class's use may not be removed from the library media center at any time without the specific consent of library media personnel. For some reference and reserve books, overnight borrowing may be arranged.
3. The remainder of the collection (including all but the current issue of magazines) may circulate for a period of 3 weeks and may be renewed. There are no strict limits on the number of books or magazines that may be borrowed at one time.
4. Students and staff are reminded to be fair to other members of the Georgetown Middle School community and return materials on time. There are no fines for overdue books but, ordinarily, as long as a student has material overdue, no further materials may be checked out. Lost or damaged books must be replaced.
5. During the school day, all students, not in the library media center with a class, must have a pass to the library media center from their subject teachers.
6. Quiet conversations are permitted in the library media center.
7. Food and beverages are not permitted in the library media center.
8. All equipment and materials must be handled with respect and care. If a student does not know how to use a piece of equipment, assistance should be requested.
9. Failure to follow the behavioral expectations of the media/library center may result in the following consequences:

First Offense: Loss of use for that day.

Second Offense: Loss of use for two weeks, unless accompanied by a teacher.

Third Offense: Loss of use the remainder of the school year, unless accompanied by a teacher.

Note: These consequences are considered a guideline, and administration may impose additional disciplinary consequences in their discretion depending on the severity of the student's conduct.

Georgetown Middle High School Cafeteria

Breakfast

Breakfast is served daily from 7:00 a.m. to 7:30 a.m. Students may purchase meals with cash or using funds they may have on account. Each day we offer a variety of menu items that include egg and cheese English muffin sandwiches, ham, sausage, or bacon, egg and cheese breakfast sandwiches, French toast sticks, fruit smoothies, fruit and yogurt parfaits, cereal, bagels, and toast. All breakfasts include a choice of milk and fruit. Breakfast is a great way to start the day!

Lunch

Lunch at GMHS. All 5 food groups are represented at each meal: fruit, vegetable, grain, protein and dairy (fluid milk). In addition to our main menu item for the day, students can choose from a number of alternates including breaded chicken sandwiches, chicken Caesar wraps, peanut butter and jelly sandwiches, deli sandwiches, and assorted salads. Each meal comes with a fresh fruit and vegetable bar which students can use to customize their salads, add fruits and vegetables to their hot meal or create a small side salad to go with their meals.

Payment

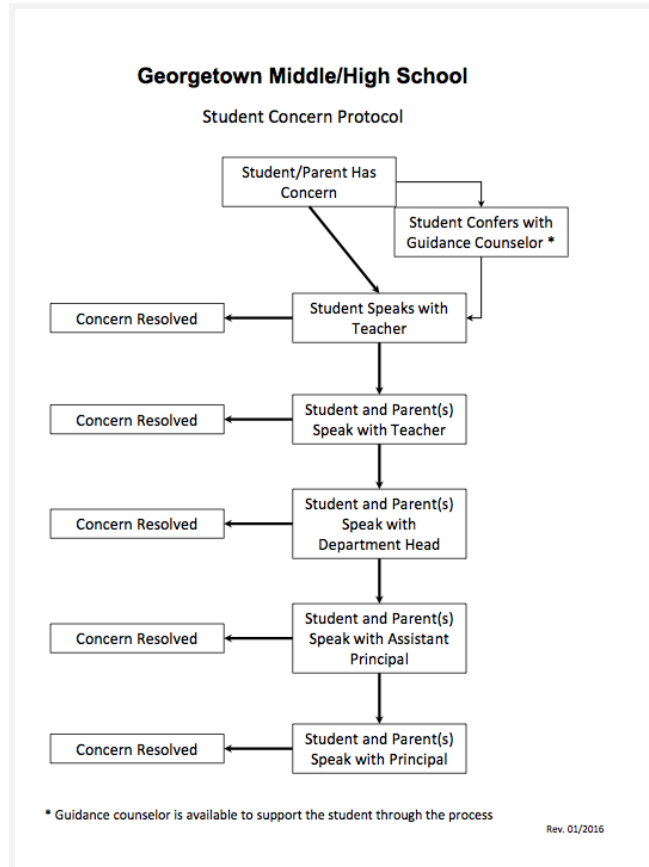
Students are required to present payment at the point of purchase. They may use either cash or any funds that may be on their accounts. Parents can add to student accounts by visiting the Georgetown Public School website, clicking on the Quick Links link and continuing onto the online payment option. For complete information on the district's policy on charging school meals, please visit the food service website at the address listed below. Parents can check student account balances by calling 978-352-5777 ext. 106 or emailing Traci Brousseau at brousseaut@georgetown.k12.ma.us.

Free and Reduced Price Meals

Applications for free or reduced price meals can be found on the food services website listed below or by contacting the food services office. If you have any questions about free or reduced price meals, please contact Sean Riley, Food Service Director at 978-352-5777 ext. 105 or at rileys@georgetown.k12.ma.us.

Student Concern Protocol

Note that any concerns that fall under the District's Civil Rights Grievance Procedures (for both Title IX and non-Title IX complaints) will be handled in accordance with the applicable grievance procedure.



STUDENT BEHAVIOR EXPECTATIONS AND CODE OF CONDUCT

Universal Behavior Rule

All students are expected to behave appropriately at all times. This includes showing respect for others in the school. Failure to show respect by word or deed may cause a student to be subject to discipline, which may include sanctions assigned by either classroom teachers or the main office or both. It is not unreasonable for both staff members and students to expect a safe and pleasant environment in which to work and study.

Student Behavior Guidelines

At Georgetown Middle School we have very high behavioral expectations for our students. During these transitional middle school years children are growing physically, intellectually, socially, and emotionally. As teachers, we foster this growth within the parameters of appropriate behavior. Our goal is that all children grow to be mature individuals who respect themselves and respect the rights of others. Parental support is an important component of learning appropriate behavior. To this end, we set forth the following guidelines that apply to all students.

Daily Guidelines

1. Students are expected to respect the rights of all others.
2. No food or drinks, including gum and candy, are allowed outside the cafeteria. We are proud of our school and want to keep it clean. The cafeteria is the appropriate place for eating during lunchtime. Except during designated snack times, any open beverage (**with the exception of water**), or food container outside of the cafeteria will be confiscated.

Cafeteria Guidelines

Students at Georgetown Middle School are fortunate to have a very attractive and well-run cafeteria. In order to keep it this way, we expect a great deal of cooperation from the members of our school community.

1. Students are to be courteous to our cafeteria and custodial staff.
2. Students will respect one another while at lunch and conduct themselves appropriately.
3. Students will be assigned to sit in designated areas.
4. Students are to remain seated while eating their meal.
5. Students may talk with each other in a normal conversational tone of voice.
6. Students will clean their tables and surrounding areas before being dismissed.
7. Students are dismissed from the cafeteria by the staff on duty. No one will leave without permission. Weather permitting, and when appropriate supervision is available, students may be dismissed to go outside after finishing lunch.
8. Since classes are in session in the high school, students may be escorted back to class after they are dismissed.

Students who cannot follow these guidelines may be asked to sit at a special table or may lose the privilege of eating in the cafeteria. Additional disciplinary consequences may be imposed at the discretion of the administration.

Assembly Guidelines

During the school year we will congregate for assembly programs and class meetings. These programs are designed to be informative, thought provoking, and entertaining. We expect appropriate assembly behavior, whether in the cafeteria, classroom, library, or on the school grounds outside. This behavior includes:

1. Entering and exiting the assembly in an orderly fashion with homeroom or classroom teachers.
1. Refraining from talking.
2. Staying seated in assigned seats.
3. No phones or electronic devices are to be used while in the auditorium
4. Applauding respectfully. No whistling or booing.
5. Exiting according to plan.

Inappropriate assembly behavior may result in disciplinary action.

Locker Guidelines

Student lockers are adjacent to classrooms and are assigned to students to share. Lockers may not be changed without approval from the middle school office. The daily schedule should be posted inside the locker. Students should not write on or deface lockers. Students may access their lockers only during designated times. All of the student lockers have built in combination locks. Students need to make sure the locks are engaged properly each time they close the locker door. It is expressly forbidden to remove the locks or adjust the mechanism in any way to prevent the door from locking each time it is closed.

At the beginning of each school year, students are assigned to a specific locker as close to their A-block class as possible. It is expected that students will remain in this locker for the entire school year unless permission is granted to change. Students changing lockers without permission will result in behavioral consequences being assigned, as outlined in our code of conduct.

Student lockers are the property of the school and can be opened and searched at any time by staff. Students should not have an expectation of privacy in the contents of their lockers. Lockers are loaned to students and should be kept locked at all times to avoid theft of books or personal items. If a student brings something of value to school, she/he should bring it to the office for storage. Students will clean lockers periodically under the direction of the homeroom teacher.

Backpack Guidelines

Backpacks are permitted in any classroom. Students bringing backpacks to school can store them in their locker. Backpacks should be clean and organized. As with student attire, backpacks displaying any tobacco, drug, or alcohol advertisements or other inappropriate language or words or images that do not meet the dress code standards will not be permitted.

Hallway, Bathroom, Stairwell Guidelines

While in the hallways and stairwells, students should walk quietly and in an orderly fashion. Conversations should be quiet and respectful and students should avoid any shouting or other disruptive noises. Pushing, shoving, “fooling around” or other physical “horseplay” is not tolerated and may result in disciplinary consequences. Students going to and from different areas of the building (bathroom, nurse, library, etc.) while class is in session, must carry a hallway pass signed by a faculty member. Students found in the hallway without a pass may receive disciplinary consequences for not following the hallway pass rule.

