



GEORGETOWN MIDDLE SCHOOL

Student Handbook

School Year
2026-2027

Superintendent:	Dr. Margaret Ferrick
Principal:	Sara Hoomis
Assistant Principal:	Hope Doran
Athletic Director:	Jessica Whitehead



Georgetown Middle School Student Handbook

Welcome to Georgetown Middle School!

This handbook is here to help you get to know Georgetown Middle School better. Inside, you'll find important information about rules, routines, and what to expect throughout the school year. The Table of Contents can be used to quickly find what you're looking for.

Every student gets a digital copy of the handbook on their personal device. If you'd rather have a paper copy, just stop by the Main Office and ask for one.

We ask that both students and their parents or guardians read through the handbook carefully. It's important to know what's inside—not knowing the rules won't be an excuse if something comes up. You're responsible for understanding this information.

If you have questions or can't find something, feel free to reach out to the Main Office at **978-352-5790**. We're here to help!

We look forward to partnering with you to support your child's academic success and social-emotional growth throughout their middle school experience.

Georgetown Middle School Administration

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Georgetown Middle School Values

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

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."

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This handbook has been translated into the major languages spoken by parents or guardians of District students. If a parent’s or student’s primary language is not English, and the District has not already translated a student handbook or student code of conduct into their primary language, the District will translate a handbook and/or code of conduct into that language or will make oral interpretation available for any parent or guardian with limited English skills, including parents or guardians who speak low-incidence languages.

MOST COMMONLY ASKED QUESTIONS

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

We encourage students to only use their phones in case of an emergency before school or after school, 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 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?

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.

What do I do if I get detention?

Detentions may be assigned by teachers or administrators and start at 2:15 p.m. Detentions are often assigned due to poor behavior, not being prepared for class, or not being respectful. . A student will always be given 24-hour notice in regard to serving the detention.

GENERAL INFORMATION

Notice of Non-Discrimination

The Georgetown Public School District does not tolerate discrimination against students, parents, employees or the general public on the basis of race¹, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status. The Georgetown Public School District is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law. 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.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Georgetown Public School District's policy of nondiscrimination will extend 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 or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law.

In addition to designating at least one administrator to respond to inquiries regarding the District's non-discrimination policies, the District has adopted grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability including meal modifications, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

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:

Katelin Kennedy
Director of Student Services
(978) 352 – 5777 x. 100
kennedyk@georgetown.k12.ma.us

¹ Under Massachusetts law, "'Race', as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles." M. G. L. c. 4, § 7. Protective hairstyles, "shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations." Id.

A complete copy of the District's Civil Rights Grievance Procedures are available [here](#)

A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available [here](#).
See below for additional information regarding Title IX.

Residency Requirements

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):

McKinney-Vento Homeless Education Assistance Act

The McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- 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 beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- migratory children who qualify as homeless because they are living in circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records, or proof of residency, or have missed any enrollment deadlines.

Homeless students have the right to immediately enroll in the school district where they are temporarily residing or remain in their school of origin, and receive transportation. Homeless students are entitled to transportation to and from their school of origin. If the school of origin is in a different district, the districts will coordinate the transportation services and costs.

According to the student's best interest, if a student becomes homeless or permanently housed during the school year, they have the right to remain in their school of origin with transportation, if needed, for the duration of homelessness or attend the public school in the area where they are actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, with transportation, pending resolution of the dispute. The parent or guardian shall be informed of the school's decision and their appeal rights in writing. The school's liaison will carry out dispute resolution as provided by the process set forth by state and federal law and the Department of Elementary and Secondary Education.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to school policies. If the student does not have immediate access to immunization records, the student shall be admitted under an exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible, and the school liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to school policies. Emergency contact information is required at the time of enrollment consistent with school policies, including compliance with the state's address confidentiality program when necessary. Information about a homeless student's living situation will be treated as a student education record, and is not considered directory information.

The school's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools and the school's Homeless Education Policy, in such places where children receive services such as: schools, family shelters, and health clinics. The liaison will also help homeless families and youth access educational services and related opportunities for which they are eligible, including but not limited to Head Start, Even Start, and school nutrition programs.

For additional information regarding homeless students' rights and services, please contact the Principal or the School Homeless Liaison.

For further information, please contact Shirley Fan-Chan, *Homeless Education State Coordinator*
Shirley.fan-chan@mass.gov

42 U.S.C. 11301; DESE McKinney-Vento Homeless Education Assistance – Advisories

Educational Opportunities for Students in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students 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 a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attends in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF and other school districts to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend their 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. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

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. If there are additional costs associated with transportation to maintain the student in their school or origin, the district will provide the transportation if DCF agrees to reimburse the district, the district agrees to pay for the cost of such transportation, or DCF and the district share the cost. 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 enrolled in school in his/her local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present a Notice to Local Educational Agency form that indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students.

Every Student Succeeds Act; *DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018.*

Educational Opportunities for Children of Military Families

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of a school because of their parents/guardians being on active duty in the U.S. Armed Services, the school supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. See M. G. L. c. 15E.

The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school-aged children, enrolled in kindergarten through 12th grade, and their parent is an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty, a member or veteran of the uniformed services who was severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement, or a member of the uniformed services who died on active duty or a result of injuries sustained on active duty for a period of one (1) year after death.

The following applies under the Interstate Compact on Educational Opportunities for Military Children:

Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.

Simultaneously, the receiving school must request official records and the sending school shall respond within 10 days with the records.

Immunization requirements of the school may be met within 30 days from the date of enrollment (or be in progress).

At enrollment, the receiving school shall allow students to continue at the grade level that is equal to grade level in the sending state, regardless of age. If a student has completed the prerequisite grade level in the sending state, the student shall be allowed to enroll in the next highest grade level in the receiving state, regardless of age. If the student is transferring after school has started in the receiving state, the student shall enter the receiving school at the level validated by the sending state.

Receiving schools must initially honor placement of students in all courses from the sending school, if the courses are offered and space is available. Courses include but are not limited to vocational, career pathways, advanced placement, etc. Receiving school shall initially honor placement based on assessments and placements at sending school. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

In compliance with federal law, special education students must be placed by the existing IEP, requirements of Section 504, and requirements of ADA, with reasonable accommodations in the receiving school. Receiving school is not precluded from performing subsequent evaluation to make sure the student is placed appropriately.

The school may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs.

Students shall have additional excused absences at the discretion of the school for visits with parents or legal guardians relative to leave or deployment.

An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living with the custodial parent/guardian without any tuition fee imposed, or the school in which the non-custodial parent or other person standing in loco parentis lives without any tuition fee imposed.

The student will be provided with the opportunity for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified.

To facilitate on-time graduation, receiving school shall waive specific courses required for graduation if similar course work completed satisfactorily in the sending district, or provide reasonable justification for any denial. If waiver is not granted, and the student would otherwise qualify to graduate from sending school, receiving school shall provide alternative means of completing required coursework so that graduation may occur on time.

Interstate Compact on Educational Opportunity for Military Children; DESE Guidance on the Military Interstate Children's Compact Commission (MIC3), September 16, 2016.

English Language Learners

Upon a student's enrollment, Georgetown Public Schools will identify (1) students who may be English learners (ELs) and will assess their level of English proficiency, or (2) students who may be Former English learners (FELs).

Specifically, Georgetown Public Schools will administer a home language survey to all newly enrolling students, and if a language other than English is identified, Georgetown Public Schools will screen the English proficiency of the student

using the WIDA screening assessment within thirty (30) days of the student's enrollment. At any time, a parent/guardian of a student enrolled at Georgetown Public Schools may request that the school assess the student's level of English proficiency. Georgetown Public Schools will notify the parent/guardian of the school's determination and the student's placement, and such information will be placed in the student's school record.

Students identified as English Learners (ELs) will be enrolled in an English Language Education (ELE) program, such as a sheltered English immersion program or an alternative that meets the requirements of federal and state law. Georgetown Public Schools will verify at the beginning of each school year that the teachers in the English learner program are properly endorsed. Students with a disability are eligible for ELE programming, and EL students are eligible for special education if they meet the criteria.