Field Trip Guidelines

Field trips are considered an extension of our school's curriculum. All students are expected to attend educational field trips. The expectations for behavior on a field trip are identical to those expectations for behavior at school. When Georgetown Middle School students are on a field trip, they represent the community of Georgetown. All regular guidelines and consequences for behavior apply, both on the bus and on site. Students on overnight field trips who do not follow the guidelines will be sent home at parents' expense.

****Please Note** Since school field trips are considered a privilege, (and it is our sincere hope that all of our students will be able to attend our field trips), students who regularly display inappropriate behavior while in school and pose potential problems as exemplified by any habitual offenses, may not be allowed to go on a field trip. Decisions to this effect will be made by the academic team and school administration. Also, any financial burden (i.e. non-refundable deposits/payments) due to the loss of privilege to attend a field trip will be the responsibility of the student/parent.**

Financial Hardship:

All financial requests should be sent to Suzanne Sutherland in the Central Office.

Middle School Dance Guidelines

The Middle School holds several dances each year. These events provide the students an opportunity to develop socially.

Those students who currently attend Georgetown Middle School may attend our dances. No one else will be admitted unless approved by school administration.

Middle school dances, **held from 6:30 p.m. to 8:30 p.m.**, are considered to be school functions and the standard rules of behavior apply.

Students are subject to the following guidelines:

1. Students must be present on the day of the dance in order to attend the dance.
1. High school students may not attend middle school dances.
2. No bottles, cans or cups may be brought into middle school dances.
3. No one will be allowed to enter the dance after 7:00 p.m. without permission from the principal or principal's designee.
4. Middle School students must remain at school dances until the dance has ended. No student is allowed to leave early unless accompanied by a parent or guardian.
5. **Students who have faced disciplinary action within thirty days of a school dance may be excluded from attending a dance.**
6. Students who are not picked up on time may not be able to attend the next dance/function.
7. The school dress code must be followed or student may be sent home.

Dress and Appearance Guidelines

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

No clothing will be allowed which advertises or promotes drugs, tobacco, alcohol or which contains an obscene message or a message which distracts or disrupts the educational process or creates a hostile or intimidating environment based on any protected class. The wearing of hoods is not allowed anywhere; this rule applies to corridors and classrooms. Sunglasses may not be worn inside of the building, unless accompanied by a doctor's note that is filed with the school nurse. Items worn which are considered dangerous by staff/administration must be removed.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Book/Equipment Care Guidelines

All books and other associated materials issued to students are the property of the Georgetown Public Schools. Books/materials are each student's responsibility. **All books must be covered.** Please take good care of them. Students will be required to pay the replacement cost for lost or damaged books and other school equipment.

Student Use of Electronic Devices

The use of personal iPods, iPhones, cell phones (including text messaging), Smartwatches, any device that connects to the internet, MP3 players, and laser pens during school hours is prohibited. Students cannot have their headphones (wireless included) in their ears during the school day. Cell phones and beepers must be concealed and turned off. The intent of this policy is to allow students to use these devices while they are coming to school and/or after school, but not during the school day. Failure to abide by this policy may result in the following:

First Offense	Item is confiscated and returned to the student at the end of the day. Parent/Guardian will be notified.
Second Offense	Item is confiscated and a parent/guardian must arrange to pick it up from the school. One detention is assigned.
Third Offense	Item is confiscated for two weeks, and a parent/guardian conference will be held to discuss future violations. Two office detentions will be assigned.

These consequences are intended to serve as guidelines, and disciplinary consequences may vary based on the circumstances at the discretion of the administration.

School Bus Rules

Georgetown provides bus transportation for those who qualify under the guidelines established by the state. All school behavior rules apply while students are on any school bus. There is no eating on the buses at all for any reason. No exceptions will be made. Students should remain in their seats. There should be nothing blocking the emergency exit or piled on the floor. No student should be jumping out the back door of the bus unless in an

emergency situation. Students are to ride their assigned bus. Students are to obey the instructions of the school bus driver. School bus behavior rules are based on common sense and courtesy and have been created to ensure the proper conduct and safety of all who ride the bus. Violations of school bus behavior rules may result in the loss of bus riding privileges, detention, or in-school suspension, short-term suspension, or long-term suspension.

Safety Equipment

Fire extinguishers, alarm boxes, fire blankets and safety showers are located throughout the building. This equipment is to be used only in an emergency. Students are not to be in any laboratory area or shop without a teacher present. Vandalism of any safety equipment may be an out-of-school short-term or long-term suspension offense accompanied by monetary restitution.

Prejudicial Behavior/Harassment

The Georgetown School Committee, administration, teachers and staff abhor and reject racial, sexual and religious prejudice in any form. Actions reflecting discriminatory harassment against any member of a protected class on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity, pregnancy or parenting status, age, or disability will not be tolerated in Georgetown classrooms and schools.

Remarks, threats or other forms of discrimination or harassment in violation of Georgetown's Non-Discrimination policy by any student toward other students or staff, including, but not limited to, physical or verbal gestures may result in suspension and a formal parent conference. Any student or staff member who is the subject of such targeted behavior is urged to contact the school administration, school nurse, guidance counselor, or other appropriate staff member.

Out of Bounds

Any student who is found in an area they are not authorized to be in will be deemed out of bounds, and may be assigned to in-school suspension, short-term suspension, or long-term suspension..

Cutting Class Without Leaving Campus

State law requires all students of legal school age to attend all assigned classes. Penalties for failure to attend class can be imposed by the classroom teacher, the administration or both. The below are guidelines which may be changed at the discretion of the administration, resulting in in-school suspension, short-term suspension, or long-term suspension.

First offense	Three Office Detentions
Second offense and all subsequent offenses	Possible Suspension

Other Specific School Rules

- Students are expected to attend their classes and not be in the hallways during class time. Any student who is in the hallways during class must have a corridor pass signed by a teacher or other staff member.
- Proper, appropriate school behavior between couples is limited to hand holding. Parents will be notified of any inappropriate behavior witnessed by faculty or staff.
- When attending physical education classes, students are required to change into gym clothes and sneakers.
- Lockers should be kept closed and locked. Lockers are school property and subject to inspection or search by the administration.
- All school rules apply to field trips. Students who violate the rules of overnight field trips will be sent home at parent's expense.

- For the safety of students and staff, students who are not under the supervision of a teacher **must leave the building by 2:25 p.m. Failure to do so may result in disciplinary action.**
- Once students have arrived at school in the morning, they are not allowed to leave the building or school grounds without the permission of the administration. Students are to enter school immediately and are not to loiter in the neighborhood. Please respect the rights of our neighbors. **Students who leave the building and/or school grounds without permission are subject to consequences as outlined in our disciplinary code of conduct.**
- No students are allowed to enter the faculty room without authorization.
- Students may not possess any tobacco product. All tobacco related materials (matches, lighters, vaping devices of any kind, rolling papers, pipes, etc.) are also not permitted. (See consequences as outlined in disciplinary code of conduct.)
- Card playing is not allowed in school.
- **Skateboards, scooters, and rollerblades can be used as transportation to and from school but they are not to be used on school property at any time.**
- Students may not sell any items that have not been expressly approved through the student organization fundraising policy.

Suspension Offenses

The following is a non-exhaustive list of offenses that may lead to suspension from school. Suspension offenses are not limited to just the behaviors described below. In addition, the administration has the discretion to assign alternative consequences, detentions or in-school suspension as alternatives to external suspension. The length of suspension will depend on the severity of the offense and previous discipline record. In addition, the student may be responsible for monetary restitution, depending upon the infraction.

Assault (On students or staff)
 Bullying
 Cheating/Plagiarism
 Cutting Class
 Directed Profanity
 Disrespectful Behavior
 Disruption of the Educational Process
 Felony Charge, Conviction, or Adjudication
 Fighting
 Forgery
 Gambling/Card Playing
 Harassment
 Hazing
 Inappropriate Behavior in In-School Suspension (ISS)
 Insubordination
 Intoxication
 Offensive/Vulgar Language
 Out of Bounds
 Possession of Alcohol, Drugs and Weapons
 Possession of Drug/Smoking Paraphernalia
 Possession or Use of Fireworks
 Serious or Repeated Classroom Discipline Problems
 Sexually Explicit Materials

Smoking
Theft
Threatening a Student
Threatening a Staff Member
Vandalism
Vaping
Violation of Internet Acceptable Usage Policy

MIDDLE SCHOOL DISCIPLINARY CONSEQUENCES AND DUE PROCESS

Detentions

Teacher Assigned Detentions

Students who are assigned detention by a classroom teacher must report as assigned. **Students will receive 24 hour written notice which will require a parent signature. Students who fail to return this notice signed may face additional consequences.** If a student knows of a conflict that makes his or her appearance after school or before school extremely inconvenient, he or she is encouraged to speak to the teacher about the situation. Teachers are reasonable people and frequently will allow students to make other arrangements to stay. Failure to attend an assigned teacher detention may result in further disciplinary action.

Office Detentions

Students who are assigned detention by school administrators must attend the detention at the assigned time. Office detention begins at 2:15 p.m. and runs until 2:45 p.m. and is generally scheduled for Monday through Friday afternoons. Detentions will be quiet periods of reflection or study. Students are expected to bring study materials with them to detention. Students will not be allowed to go to their lockers after detention begins.