Students have the right to enter into an ELE at any time. A parent/guardian may request to enroll or transfer their student into a specific EL education program offered by Georgetown Public Schools, and such requests will be reviewed by the superintendent or his/her designee, and responded to within twenty (20) school days. Parents/guardians may also request that a specific ELE program be implemented. If at least parents of twenty (20) EL students submit a request, the school will respond within ninety (90) days with either an offer to implement the requested program or an explanation denying the request. Parents/guardians have the right to visit an ELE program. If advised to by the student's teacher or guidance counselor, the school may request, in writing, a program transfer of the student, with notice to the parents/guardians.

Georgetown Public Schools will not separate ELs from their English-speaking peers, except when programmatically necessary to implement an ELE program. ELs in any program will be taught to the same academic standards and curriculum frameworks as non-EL students, and will be provided the same opportunities to master such standards and frameworks. ELs will have equal access to all educational programming and extracurricular activities offered by the school, for which they qualify, including non-core academic courses. English proficiency will not determine student participation in academic programs and services such as career education programs, counseling, special education, Section 504 Accommodation Plans, Title I services, athletics, electives, or performing arts, unless a particular program or advanced course requires English proficiency for meaningful participation. ELs will be awarded credit toward graduation. ELs will participate in the statewide assessment system, and an English proficiency test will be administered each year. Only ELs identified as severely learning disabled will be exempt. ELs have the right to receive counseling and guidance offered by the school in a language they can understand.

Georgetown Public Schools will assess ELs annually to gauge proficiency in reading, writing, listening, and speaking English, and progress in learning English.

Once an EL attains English proficiency and is able to do regular school work in English, he/she will no longer be classified as an EL and will be transferred to mainstream, English language classrooms. Georgetown Public Schools will still monitor the FELs progress for four years and provide any needed support, if applicable. A FEL will be re-classified back to an EL if they fail to make academic progress due to a lack of English proficiency. Parents/guardians will be notified of all re-classifications.

A parent/guardian may withdraw their student from an EL education program in accordance with state and federal law. If a parent opts their out of a language program, the school will provide instructional support to ensure the student has access to the curriculum and same opportunities to master academic standards and curriculum frameworks as his/her native English-speaking peers. Opted-out student will still be assessed with the state mandated English language proficiency test.

M. G. L. c. 71A; 603 C.M.R. 14.00

Right to Equal Education

Every person shall have a right to attend the public schools of the town where she/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. M.G.L. c. 76, § 5.

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Georgetown Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

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 the 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.

Notification of Rights Under the Family Educational Rights and Privacy Act

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

1. The right to inspect and review the student’s education records within forty-five (45) calendar days of the day the School receives a request for access.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

Inspection of Record

A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) calendar days of the request unless the parent/guardian or eligible student consents to a delay. In the event the parent/student requests copies of a student record, the district may charge the parent/student for said copies at the district rate. The parent and/or eligible student may request to meet with professional qualified school personnel to have any of the contents of the record interpreted. Parents/guardians and eligible students should submit their request for access/inspection to the Principal in writing.

With a few exceptions, no individual or organization other than the parent, student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the eligible student. The District protects the confidentiality of personally identifiable information of students in accordance with state and federal law.

Amendment of the Student Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to request a conference with the Principal or her/his designee to make their objections known. Within a week after the conference, the Principal or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the eligible student or parent may file an appeal with the Superintendent.

Directory Information

Federal law requires that the District release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the school may release the following directory information about a student without prior consent: a student’s name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, and information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying the Principal in writing by the end of September of each school year. The Georgetown Public Schools shall exercise sole authority and discretion with regard to the disclosure of Directory Information to commercial organizations.

Destruction of Student Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school. 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. Before any such information may be destroyed, the parent and student must be notified in writing and have an opportunity to obtain a copy of any of the information before its destruction.

Transfer of Student Records

In accordance with 603 CMR 23.07(4)(g), it is the practice of the District to forward, without prior consent, the student record of any student who seeks or intends to enroll, or already has enrolled, in another public school, if the disclosure is for the purpose 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.

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

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.

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.

Applicable Definitions:

Student Record: The student record consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that are maintained by the school district and are organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. Electronic communications (e.g., emails, text messages, etc.) shall not be considered to be student records maintained by the school district unless printed and placed in the student's temporary record.