Students will receive 24 hour written notice which will require a parent signature. Students who fail to return this notice signed may face additional consequences, including in-school/out-of-school short-term or long-term suspension.

Students who become disruptive, uncooperative or disrespectful may face additional consequences including in-school/out-of-school short-term or long-term suspension.

Students who fail to serve office detentions may face additional consequences including in-school/out-of-school short-term or long-term suspension. Also, students assigned office detention may also face loss of student privileges and their right to attend student activities such as field trips.

Social Probation

Part of the educational experience at Georgetown Middle School is the attendance at, and participation in, extracurricular activities. If a student acts inappropriately, disrupts the event, or is removed from ANY extracurricular activity, his/her attendance at future school sponsored co-curricular activities will be limited. Social probation is not meant to limit a student's involvement within the school; instead, it is a tool which will be used to stress the importance of proper decorum while in public forums. Each and every student is a representative of Georgetown Middle School and the community; therefore, any improper behavior reflects poorly on a great number of people.

Depending on the severity of the incident, social probation may be imposed in three lengths: two weeks, two months, or the remainder of the year. These consequences are listed in order of incidents, from the first to the third.

The administration reserves the right to alter these lengths based upon the severity of the incident and the totality of the circumstances.

Out-of-School Suspension

See Disciplinary Due Process section below for additional information. Out of School Suspensions may vary in length based on the offense and past behavior. Students who have been assigned out-of-school suspension by the administration may not be on the school campus at any time, day or night, unless specifically allowed by a member of the administration. They may not participate in any school-related activities. **A re-entry meeting is required for all out-of-school suspensions.**

In-School Suspension

See Disciplinary Due Process section below for additional information. Students who are assigned in-school suspension (ISS) will report to the ISS room at 7:30 a.m. and stay until 2:15 p.m. Students will be required to work on academic assignments they have in their possession, assignments sent to the room by their teachers, or assignments provided by the ISS coordinator.

Proper behavior is required while in the ISS room, and all students assigned to ISS will have to sign a behavioral contract that clearly spells out expectations for the day and consequences for failing to meet them.

During the course of the day, in addition to the assigned work, students must also meet with a guidance counselor or the school's social worker to discuss the incident. Failure to attend school (truancy) to avoid ISS, may result in the accumulation of an additional day of ISS. Parents refusing to send students will be involved in the truant report.

Any student removed from ISS, for behavioral reasons, may be subject to external suspension for the remainder of the day. Upon returning to school following such a suspension, the student will return to ISS to make up his/her time. Recurrence of behavioral problems while in ISS may result in lengthy out-of-school suspension time.

According to the MIAA Handbook, Rule 63 (Good Citizen Rule) students who are assigned to ISS are ineligible to compete in sporting events or practices.

DISCIPLINARY DUE PROCESS

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M.G.L. c. 76, §17; M.G.L. c. 76, §21; M.G.L. c. 71, §37H; M.G.L. c. 71, §37H 1/2; and M.G.L. c. 71, §37H 3/4.

Suspension and Expulsion Due Process

Due Process Under M.G.L. 71, § 37H ¾

(For ALL offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff and felony offenses)

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

Definitions Under M.G.L. c. 71, § 37H ¾

Superintendent – the Superintendent or designee for disciplinary purposes.

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Short-Term Suspension: the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than 90 school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Principal: the primary administrator of the school or the Principal's designee for disciplinary purposes.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Please note: these due process procedures apply to M.G.L. c. 71, § 37H ¾ ONLY. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H 1/2 please see the appropriate sections below.

All school principals and principal's designees and the Superintendent and Superintendent's designees when acting as a decision-maker at a disciplinary hearing or appeal to consider student discipline for violations of school rules other than offenses involving drugs, weapons, assaults on school staff and felony offenses, shall, when deciding the consequences for the student, consider ways to re-engage the student in the learning process. The principal or designee shall not suspend the student until alternative remedies have been employed, and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. M.G.L. c. 71, § 37H 3/4(b).

Emergency Removals: M.G.L. c. 71, § 37H ¾ - A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the

opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension, M.G.L c. 71, § 37H ¾ - Removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 C.M.R. 53.00.

Due Process for In-School Suspension; M.G.L c. 71, § 37H ¾: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L c. 71, § 37H ¾: – On or before the day of suspension, the principal shall send written notice to the student and parent about the In-School Suspension, including the reason and the length of the In-School Suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 C.M.R. 53.10(4), if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension; M.G.L c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L c. 71, § 37H ¾: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H 3/4: At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H 3/4: The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for appeal. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long-Term Suspension; M.G.L c. 71, § 37H 3/4: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in §37H 1/2 of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L c. 71, § 37H 3/4: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged

and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Principal's Hearing - Long-Term Suspension; M.G.L c. 71, § 37H 3/4: The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision – Long-Term Suspension: M.G.L c. 71, § 37H ¾: Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the Superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L c. 71, § 37H 3/4: A student who is placed on Long-Term Suspension under M.G.L c. 71, § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

Superintendent Appeal Hearing; M.G.L c. 71, § 37H 3/4: The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L c. 71, § 37H 3/4: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the Superintendent shall be the final decision of the Georgetown Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. 71, §§ 37H and 37H1/2 Offenses

(For offenses involving: dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Suspension/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the

educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c, 71, §37H

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

Principal's Hearing, Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at their own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – M.G.L. c. 71, §37H - Any student who has been expelled from the Georgetown Public Schools pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel (at his or her own expense) at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Felony Complaints - M.G.L. c. 71, § 37H ½

Issuance of a Felony Criminal Complaint

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal 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.

Notice of Principal's Hearing/Decision – Long-Term Exclusion – M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and the opportunity for a hearing; provided, however, that the student may have representation (at his or her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision. The student shall also receive written notification of their 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.

Appeal to the Superintendent- Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall have the right to appeal the suspension to the Superintendent in writing and must notify the Superintendent of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at the student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Georgetown Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

Upon a student being convicted of a felony or felony delinquency charge or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing/Decision – Long-Term Exclusion - M.G.L. c. 71, §37H1/2 - The student shall receive written notification of the charges and be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation (at his/her own expense), along with the opportunity to present evidence and witnesses at said hearing before the Principal. After the hearing, the Principal shall issue a written decision, which will include reasons for an expulsion prior to such expulsion taking effect. The student shall also receive written notification of their 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.

Superintendent's Appeal/Decision – Long-Term Exclusion/Expulsion - M.G.L. c. 71, §37H 1/2 - The student shall have the right to appeal the long term suspension/expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of their request for an appeal no later than five (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 three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Georgetown Public Schools with regard to the long term suspension/expulsion.

Opportunity to Make Academic Progress

The Georgetown Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.G.L. c. 76, § 21. If the student moves to another school district during the period of suspension or expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21.

For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

More than 10 Consecutive Days - Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services, earn credits, as applicable, make up assignments, tests, papers, and other school work and make academic progress toward meeting state and local requirements, in accordance with the school's education service plan.

The school-wide education service plan will be provided to the parent and student at the time the student is expelled or placed on long-term suspension.

Diversiónary Programs

Georgetown Middle School has three separate diversionary programs to assist students with making healthy decisions. These programs may be modified or revamped in the event students want to learn about the unhealthy use of "other harmful substances" that appear in our community. The three diversionary programs are as follows:

Alcohol Diversionary Program

The Georgetown Middle School Alcohol Diversion Program is open to all students who would like to learn more about unhealthy use of alcohol and/or to just stop using illegal alcohol. The program also offers certain eligible Middle school offenders an alternative to a lengthy out-of-school suspension; in most cases it reduces the length of a suspension and provides a weekly educational program about the harmful effects of drinking alcohol. Diversion allows the student the opportunity to participate in a supervised education program, weekly check-ins, meetings with a wide range of helpful professionals (health teacher, school nurse, counselor, asst. principal, school resource officer, etc.), off campus interaction with an alcohol support group, as well as weekly related videos, articles, and/or other resources. The program seeks to treat students, not as criminals, but as students in need of counseling, encouragement, one-on-one connection with adults within the school, and/or a targeted educational program about the harmful effects of alcohol so they may make better choices. The specific activities in the Georgetown Middle School Alcohol Diversion program are always evolving as new resources emerge. Periodically, some of the weekly assignments are revised to better meet our students' interests and needs.

Marijuana Diversionary Program

The Georgetown Middle School Marijuana Diversion Program is open to all students who would like to learn more about unhealthy use of marijuana and/or to just stop using illegal pot. The program also offers certain eligible Middle school offenders an alternative to a lengthy out-of-school suspension; in most cases it reduces the length of a suspension and provides a weekly educational program about the harmful effects of smoking marijuana. Diversion allows the student the opportunity to participate in a supervised education program, weekly check-ins, meetings with a wide range of helpful professionals (health teacher, school nurse, counselor, asst. principal, school resource officer, etc.), off campus interaction with an alcohol/drug support group, as well as weekly related videos, articles, and/or other resources. The program seeks to treat students, not as criminals, but as students in need of counseling, encouragement, one-on-one connection with adults within the school, and/or a targeted educational program about the harmful effects of smoking marijuana so they may make better choices. The specific activities of the Georgetown Middle School Marijuana Diversionary Program are always evolving as new activities emerge. Periodically, some of the weekly assignments are revised to better meet our students' interests and needs.

Vaping Diversionary Program

The Georgetown Middle School Vaping Diversion Program is open to all students who would like to learn more about unhealthy vaping and/or to just stop vaping. The program also offers certain eligible Middle school offenders an alternative to a lengthy out-of-school suspension; in most cases it reduces the length of a suspension and provides a weekly educational program about the harmful effects of vaping. Diversion allows the student the opportunity to participate in a supervised education program, weekly check-ins, meetings with a wide range of helpful professionals (health teacher, school nurse, counselor, asst. principal, school resource officer, etc.) as well as weekly related videos, articles, and/or other resources. The program seeks to treat students, not as criminals, but as students

in need of counseling, encouragement, one-on-one connection with adults within the school, and/or a targeted educational program about the harmful effects of vaping so they may make better choices. The specific activities in the Georgetown Middle School Vaping Diversion program are always evolving as new resources emerge. Periodically, some of the weekly assignments are revised to better meet our students' interests and needs.

Searches

Searches may be conducted by authorized school personnel when, under ordinary circumstances, there are reasonable grounds for suspecting that a search will turn up evidence that a student has violated either the rules of the school or the law. All measures adopted in conducting searches of students, their possessions, their vehicles on school property, while under school supervision or in attendance at a school function will be limited in scope by the objectives of the search in light of the age and sex of the student and the nature of the infraction being investigated.

In addition, a staff member or designee of the Georgetown Public Schools may conduct a search of the physical plant of the school, and every part thereof including students' lockers. Students are hereby given notice that they have no expectation of privacy in their school lockers; student lockers are accessible to school officials and may be subject to search at the discretion of school officials. The physical plant includes, but is not limited to, desks, lockers, lab stations, and cafeteria tables are the property of the Georgetown Public Schools and are subject to search at any time with or without suspicion or cause.

When authorized school personnel have reasonable suspicion to believe that a student has control of a contraband item in his/her possession in a locker or vehicle, a search may be conducted. Sweep type searches may be conducted by police. Sweeps may also be ordered by authorized school personnel as an additional way to keep our school drug free. Such sweep searches may include the use of specially trained dogs (Canine Sweeps).

Vehicles parked on school grounds or at school functions are subject to search.

DISCIPLINE OF STUDENTS WITH DISABILITIES

All students are expected to meet the Georgetown Public Schools' requirements for behavior in school and abide by the rules set forth in this handbook and the policies and procedures of the Georgetown Public Schools. In addition to the due process protections afforded to all students in disciplinary matters, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the regulations promulgated pursuant to these statutes provide additional procedural protections for students with disabilities. These procedural protections also apply for students who do not currently have an IEP or Section 504 Plan, but whom the District knows, or has reason to know, that the Student may have a disability, prior to the conduct for which the Student is subject to discipline. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern of removals are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, building administrator(s), GMHS personnel, the parent/guardian, and relevant members of the Team convene within 10 days of the decision to suspend to conduct a Manifestation Determination Review.
3. At the Manifestation Determination Review, the Team will review all relevant information in the student's file, including the IEP/Section 504 Plan, any teacher observations, and any relevant information from the parent/guardian, to determine whether the behavior for which the student is subject to discipline was caused by or had a direct and substantial relationship to the disability, or was the direct result of GMHS's failure to implement the IEP/Section 504 Plan. If the answer to either question is 'yes', the behavior IS a manifestation of the disability the student must be returned to the original placement unless the parent and GMHS agree otherwise or a hearing officer orders a new placement. The exception to this statement occurs when the student is placed in an Interim Alternative Educational Setting as described below.

4. If relevant members of the Team determine that the behavior giving rise to disciplinary action IS a manifestation of the student's disability, then the District will conduct a Functional Behavioral Assessment, as indicated, and/or review and modify, as appropriate, any existing Behavioral Intervention Plan if it has not already done so. The District will also (with the consent of the parent) take steps to modify the IEP/Section 504 Plan, as appropriate.
5. If the Team has determined that the behavior was the result of GMHS's failure to implement the IEP/Section 504 Plan, the portion of the IEP in contention is reviewed and implemented immediately. The IEP may be revised or the student may receive compensatory services as indicated.
6. If the Team determines that the behavior is NOT a manifestation of the student's disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, and may, as appropriate, review any existing behavior intervention plan, or, where appropriate, conduct a functional behavioral assessment.
7. The school administrator notifies the parents of that decision on the date of the meeting and provides them with the written notice of Procedural Safeguards.
17. If the parent chooses to appeal to the Bureau of Special Education Appeals or GMHS requests a hearing at the Bureau of Special Education Appeals because they believe that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and GMHS agree otherwise.

Interim Alternative Educational Setting

Regardless of the manifestation determination, GMHS may place the student in an interim alternative educational setting for up to forty-five (45) school days, if:

- The student: possesses, uses, sells or solicits illegal drugs or a controlled substance on school grounds or at school-sponsored event; or
- Possesses a weapon on school grounds or at a school-sponsored event; or,
- the student inflicts serious bodily injury on another person while at school or a school-sponsored event
- or a BSEA Hearing Officer orders such a placement.

The Interim Alternative Education Setting must enable the student to participate in the general curriculum and progress towards the goals in their IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. Interim Alternative Educational Settings may be provided within GMHS or purchased through the local collaborative(s), or a local public or private school providing an appropriate program.

If a student has been placed in an interim alternative education setting because of disciplinary action, the student may remain in the interim setting for a period not to exceed 45 school days. Thereafter, the student will return to the previously agreed-upon educational placement unless the parent (or student if 18+) consents to an extension of the IAES, or the parent and the school agree to another placement, or the parent or the district has initiated a hearing on the disciplinary action that the district took and a hearing officer orders another placement.

The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Students Not Determined Eligible for Special Education and Related Services

1. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under 34 CFR § 300.530, the evaluation must be conducted in an expedited manner.
2. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
3. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of §§ 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

SCHOOL ATTENDANCE

Excused/Unexcused Absences from School

Attendance in school is the most important factor that contributes to a student's success. The expectation of Georgetown Middle School and the Commonwealth of Massachusetts is that students will attend all of their classes on school days, unless there is a recognizable reason for that absence. Absences may be excused for the following reasons:

1. Illness of the student
2. Court appearance
3. Death or serious illness in the family
4. Family emergency
5. Religious observance
6. School sponsored event
7. Suspension

If a student has four or more excused absences throughout the semester professional documentation may be required by administration in order for the absence to be excused.

If a student does not attend school on Friday and has a co-curricular event (games, rehearsals, plays, concerts, dances, etc.) on Saturday and/or Sunday he or she may not participate in the co-curricular event.

Under state law, parents/guardians do not have the option of keeping a student out of school other than the reasons listed above. While a parent/guardian may approve of the absence, the administration will use the state guidelines to make the final determination as to whether or not the absence is excused. Some examples of unexcused absences include but are not limited to:

1. Family car problems
2. Missed bus
3. Over sleeping
4. "Skip days"
5. Family vacations

Procedure for Reporting Absences

A parent/guardian must call the school on the day of the absence, stating the reason for the absence. In addition, when the student returns to school after an absence, a signed parent note must be turned into the office. The note should reiterate the reason for the absence. The repetition of both a phone call and a note will ensure that the student's record correctly reflects his/her true attendance history. Absence notes will not be accepted after three days from the return to school. If a student's absence is not excused by a phone call and a note, he/she will be considered truant. A parent/guardian will be notified if an excusal note/call is not provided within three (3) days of the student's absence. .

Notification of Unexcused Absences

When a student has missed two or more periods for five school days or has missed five or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the principal, or principal's designee, to develop an action plan to address the student's school attendance.

Absence and Participation in Extracurricular Activities

Any student who is absent from school may not participate in co-curricular activities for that day. The General Laws of Massachusetts require that any student who enters the school after the halfway point of the school day be counted as absent. Therefore, any student who arrives to school after 11:00 a.m. will be counted as absent, and will not be eligible for co-curricular activities. This time designation is not affected by the excused/unexcused status of the student.

Absence from Physical Education Classes

Any student who cannot participate in physical education due to illness must bring a signed note to the nurse for his/her signature and then give it to the physical education teacher before class. No student may be excused from physical education for more than five (5) days without a doctor's note.

Anticipated Absences (Due to Illness or Other Excused Reasons)

Absences that are foreseen and **meet the above guidelines** for excused absences (i.e.- illnesses, operations, deaths in the family) are eligible for pre-assigned work. In general, the anticipated absence should be three or more days in length before requesting pre-assigned work. Also, at least a twenty-four-hour notice must be provided to obtain these assignments.

Family Vacations

Family vacations are not excused absences, and for obvious reasons, our school strongly discourages the taking of family vacations while classes are in session. They are highly disruptive to the educational process and often result in poor grades for students who are taken from classes for extended periods of time during the school year. When a family plans a vacation during the school year, the principal's office *must* be notified well in advance. The office will inform teachers of the family's plans so that information regarding that student's academic and attendance records can be properly maintained.

Should parents choose to keep a student out of school for reasons other than illness or extenuating family circumstances, teachers will provide the normal range of assistance upon the student's return to school. However, it is the student's responsibility to identify and make-up missed work. NO ADVANCED ASSIGNMENTS will be provided to students. The school and the individual teacher(s) will not assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns.

Absence from Class

State law requires all students of school age to attend all assigned classes. Teachers keep an accurate record of all absences from and tardiness to class. Students who purposefully skip class are subject to consequences, which may include a parent conference, suspension or both.