Parent: A student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Eligible Student: A student who has reached fourteen (14) years of age or who has entered 9th grade. Upon reaching 18 years of age, the adult student may submit a written request to the principal or to the Superintendent of Schools to limit the rights of the parent(s) to request the amendment or release of the student record. Under Massachusetts law, however, a student cannot limit the right of the parent(s) to inspect the student record regardless of the Student's age. M.G.L. c. 71, § 34E.

Authorized School Personnel:

- (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. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
- (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed 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. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (c) The Evaluation Team which evaluates a student.

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 non-academic 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 Director of Student Services, Katelin Kennedy.

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 exception 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.

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 provide appropriate accommodations based on medical information and student needs.

Dispensing Medications

The Georgetown Public Schools follow all requirements of 105 CMR 210.00, regulations pertaining to the administration of medication to students in schools. The school nurse supervises the administration of medication at GMS. If medication needs to be administered during school hours, whether it is a prescription or over-the-counter medicine, such administration of medication must be done by the school nurse or with the authorization of the school nurse in accordance with 105 CMR 210.000.

Whenever possible, medication administration should be scheduled at times other than during the school day. If it is necessary that your child receive medicine during the school day, the school nurse is responsible for the administration of all medications. All medications must be delivered to the nurse by a parent, guardian, or another designated adult. Medication must be in its original pharmacy-labeled container and be accompanied by a doctor's order and written parental approval prior to administration. No more than a thirty (30) school day supply shall be stored at the school. Parents/guardians may retrieve the medication from the school at any time. All unused, discontinued, or outdated medications will be returned to the parent/guardian. In extenuating circumstances, with parental consent, when possible, medications may be destroyed by the school nurse in accordance with the policies of the Massachusetts Department of Public Health, Division of Food and Drugs. For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. The written request of a parent/guardian is required.

The school nurse will ensure that there is a proper medication order renewed as necessary including at the beginning of each academic year. Before the student enters school, the medication order shall be obtained by the school nurse, along with any other additional information from the doctor, and the medication administration plan shall be developed in accordance with 105 CMR 210.005.

A medication administration record for each student will be maintained, including a daily log, the medication administration plan, the medication order, and parent/guardian authorization. Prescription medications to be administered "as needed" may be administered by the school nurse or authorized school personnel after the school nurse assesses or consults with the student after each dose.

In the case of field trips and other short-term special school events, every effort will be made to have a nurse or other school staff member trained in prescription medication administration accompany the student. When this is not possible, the school nurse may delegate prescription medication administration to another responsible adult, subject to written consent from the parent/guardian for the named responsible adult, and subject to the requirements of 105 CMR 210. The administration of parenteral medications may not be delegated, with the exception of epinephrine administered in accordance with 105 CMR 210.100. Epinephrine must be administered solely in accordance with 105 CMR 210.100, even if on a field trip. The school nurse cannot delegate the administration of epinephrine to another "responsible adult." Only those allowed under 105 CMR 210.100 can administer epinephrine.

The school nurse may, in accordance with standard nursing practice, refuse to administer or allow to be administered any prescription medication which, based on their individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. Parents/guardians and the doctor will be notified immediately by the school nurse in this scenario.

All medications must be picked up at the GMS nurse's office by the last day of school. Any medication left at school will be destroyed.

SELF-ADMINISTRATION AND SELF-CARRY OF MEDICATIONS

The school nurse may permit self-carry and self-administration of medication by a student provided that the following requirements are met:

- the student, school nurse and caregiver, where appropriate, enter into an agreement which specifies the conditions under which medication may be self-administered, which may include the conditions under which a

student may self-carry medication for the purpose of administration by another, or whether the medication being self-administered is being taken or applied by the student themselves or with an FDA-approved medical device;

- the school nurse, as appropriate, develops a medication administration plan pursuant to 105 CMR 210.005(E) which contains only those elements necessary to ensure safe self-administration of medication;
- the school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate. As necessary, the school nurse shall observe initial self-administration of the medication;
- the school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered, and follows the school self-administration protocols;
- there is written authorization from the student's caregiver that the student may self-administer medication, unless the student has consented to treatment under M.G.L. c. 112, § 12F or other authority permitting the student to consent to medical treatment without caregiver permission;
- if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
- the school nurse establishes a plan for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and caregiver, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This may include self-carry of the medication and this information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;
- the school nurse develops and implements a plan to monitor the student's self-administration, based on the student's abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, and notifying the caregiver or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication;
- with caregiver and student permission, if required by law, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering and/or self-carrying a medication.