Make Up of Work Due to Student Absence

If the absence was excused, students have the same amount of time to make-up work as they were absent. (Example - Absent Monday, back on Tuesday, work is due by Wednesday. Absent Monday and Tuesday, back on Wednesday, work due by Friday.) Teacher discretion may also be used for larger or more difficult assignments. In cases of truancy or unexcused absences, teachers may also exercise their right to disallow the make-up of any work. These reasonable teacher-imposed penalties may include the awarding of grades of zero on tests and quizzes or homework assignments. **These policies will be published in advance by teachers so students will be aware of the consequences of poor attendance well in advance of their imposition. It is the responsibility of the student to contact teachers for make-up work.**

Excessive Absences or Attendance Issues

If a student is absent for seven (7) days due to an illness, the return to school must be accompanied by a doctor's note. A court appearance will be excused only by a note from the clerk of courts or other court officer written on appropriate letterhead. It is not the intention of this policy to punish students who must be absent for reasons which are beyond their control or to encourage students to be absent unnecessarily. The policy intends to encourage attendance at school, which the entire educational community values most highly.

Truancy

A student will be considered truant if he/she fails to attend school for more than 8 days in a quarter without a proper excuse. In addition to any disciplinary consequences the administration may impose, the school may file a Child Requiring Assistance petition with the Juvenile Court.

Student Attendance Record

Absences and tardiness are part of a student's permanent record.

Tardy to School

Due to the fact that everyone experiences unforeseen circumstances that could lead to a late arrival at school, the first four unexcused tardies of each quarter will not lead to consequences. Upon the fifth unexcused tardy the consequences stated below will come into effect.

Students who incur an unexcused tardy beyond the four allotted per quarter:

1. 5th Tardy - Letter Home via email.
2. 6th Tardy - Detention
3. 7th Tardy - Detention
4. 8th Tardy - Detention and *Loss of all extracurricular activities.
5. 9th Tardy - Detention and *Loss of all extracurricular activities.
6. 10th Tardy - Parent Meeting and *Loss of extracurricular activities.

Subsequent tardies may result in In School Suspension and the child being referred to the court system for neglect (51A) or as a Child Requiring Assistance (CRA).

*Loss of extracurricular activities means that the student is **Not** eligible to participate in or attend any co-curricular events (practices, games, rehearsals, plays, concerts, dances etc.) for that day.

The principal, or principal's designee will meet with the student and parents to develop an action plan to address the student's school attendance.

Dismissals

The reasons for excusing dismissals will follow the same guidelines that are set forth for absences. Any student who is going to be dismissed must turn in a note to the office the morning of the dismissal or send an email to dismissals@georgetown.k12.ma.us. The note must be signed by a parent/guardian, and must state the time and the specific reason for the dismissal. Any dismissals that do not meet the guidelines that are set forth by the state regulations will result in an unexcused absence. Dismissals via a phone call can only be accepted for emergency situations. All dismissals due to illness must go through the school nurse.

If a student has four or more excused dismissals throughout the semester, professional documentation may be required by administration in order for the dismissal to be excused.

Any student who gets dismissed before 11:00 a.m. and does not return to school will be counted as absent, and will not be eligible for that day's co-curricular events. In addition, dismissals that do not meet the criteria for excused absences will not be excused, resulting in the loss of participation in co-curricular events for that day. Any dismissals due to illness also preclude the student's participation in co-curricular activities.

Students Permanently Leaving School (M.G.L. c. 76 § 18)

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of five (5) days from the student's tenth (10th) consecutive absence to the student and the parent/guardian of that student in both the primary language of the parent/guardian, to the extent practicable, and English. The notice shall initially offer at least two (2) dates and times for an exit interview between the superintendent, or a designee, and the student and the parent/guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within ten (10) days after the sending of the notice. The time for the exit interview may be extended at the request of the parent/guardian and no extension shall be for longer than fourteen (14) days. The superintendent, or a designee, may proceed with any such interview without a parent/guardian if the superintendent, or a designee, makes a good faith effort to include the parent/guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent/guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

EXTRA-CURRICULAR AND INTERSCHOLASTIC PROGRAMS

School Philosophy on Participation

Participation by students in programs beyond the school day is an integral part of the total Georgetown Middle School experience. We highly recommend and encourage involvement in our extra-curricular program. Please keep in mind that participation in extracurricular activities including interscholastic athletics is a privilege and shall be subject to GMS eligibility requirements as well as the approval of the principal.

See the Athletics portion of this handbook for further information on interscholastic sports and MIAA rules.

Athletic User Fees

All user fees must be paid when registering to try-out for any team. Students who have not paid their user fees will not be able to practice or participate. Extenuating circumstances may arise which may necessitate a payment plan or fee reduction. Payment plans or fee reductions must be approved by both the athletic director and the district's business manager, and must be concluded by May 31st. Generally speaking, reductions and payment plans will be based on the federal guidelines for free and reduced school lunch. **Please contact the Director of Athletics for more information. Please note that there is a family maximum per school year set at \$1500.** The family maximum does NOT apply to cooperative teams that are hosted by another school. Payments for all user fees must be made with a check or money order, no cash payments will be accepted.

Interscholastic Sports 2024-2025

Fall:

Cross County (FEE: \$375)

Boys Soccer (FEE: \$425)

Girls Soccer (FEE: \$425)

Golf (FEE: \$475)

Volleyball (FEE: \$375)

Winter:

Boys Basketball (FEE: \$475)

Girls Basketball (FEE: \$475)

Spring:

Baseball (FEE: \$425)

Softball (FEE: \$425)

Girls Lacrosse (FEE: \$425)

Middle School Track (FEE: \$375)

Co-Op Teams for 2024 - 2025

Clark school is permitted to play all sports on a space available basis.

Fall:

Girls Field Hockey (Georgetown host – Essex Tech visitors)

Winter:

Girls Ice Hockey (Masconomet Host-multiple schools are visitors)

Boys Ice Hockey (Pentucket Host-Georgetown visitors)

Co-ed Swim (Triton Host –Georgetown/Newburyport visitor)

Co-ed Indoor Track (Triton Host- Georgetown Visitor)*

Wrestling (Georgetown Host – Ipswich Visitor)

Spring:

Co-ed Outdoor Track (Triton Host- Georgetown Visitor)

*Pending State approval

The Athletic Handbook supersedes the Student/Parent Handbook should there be a question of accuracy pertaining to Athletics.

OTHER SCHOOL POLICIES

Discrimination and Harassment

The Georgetown Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The Georgetown Public Schools are also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available [Here](#).

To file a complaint alleging discrimination or harassment by Georgetown Public Schools on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status or to make inquiry concerning the application of Title II, Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, Age Discrimination in Employment Act or applicable state laws and their respective implementing regulations, please contact:

Mike Anderson
(978) 352 – 5777 ext. 144

Title IX of the Education Amendments of 1972

The Georgetown Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Georgetown Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Georgetown Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Georgetown Public Schools or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment:

Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedures, available [here](#). Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the District's Title IX Sexual Harassment Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with the District's Civil Rights Grievance Procedures.

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator(s) and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District's Title IX Coordinator is:

Mike Anderson ext. 144
(978) 352 – 5777

Penalties for Harassment

Any student found to be in violation of the student code of conduct in regard to sexual or other forms of discriminatory harassment will be dealt with in accordance with the student code of conduct. The code of conduct indicates the following penalties:

For Middle/High School students, the penalties may include any of the following or any combination of the following depending on the severity of the infraction:

- A. Consultation with the administration
- B. In school suspension
- C. Short term or long term suspension from school, or expulsion with a parent conference required before returning.
- D. Referral to outside agencies

For students at the elementary school level, the penalties may include any of the following or any combination of the following:

- A. Consultation with the administration
- B. After school detentions

- C. In school suspension/with parent conference required
- D. Short term or long term out of school suspension/with parent conference required

Bullying Prevention and Intervention

At Georgetown Middle School, bullying and cyber-bullying is prohibited and may result in disciplinary action by the school administration. Relevant portions of the Georgetown Public Schools' Bullying Prevention and Intervention Plan are below in conjunction with the School Committee JICFB Policy Prohibiting Bullying.

Definitions

Bullying: Bullying is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at the victim that i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying: Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer or signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Hostile Environment: A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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

Prohibition on Bullying

Bullying can occur in many places. Bullying which occurs away from school can nevertheless have a serious impact on a student's ability to engage in the educational process. Therefore, bullying, cyberbullying, and retaliation are prohibited:

- On school grounds or any place adjacent to school grounds;
- At the bus stop or on school buses or any other school vehicle;
- At any school-sponsored, or school-related activities, functions or programs;
- Through use of any school-based technology including but not limited to school computers or the school's internet connection;
- At a location, activity, function or program that is not school related, or through student owned technology, including home computers and cell phones, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

In addition, individuals may not retaliate against any person who reports bullying, provides information during an investigation of bullying, or is a witness or has reliable information about bullying.

Reporting Bullying

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other non-employees may be made anonymously. The schools will make reporting resources available to the school community including, but not limited to, the Georgetown Bullying Prevention and Intervention Incident Reporting Form.

Use of the Georgetown Bullying Prevention and Intervention Incident Reporting Form Report is not required as a condition of making a report.

1. Reporting by Staff

A staff member will report immediately to the principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor, when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

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

A student who knowingly makes a false accusation of bullying or retaliation may be subject to disciplinary action.

Consequences of Bullying and Retaliation

Students who engage in bullying will be subject to discipline by the principal. Depending on the nature and severity of the bullying, students may face a range of possible consequences, including, but not limited to, one or more of the following:

- Verbal warning;
- Written warning;
- Reprimand;
- Detention;
- Short-term or long-term suspension

Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying, as defined above, but nevertheless is inappropriate for the school environment.

The Georgetown Public Schools' Bullying Prevention and Intervention Plan is accessible on the district's website and is available in the middle school main office.

STUDENT FUNDRAISING ACTIVITIES

School organizations may not solicit funds door-to-door without the superintendent's approval.

Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.
2. Sale of advertising space in school publications.
3. A fund-raising activity approved by the Superintendent or designee.
4. Proposals to raise funds for charitable purposes or for the benefit of the school or community (for example American Field Service activities, United Nations, or scholarship funds) provided such proposals have been individually approved by the building principal and superintendent.

No money collections of any kind may be held in the schools without specific consent of the committee.

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Georgetown School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school

principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the superintendent for review of the issue. The superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

PARENT RIGHT TO KNOW TEACHER QUALIFICATIONS

Districts that receive Title I, Part A funds are required to notify the parents of students attending any school that receives funds under Title I, Part A that a parent may request, and the district will provide the parent on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s), including, at a minimum the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency license or waiver through which the state qualifications or licensing criteria have been waived; and
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.

Whether the child is provided services by paraprofessionals and, if so, their qualifications

HAZING

The laws of the Commonwealth of Massachusetts prohibit hazing. The Department of Education requires that every school (other than elementary schools) in the Commonwealth alert students and parents to the legislation by presenting a copy of the law. In compliance with that regulation, the law is printed in its entirety below. In accordance with Massachusetts General Laws Chapter 269, as amended:

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 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 wilfully 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.

Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril of himself or others, report such crime to an appropriate law enforcement officer as soon as reasonably practicable. Whoever fails to report such a crime shall be punished by a fine of not more than one thousand dollars (\$1000.00).

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.

HOMEWORK POLICY

The Committee understands the importance of homework as a co-curricular necessity. However, while the Committee supports summer reading lists across all age groups, additional summer homework will only be assigned to students enrolled in Advanced Placement (AP) courses. Homework given over school vacations during the school year shall provide ample time before and/or after the vacation period so students have the opportunity to complete such assignments outside of school vacations. Projects are also deemed covered under this policy. Homework assignments shall be reasonable and necessary with an age appropriate time commitment.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

SCHOOL CANCELLATIONS

The Superintendent of Schools has the authority to close school temporarily whenever conditions exist which may endanger the health and/or safety of the pupils. During stormy or extremely cold weather, parents are urged to exercise their own judgment in sending their children to school.

When a decision has been made to cancel school, the Superintendent or her designee will notify parents via automated telephone message before 6:00 a.m. The announcement will also be posted on radio station WBZ-Boston (1030 AM on the radio dial) and WHDH-Boston (850 AM on the radio dial) and television stations Channel 4, Channel 5 and Channel 7. In addition, school closure or delay information will appear on Georgetown Community Television, Channel 9 on Comcast, and Channel 42 on Verizon.

HIRING AND EMPLOYED PRACTICES OF PROSPECTIVE EMPLOYERS OF STUDENTS

Georgetown Public Schools requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation.

Prospective employers to whom this criterion applies include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experiences. (Please see Student Employer Statement form on page 65.)

MASSACHUSETTS DISCIPLINE LAWS

Massachusetts General Laws Chapter 71, Section 37H:

(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 ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(B) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or 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 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 ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(E) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Massachusetts General Laws Chapter 71, Section 37H½

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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.

Chapter 71, 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 consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school-or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school-or district-wide models shall not be considered a direct response to a specific incident.

(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.

Georgetown School District Drug and Alcohol Policy

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function,

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

Adopted by the Georgetown School Committee on 4/10/2008, Revised 8/25/2016

Georgetown School District Tobacco/Vaping Products Policy

Policy

Smoking, chewing, or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored events, even though this use does not take place on school grounds.

Procedures

The following consequences escalate for one school year. Infractions shall not carry over from one school year to the next. Each student shall receive a fresh start with each new school year. These consequences may be implemented within the guidelines below or adjusted as determined by the administration.

First offense--will result in detention, work detail, smoking cessation class, or other measures as deemed appropriate by the building administrator. Implementation of these consequences will be based on specific circumstances and individual students in compliance with each school's established procedures.

Second offense--may result in a one-day suspension.

Third offense--may result in a three-day suspension or one-day suspension with completion of a designated smoking cessation program.

Fourth offense--may result in a five-day suspension or a two-day suspension with completion of a designated smoking cessation program.

Fifth offense--may result in a recommendation for expulsion for insubordination.

PHYSICAL RESTRAINT POLICY

Below you will find Georgetown School Committee's policies and procedures for the implementation of physical restraint. All policies and procedures are in accordance with the Massachusetts Department of Elementary and Secondary Education. Please read the policies and contact the main office if you have any questions.

JKAA: PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Georgetown School District. Further, students of the District are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community leader, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions or forms of restraint shall be defined in 603 CMR 46.02.

DEFINITIONS

Mechanical Restraint: The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or

protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: The administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: A temporary touching or holding, without the use of force, of the hand, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: 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.

Prone Restraint: 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.

Seclusion: Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: A behavioral support strategy, developed pursuant to 603 CMR 46.04(1), 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. DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement of full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

Chemical restraint, mechanical restraint and seclusion are prohibited in all public school education programs.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention;
- Methods of preventing student violence, self injurious behavior, and suicide, including crisis planning and de-escalation of potentially dangerous behavior among groups of students or individuals;

- Descriptions and explanations of alternatives to physical restraint as well as the school’s method of physical restraint for use in emergency situations;
- Descriptions of the school’s training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication; restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

The reporting process of the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receive training on the District’s Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 (C.M.R. 46.04(4).

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student’s refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when 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;

The use of “time-out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint.”

Neither 603 C.M.R. 46.00 nor this policy prohibits (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c. 119 & § 51A.

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

Any individual who wishes to file a complaint regarding physical restraint practices, should immediately report their concern promptly to the school principal or designee. If the school principal receives the report, he or she will notify the Superintendent of the complaint. The Superintendent will promptly investigate the complaint and provide the

complainant notification of the outcome of the complaint within a reasonable time period of receipt of the complaint.

ATHLETICS POLICIES

Tryouts

All students who meet the MIAA eligibility requirements, pass a physical examination, and are members in good standing at Georgetown Middle/High School are welcome and encouraged to try out for a team. In addition, **the following tryout policies shall apply:**

High School Teams

- Students in grades 9 may try out for freshmen sports, grades 9-11 for junior varsity sports, and grades 9-12 for varsity sports.
- Initial sign-ups will include high school athletes only.

The following exceptions apply:

In the event that the number of high school student-athletes trying out for a sport do not meet the minimum roster requirements, or it is a non-cut sport, 8th graders may apply for a waiver to participate on a high school team.

Waiver Process

All 8th grade waivers applications must be completed and approved by the Director of Athletics. If approved, the Director of Athletics will present waivers to the Cape Ann League and the MIAA for approval.

Middle School Teams

- Students in 7th grade may try out for middle school sports.
- Students in 8th grade may try out for middle school sports but if there are insufficient sign-ups at the high school to fill the roster, slots will be opened for 8th graders to try out.

Students that meet all requirements may choose to try out voluntarily. In sports where cuts are made, athletes risk being cut after the tryout period. Students are then encouraged to join a non-cut sport if one is available. While participating as a member of a team, the student is expected to adhere to all rules and requirements outlined in this handbook.

Prior to the tryout period, a coach will provide an explanation of their expectations. It is the student's responsibility to demonstrate to the coach that he/she can fulfill these expectations.

1. All players must tryout every season for their sport and level. No athlete has automatically made any team until the cut roster is posted. All athletes that are trying out must participate in the entire tryout procedure.
2. When the tryout period has concluded and the team has been selected, the coach will personally contact each student by phone or meeting to discuss the reason for their decision.
3. No athlete may voluntarily leave one sport and try out for another after the roster has been set without the consent of both coaches involved and approval from the Director of Athletics.
4. A student officially becomes a member of his/her team for the sport season on the date of that school's first regular season contest in that sport. No student will be allowed to leave and join another team after this point – MIAA Rule 46 – One Sport Per Season is Permitted.
5. Under exceptional circumstances, a coach may apply to the Athletic Director to reclassify an athlete at a different team level/ or particular level. In this case the following waiver application will be reviewed by the Athletic Director, who will apply the following rubric:

The Athletic Director will review these waivers and make his or her decision based on the following criteria in priority order: Contact vs. non-contact sport and the applicant's a) physical ability and development; b) social and emotional development; c) above average academic performance.

Under no circumstance should the suggestion to classify an athlete to a higher level of competition be made to a student or to the student's parents until after the Athletic Director has rendered a decision.

The final evaluation and determination will be made by the Athletic Director after evaluating all pertinent data.

Any special circumstances concerning tryouts must be addressed with the Athletic Director.

Vacation Policy

During school vacation weeks, the Cape Ann League schedules games for junior varsity, varsity and occasionally freshmen sports. Athletes that are playing on a team that plays over the vacation week should be aware of these guidelines.