SOURCE: MASC 2026

Physical Examinations and Health Screenings

Students are required to submit a copy of a physical examination that was completed within one year prior to entrance to Georgetown Public Schools or within thirty (30) days after entering Georgetown Public Schools, and at intervals of three/four years thereafter. Health records transferred from a previous school may be used to meet this requirement. All new students will be required to submit a copy of a physical examination.

All students participating in competitive athletics will need to submit a copy of a physical examination every year in which they intend to participate. See 105 CMR 200. Students are also required to submit a copy of a physical examination if they are over the age of fourteen (14) but under the age of sixteen (16) and are requesting employment certificates.

Within thirty (30) days of a student's first day at Georgetown Public Schools, all students must submit certification that the student has passed a vision screening within the previous twelve (12) months. Vision and hearing screenings will be conducted in the year of school entry and annually through grade five (5), once in grades six (6) through (8), and once in grades nine (9) through twelve (12).

The weight and height of each student will be measured in grades 1, 4, 7, and 10. Every effort will be made to protect the privacy of each student during the screening. School personnel will not disclose the height, weight or BMI calculations of an individual student to anyone other than the parent/guardian, unless written consent is provided by the parent/guardian. Parents/guardians can request in writing that their child's measurements not be taken.

Postural screening will be conducted annually by the nurse, or other approved personnel approved by the Department of Public Health, on all students grades five (5) through nine (9).

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.

ACCESS TO BUILDINGS AND GROUNDS

The buildings and grounds of the Georgetown Public Schools represent a significant community investment. The primary purpose of that investment is for the students of the school district.

It is in the best interest of the public that this investment be secured while nonetheless providing maximum possible community use of the district buildings and grounds.

During school hours when school is in session, access to the buildings and grounds of the Georgetown Public Schools are limited to district students, staff, and those with legitimate business with the school or district. Those visiting for recognized business must follow the district visitor policy and accompanying procedures. Access to school grounds during the school day, except for recognized school or district activities, is prohibited.

During outside of school hours and on non-school days, the public is welcome to use school grounds from dawn until dusk under procedures promulgated by the superintendent. Such use is secondary to use by any school or district activity or to any community use as provided through rental or donation.

Access to school buildings after school hours and on non-school days is only for attending school and district events or for uses authorized by the superintendent or their designee. Access within the building will be limited to only those participating in the authorized event and to personnel whose work requires access. Such access will be limited to those rooms and spaces required by the event, including appropriate restroom access.

The superintendent will ensure that procedures enacting this and related policies are created and enforced.

CROSS REFS: ECA, Buildings and Grounds Management
IHBA, Observations of Special Education Programs
KF, Community Use of School Facilities
KF-R, Community Use of School Facilities
KI, Visitors to the Schools

Visitors/Volunteers

The following guidelines to classroom and school visits should be followed:

Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we ask that such requests be made at least forty-eight hours in advance to allow for proper arrangements to be made.

The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Under ordinary circumstances classroom observations will be strongly discouraged during the first three weeks of school in September and during the month of June. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

All volunteers must be CORI checked and have a valid fingerprint background check per M. G. L. c. 71, § 38R.

Observations of Student's Program

Observations of a student's current and/or proposed special education program may be conducted by a parent/guardian or their designee in accordance with M.G.L. c. 71B § 3. Parents/guardians must request an observation in advance and can submit the request to their Student's Team Chairperson, the Special Education Coordinator, or the Principal. Observers may be required to sign a non-disclosure form to protect student information. Observers shall be accompanied at all times by a school staff member.