- If a student-athlete is going on an educational, school sponsored trip, there is no penalty regarding his/her status or playing time on the team. Class trips to Europe and Washington, D.C. would be such examples. However, a coach may decide to limit a player's time or change his/her positioning based upon the player's readiness to perform. These are viewed as strategic decisions and not penalties for going away. For example, if a student is away for a week, returning to the starting lineup without sufficient practice time could be detrimental to the player or team.
- A student cannot be suspended for more than one game if they miss game(s) during school vacation for a family vacation.

Disciplinary Actions

While we believe that all athletes are committed to following the rules of the athletic department, situations may occur that require disciplinary action. The following procedures will be used in these circumstances after the athlete has had the opportunity to meet with the coach, athletic director and/or principal.

Suspension from a Team

A student may be suspended from a team temporarily (games and/or practices) by the coach, athletic director, principal, and/or assistant principal. Causes for suspension include but are not limited to: suspension from school; unsatisfactory grades; personal misconduct; unexcused absences from meetings, practices or games; unsportsmanlike conduct; violations of school or athletic department rules.

Removal from a Team

A student may be removed from a team by the coach, athletic director and/or principal. Removal from a team by the coach will result only after a consultation with the athletic director and/or principal. Causes for removal include, but are not limited to: repeated violations of the code of conduct and discipline; repeated violations of athletic policies; personal conduct which warrants such actions before, during or after school hours; verbal or physical attack on any team member, opponent, fan, coach or official; repeated acts of unsportsmanlike conduct; not participating while able in athletic events.

Fundraising

The Georgetown School Committee has policies that govern fundraising in the school and all requests to raise funds must comply with policies JJE, Student Fundraising Activities, JP, Student Gifts and Solicitations and KHA, Public Solicitation in the Schools. Specific information of these policies is available on the district website.

All athletic sponsored fundraising must be approved by the principal in advance of the event. Fundraising activity sheets must be filled out and returned to the front office. No fundraising may take place without approval in advance. As per policy, some fundraising activities may require approval from the School Committee and/or the Superintendent of Schools

Transportation

Georgetown will provide bus transportation, to and from the event, of all scheduled away contests. Players are expected to travel to and from games with the team. If a student has an extenuating circumstance (academic, religious, or physical) and must be transported to the event in private transportation, s/he must fill out the *Parent Permission Form for Travel* and turn it into the Director of Athletics in advance. If a student is going to leave a contest with their parent or guardian, s/he must inform the coach verbally before departure. No transportation will be provided for practice or cooperative sports practice.

All school rules and the Code of Conduct apply on busses.

MIAA RULES/POLICIES

Georgetown Middle School is a member of the Massachusetts Interscholastic Athletic Association (MIAA), the organization that determines the rules and regulations governing athletics in the Commonwealth of Massachusetts. The MIAA student eligibility requirements for participation in high school athletics are quite involved. The MIAA regulations have been condensed considerably in the sections below in an attempt to highlight the most important rules and regulations. If you have any questions, or need further clarification please contact the Athletic Director.

Physical Exams

All students must pass a physical examination within 13 months of athletic participation. A sports physical terminates 395 days subsequent to administering and must be renewed immediately (should an athlete be "in season") to maintain eligibility. Physical examinations must be performed by a duly registered physician, physician's assistant or nurse practitioner. A report from the attending physician must be filed with the student's records by the school nurse before a student is allowed to participate in any tryout, practice or contest. PENALTY: A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.

Chemical Health/Alcohol/Drugs/Tobacco Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco

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 beverage containing alcohol; any tobacco product; marijuana; steroids; or any 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 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. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

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 contests totaling 25% of all interscholastic contests in that sport. 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 parts of an event will be truncated i.e. all fractional part of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: 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 contests totaling 60% of all interscholastic contests in that sport. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations, the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. All decimal part of an event will be truncated i.e. all fractional part of an event will be dropped when calculating the 40% of the season. If student does not complete program, penalty reverts back to 60% of the season. **Penalties shall be cumulative for each academic year, but serving the penalty could carry over for one year.** Or, if the penalty period 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 (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

Transfer Students

A student who transfers from any school to an MIAA member school is ineligible to participate in any interscholastic contest at any level for a period of one year in all sports in which that student participated at the varsity level or its equivalent during the one year period immediately preceding the transfer. A waiver request is available for transfer students with special circumstances. Varsity participation is defined as any appearance, as a competitor, in a varsity interschool game, match or meet 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. The parent of all transfer students who intend to participate in athletics should contact the Athletic Director immediately upon considering a transfer to Georgetown Middle School.

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. tryouts, practices and 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. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs. Unattached athletes are not eligible for tournament participation.

PENALTIES:

First Offense: Student-athlete is suspended for one (1) contest and shall not participate in the next scheduled interscholastic competition that is part of their regular season schedule or in tournament play.

Second Offense: Student-athlete is suspended for an additional 25% of the season and is ineligible for tournament play immediately upon confirmation of the violation.

Penalty Carry Over: An unserved portion of the penalty for a violation toward the end of a season will carry over to the very next high school season in which the student is a legitimate participant. For example, a soccer player who violates the rule by missing the last high school match (regular season or tournament) would serve the required suspension (1 game if first offense) at the start of basketball season, if that student is a legitimate basketball participant.

Age Limits

A student shall be under 19 years of age to compete in interscholastic athletics, but may compete during the remainder of the school year, provided that student's nineteenth birthday occurs on or after September 1 of that year. For Freshman competition only, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year.

Time Allowed for Participation

A student shall be eligible for interscholastic competition for no more than 4 consecutive years after initially entering grade nine. This limitation shall apply without regard to actual participation or attempt to participate.

One School Sport Per Season is Permitted

A student-athlete shall participate in only one MIAA interscholastic sport in any defined MIAA sport season (Fall, Winter, or Spring), including tournaments and/or championships in that season. *For the purposes of this rule only*, a student-athlete officially becomes a member of that team for the sport season on the date of the school's first regular season contest in that sport. A student-athlete is not allowed to play more than one season of the same sport in a school year.

Captain's Practice

Georgetown Middle School in no way condones any form of "Captain's Practice." The term usually means the team's captain will organize and conduct out-of-season practice for the sport without adult supervision. The MIAA does not in any way sanction, encourage, or condone "Captain's Practice" in any sport. Depending on the member school's involvement, these "practices" may be a clear violation of the rule defining season limitations.

Transportation Policy

When GMHS provides transportation to and from athletic events, student-athletes are required to ride that transportation. In the event that there are extenuating personal circumstances and the parent/guardian wishes to take responsibility for the transportation of his/her son or daughter, it is required, that the parent/guardian present himself/herself to a member of the coaching staff informing the coach that his/her child is leaving with him/her. Student-athletes may then ride with their parent/guardian only. Student-athletes may not ride with other student-athletes, friends, neighbors or anyone else other than their own parent/guardian.

MANAGING THE CARE OF STUDENTS WITH ATHLETIC CONCUSSIONS

Please see the Athletics and High School Handbook for the complete Georgetown Schools policy on Managing Care of Students with Athletic Concussions. The below is an excerpt:

Exclusion from Play/Re-entry Process to School

- A. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
- B. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
- C. The coach/athletic trainer shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness. The coach/athletic trainer also must provide this information to the parent in writing, whether paper or electronic format, by the end of the next business day.
- D. The coach/athletic trainer shall communicate, by the end of the next business day, with the athletic director and school nurse that the student has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.
- E. Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated re-entry plan for return to full academic and extracurricular athletic activities.
 1. The re-entry plan shall be developed with input from the following, as appropriate:
 - a. the student's teachers,
 - b. the student's guidance counselor,
 - c. school nurse,
 - d. athletic trainer,
 - e. parent,
 - f. IEP team,
 - g. in consultation with the student's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.
 2. The written plan shall include instructions for students, parents, and school personnel, and shall address, but not be limited to, the following:
 - a. Physical and cognitive rest as appropriate;
 - b. Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;
 - c. Estimated time intervals for resumption of activities;
 - d. Frequency of assessments, as appropriate, by the school nurse, primary care physician, certified athletic trainer, and school physician until full return to classroom activities and extracurricular athletic activities are authorized; and
 - e. A plan for communication and coordination between and among school personnel and between the school, the parent, and the student's primary care provider or the physician who made the diagnosis or who is managing the student's recovery.
 3. The student must be completely symptom free and medically cleared as defined in 105 CMR 201.011 in order to begin graduated re-entry to extracurricular athletic activities.

Medical Clearance and Authorization to Return to Play

Each student who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the athletic trainer, a Department Post Sports-Related Head Injury Medical Clearance and Authorization Form (Medical Clearance and Authorization Form), or appropriate doctor's note, prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, the school nurse and teachers as appropriate.

A. Only the following individuals may authorize a student to return to play:

1. A duly licensed physician;
2. A duly licensed certified athletic trainer in consultation with a licensed physician;
3. A duly licensed nurse practitioner in consultation with a licensed physician or;
4. A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

For more information, please see the Georgetown High School's website for the complete Athletic Handbook. The Athletic Handbook supersedes the Student/Parent Handbook should there be a question of accuracy pertaining to Athletics.

NOTICE OF REQUEST FOR PERMISSION TO USE ELECTRONIC RECORDING

Permission to Use Electronic Recordings of your Child's Performance for Fundraising Events to benefit Georgetown Public Schools

The Georgetown High School, Georgetown Middle School, Penn Brook Elementary School, and Perley Elementary School from time to time record concerts, plays, athletic events, and other activities involving students for broadcast on the Georgetown Cable Television Channel. These schools may offer to the community the ability to purchase CD or DVD copies of these performances, events, or activities as a means of raising funds to purchase items needed by these schools that cannot be purchased in traditional ways due to budget restrictions.

In accordance with federal and state laws and regulations as well as Georgetown School Committee policy JRA-R, we may release certain directory information such as your student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors, awards, and post high school plans without consent of the parent or student. We may do this however, only after giving you the parent reasonable time to inform us that you do not wish to have this information released.

For the purpose of this Request for Permission, we are planning only to release a copy of your child's performance or participation in a concert, play, athletic event, or other activity that was previously recorded and broadcast on the Georgetown Cable Television Channel. We may also release your child's name as one of the performers or participants, but no other directory information will be released. Again, this release will be in the form of a CD or DVD recording that will be made available to parents and the public for a cost, with the funds being used towards specific school needs that will be clearly outlined in the fundraising effort.

If you agree to allow the Georgetown Public Schools to release your child's information in the manner and for the purpose described above, you need do nothing more.

If you DO NOT wish to allow the Georgetown Public Schools to release your child's information in the manner and for the purpose described above, please return this form to your child's school within one week of the beginning of school.

Child's Name (Print) _____

Parent or Guardian Name (Print) _____

Parent or Guardian Signature _____

By signing and returning this sheet, I am stating that I do not wish to allow the performance or participation of the above named child(ren) in any performance, activity, or event to be released in the manner and for the purposes described in this letter.

GEORGETOWN SCHOOLS INTERNET ACCEPTABLE USE AGREEMENT

The Georgetown School System provides, as a service to schools, a wide area network that includes access to the Internet. It is required that network users within the district conform to the standards of the Georgetown Schools Acceptable Use Policy.

Link to the GEORGETOWN SCHOOLS INTERNET ACCEPTABLE USE POLICY

<https://georgetown.k12.ma.us/wp-content/uploads/sites/5/2024/08/GPS-TechAcceptable-Use-Policy.pdf>

SAMPLE HARASSMENT COMPLAINT FORM

Name of Complainant:

Position (circle one): Student Teacher Secretary Custodial Other

Date of Complaint:

Name of the Alleged Harasser:

Date and Location of Incident(s):

Name(s) of Witnesses:

Evidence of Harassment (i.e. photos, letters, etc.) Attach and list items:

Other Pertinent Information:

Signature of Complainant / Date

Signature of Reporting Officer / Date

GRIEVANCE PROCEDURE AND DISCLAIMER

Grievance Procedure

The grievance procedure at Georgetown Middle High School has five levels: Teacher/Coach, Department Head/Athletic Director, Assistant Principal, Principal, and Superintendent. **Within the first four levels**, any student/parent who has a concern that arises with a staff member may appeal that decision to the next highest level.

The grievance procedure is as follows:

1. The student/parent contacts the Teacher/Coach about the concern.
2. The student/parent may then appeal that decision to the Department Head/Athletic Director.
3. The student/parent may then appeal that decision to the Assistant Principal.
4. The student/parent may then appeal that decision to the Principal.
5. The final appeal can then be made with the Superintendent.

If the issue arises at a level beyond step 1, then the appeal process continues from that step up to step 5. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

Grievances and appeals regarding civil rights will be handled in accordance with applicable school committee policies and the specific civil rights grievance procedure(s).

Disclaimer

The laws, school committee policies and school rules stated in this handbook are intended to ensure the safe, orderly, and educationally sound operation of Georgetown Middle School. In addition to these written provisions, there may be times where, to further ensure the safe, orderly, and educationally sound operation of the school, the school administration may enforce a standard of conduct upon students that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance or school committee policy not written in this handbook. If a new law is passed, it supersedes current rules.

Please note that all guidelines, rules and responsibilities for our students, faculty and parents/guardians are in compliance with the policy manual created by the Georgetown School Committee. This policy manual is posted on the district's website for your review. Please do not hesitate to contact school administration if you have any questions or need further clarification regarding school policies.

GEORGETOWN SCHOOL DEPARTMENT
Office of the Superintendent
51 North Street
Georgetown, MA 01833
978-352-5777



Margaret Ferrick
Superintendent of Schools

Patti White Lambright
Director of Student Services

EDUCATION SERVICE PLAN

In accordance with the Massachusetts General Laws Chapter 71, Sections 37H, 37H 1/2, and 37H 3/4, Georgetown Public Schools must provide opportunities for students to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her in school suspension, short-term suspension (10 days or less), long-term suspension (10 days or more) or expulsion. Any student who is expelled or long-term suspended from school, for more than ten (10) consecutive days, may select one of the following education service options for the duration of the school suspension:

- Access to tutoring services:

Students choosing this option are expected to attend tutoring sessions at a designated public site identified by the school district. The tutoring will be provided by qualified personnel from Georgetown Public Schools, or contracted providers as assigned by the Georgetown Public Schools. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§1D and 1F. Students' tutoring schedule is by appointment and prepared weekly. Tutoring services will only be available before or after school hours.

- Access to online education:

Students choosing this option are enrolled in an online platform and taught by MA licensed teachers in each subject area. Work hours are flexible but students are expected to access online instruction by logging in at least 5 days per week for a minimum of 45 minutes to an hour per subject. Daily attendance is imperative in order to ensure success in the virtual program. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§1D and 1F.

Period of Expulsion or Suspension: From: _____

Student Signature: _____

Parent Signature: _____

To: _____

Date: _____

Date: _____

PLEASE MAKE YOUR SELECTION AND RETURN THIS FORM TO THE PRINCIPAL OF YOUR SCHOOL, WHO WILL ARRANGE FOR THE SERVICES.

GEORGETOWN SCHOOL DEPARTMENT
Office of the Superintendent
51 North Street
Georgetown, MA 01833
978-352-5777

Carol C. Jacobs
Superintendent of Schools

Jack Tiano
Director of Student Services

Student Employer Statement

As an employer recruiting students from Georgetown Middle High School for potential employment, my signature verifies that the employer complies with all federal and state laws regarding discrimination in hiring and employment practices. The employer does not discriminate in its hiring and employment practices on the basis of race, color, national origin, sex, gender identity, handicap, religion and sexual orientation.

Employment Recruiter Signature

Date

Witness (School Administrator)

Date

MIDDLE SCHOOL BELL SCHEDULE

MIDDLE SCHOOL BELL SCHEDULE

	DAY 1B	DAY 2W	DAY 3B	DAY 4W	DAY 5B	DAY 6W	DAY 7B
<u>Block 1</u> 7:30-8:24	A	B	C	D	E	F	A
<u>Block 2</u> 8:27-9:21	B	C	D	E	F	A	B
<u>Block 3</u> 9:24-10:18	C	D	E	F	A	B	C
<u>Block 4</u> 10:21-11:15	D	E	F	A	B	C	D
<u>Block 5</u> 11:18-12:12	E WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45	F WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45	A WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45	B WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45	C WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45	D WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45	G WIN 8th grade: 11:18-11:48 7th grade: 12:12-12:45
	Middle School Lunch 12:48-1:18						
<u>Block 6</u> 1:21-2:15	F	G	G	G	G	G	E
DROP	G	A	B	C	D	E	F

GEORGETOWN MIDDLE SCHOOL SIGN OFF FORM

2024-2025 School Year

Website: : <http://www.gssapp.org/GeorgetownPublicSchools/gmhs>

STUDENT NAME: (print) _____ YOG: _____

This handbook is distributed at the beginning of every academic year to every student in the Georgetown Public Schools. It is the presumption of the administration and the school system that a parent and student will read and understand the handbook. **Even if a parent or student does not return this acknowledgement form at the end of the handbook, such presumption is made.**

CODE of discipline and student/parent handbook

_____ I have read and understand the Student-Parent handbook located on the Georgetown Middle High School website. I understand the general rules and regulations regarding the behavioral and procedural expectations of the school. I understand that if I would like to receive a hard copy I can obtain one from the main office.

_____ I have read and understand the rules regarding the Student Dance Contract found within the Student- Parent handbook located on the district website.

STUDENT INTERNET POLICY/PERMISSION

_____ I acknowledge that I have read and understand the Georgetown High School's Internet Acceptable Usage Policy found within the Student-Parent handbook located on the district website.

Student Hazing Law

____ I acknowledge that I have read and understand the Hazing Law (M.G.L. Chapter 269, sections 17-19) and the consequences associated with hazing found within the Student-Parent handbook located on the district website.

PRIVACY LAW

Except as provided by the student records laws and regulations, pictures and/or names of children cannot be released to newspapers without parent/guardian approval. To prevent the inconveniences of requesting this permission each time a special program, event or school-related activity occurs which might result in the appearance of a newspaper article or photograph.

____ I hereby give my permission for my child, a student at Georgetown High School, to have his/her name and photograph released for articles and our Web Site that report Georgetown High School activities.

If for any reason you do not wish your child to be photographed or videotaped for public viewing, please put this in writing to your child's principal or use the form found in the handbook located on the district's website. If we do not hear from you, we will assume you agree to allow your child to be photographed or videotaped during the 2024-2025 school year.

Student/Parent Signatures

Student: (signature) _____ DATE: _____

Parent or Guardian (print): _____

(sign): _____