Drop off and Pick up Procedures

You cannot enter school grounds during bus drop off and pickups (7:00am-8:00am) 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)

Reporting of Suspected Abuse and/or Neglect

All school staff are mandated reporters. By law, information about child abuse and neglect must be communicated by school employees to the Massachusetts Department of Children & Families (DCF) according to DCF protocol, and/or to the Principal (or their designee), who in turn are responsible for notifying DCF according to DCF protocol. The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child is: (i) suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare including, but not limited to, sexual abuse; (ii) suffering physical or emotional injury resulting from neglect including, but not limited to, malnutrition; (iii) a sexually exploited child; or (iv) a human trafficking victim, as defined by section 20M of chapter 233; provided, however, that an indication of prenatal substance exposure shall not solely meet the requirements of this section.

In schools, mandated reporters must fulfill their mandatory reporting duty by:

1. immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; **or**
2. immediately notifying the Principal (or their designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

A mandated reporter who works for a school *may* also choose to immediately notify both DCF and the person in charge of the school. In addition, mandated reporters may contact the police or the Office of the Child Advocate.

If a mandated reporter believes a child is in imminent danger, they should call 911 immediately. If school officials believe that criminal laws may have been violated, whether or not the violation is included under § 51A, they should report such matters to the police.

Any person, even if not a mandated reporter, may file a report with DCF if that person has reasonable cause to believe that a child is suffering from, or has died as a result of, abuse or neglect.

Any suspected abuse or neglect of a person with a disability aged 18 and over must be reported to the Disabled Persons Protection Commission (DPPC), 300 Granite Street, Braintree, MA, 02184. Tel: (617) 727-6455..

The School Committee is responsible for informing teachers, administrators, and other professional staff of the reporting requirements for child abuse and neglect under M. G. L. c. 119, § 51A. See M. G. L. c. 71, § 37L.

The District is knowledgeable about this protocol and will ensure that staff are informed of their reporting obligations under M. G. L. c. 119, § 51A.

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. Any plagiarism, copying, or cheating may result in the loss of credit for that assignment, and parents and administration may be notified of the incident. Depending on specific circumstances, or in cases of repeat offenses, further disciplinary action may be taken. (See disciplinary codes of conduct.) 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) counts 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. (Please see page 61 for the Curriculum Review Form.)

Further, consistent with Massachusetts regulations, 603 CMR 26.05(1), the Georgetown Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Physical Education

All students must participate in physical education classes in each year of school. In cases of illness for a day or two, a written note from parents will excuse participation. This note should be brought to the school nurse. A long-term request to excuse participation requires a written medical excuse from a physician and permission of the school administration.

Plus Portal: Parent and Student Web Portals

Our school uses ASPEN to provide access to grades, attendance, and updates. Please visit our website to learn more about how to access this information, <https://georgetown.k12.ma.us/technology/>

Recognition of Scholastic Achievement Honors

At the close of each marking period an honor roll list is posted in the middle school and on the website. 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 the 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 6, 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.

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) Special Needs scheduling
- c) 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 that is 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 out-of-school suspension offense.

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.

Reports of Fires

The Principal is responsible for immediately reporting any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the fire department. The Principal shall submit a written report to the head of the fire department. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department.

False alarms of fire, as well as tampering or meddling with the school's fire signal system, are crimes and violations of the school's code of conduct. In addition, tampering with any of the school's fire emergency alarms, extinguishers or any other

related apparatus or emergency reporting devices may result in discipline. Failure to comply with the law or school policy may result in disciplinary action, including but not limited to long-term suspension from school.

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 6th and 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 librarian for help.

Media Center/ Library Guidelines

1. The library media center will be open Monday – Friday, 7:30 a.m. – 3:00 p.m. for study, computer use, and browsing. Library media center personnel welcome questions and requests for assistance.
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 will 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: Other consequences, as spelled out as part of our disciplinary code of conduct, may apply depending on specific circumstances.

Georgetown Middle School Cafeteria

Breakfast

Free breakfast is served daily from 7:00 a.m. to 7:30 a.m. Students may purchase meals with cash or use 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! Students are entitled to one free breakfast per day. Breakfast menus are available at [Food Services – Georgetown Public School District](#)

Lunch

Students are entitled to one free lunch. 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 alternatives including breaded chicken sandwiches, chicken Caesar wraps, peanut butter and jelly 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. Additional a la carte items are available for purchase. Lunch menus are available at [Food Services – Georgetown Public School District](#)

Payment

Students are required to present payment at the point of purchase for a la carte items. They may use either cash or funds on their MySchoolBucks accounts. Parents can add to student accounts or check balances by visiting the Georgetown Public School website [Food Services Page](#).

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 Krissy McCoy, Food Service Administrator at 978-352-5777 ext. 107 or at murphyk@georgetown.k12.ma.us. While school meals are free, families can still apply for free or reduced-price meals to potentially qualify for additional benefits like or fee waivers for other school programs.

All Meals Free of Charge per the State (one breakfast and one lunch per student)

Civil Rights Complaint Policy for the School Food Service Program

The Georgetown Public Schools (“District”) is a sponsor of the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) Child Nutrition Programs. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 7953272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

In addition to USDA policy and federal law, the District provides benefits to all eligible individuals without discrimination in accordance with state civil rights laws. To this end, the District is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, homelessness, or disability. Harassment, discrimination, and/or retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events.

The District will make meal modifications and/or substitutions, at no cost to the student or parent/guardian, for students who are unable to eat meals served in any Child Nutrition Programs because of their disability(ies). To request a meal modification and/or substitution based on your child's disability, please contact the District's 504 Coordinator and submit supporting documentation, including a medical statement signed by a state licensed healthcare professional. Parents/guardians are encouraged to contact the District's 504 Coordinator, and submit supporting documentation. The medical statement must include the following information: information about the child's disability that is sufficient to allow the District to understand how it restricts the child's diet; an explanation of what accommodations are necessary; and the food or foods to be omitted and recommended alternatives. A request for meal modification may be declined if such a modification would fundamentally alter the nature of the Child Nutrition Program.

The District's 504 Coordinator can be reached at:

Katelin Kennedy
Director of Student Services
(978) 352 – 5777 x. 100
kennedyk@georgetown.k12.ma.us

Filing a Complaint – FNS Child Nutrition Program Activities

Any person or representative alleging discrimination related to an FNS Child Nutrition Program activity based on race, color, national origin, sex, age, or disability has the right to file a complaint within 180 days of the alleged discriminatory action. Only the Secretary of Agriculture may extend this time under special circumstances. The complainant will be advised of confidentiality and Privacy Act applications. The complainant and the entity that the complaint is filed against will be encouraged to resolve the issue at the lowest possible level and as expeditiously as possible.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form , (AD-3027) found online at:

<https://www.usda.gov/about-usda/general-information/staff-offices/office-assistant-secretary-civil-rights/how-file-program-discrimination-complaint>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
Fax: (202) 690-7442; or
Email: program.intake@usda.gov .

If an individual reports a concern, they will be asked if they would like to submit an official complaint. If the individual does not file an official complaint, the staff member will clarify with the individual what they want to do with the information. If an individual does want to file an official complaint, the staff member will walk them through the USDA's complaint process and clarify with the complainant whether they want to file with the USDA on their own or if they would like help in submitting a complaint.

Use of the USDA form is not a prerequisite for acceptance of the complaint. Further, in the event a complainant makes allegations verbally or in person, and is not inclined to place such allegations in writing, the person to whom the allegations are made will write up the elements of the complaint for the complainant. At a minimum, the log must contain the

complainant(s) name, contact information, the location (including country), nature and date of the alleged discrimination, name of individual(s) and organization(s) alleged to have engaged in discrimination, basis of alleged discrimination, date of referral to FNS CRD, the findings of any investigation by FNS, and a descriptive disposition of the final complaint including any corrective action planned or taken.

All civil rights complaints alleging discrimination related to an FNS Child Nutrition Program activity based on race, color, national origin, sex, age, or disability, whether written or verbal, received by the District or the Massachusetts Department of Elementary and Secondary Education (DESE) will be forwarded to the FNS CRD within five (5) days of receipt and the complaint will be logged in the CNP specific Civil Rights complaint log. Anonymous complaints will be handled as any other complaints, to the extent feasible.

For any questions regarding filing a complaint with the USDA, including instructions on where to obtain the USDA Program Discrimination Complaint Form, please contact the District's Food Service Director, Kristine McCoy at 978-352-5777.

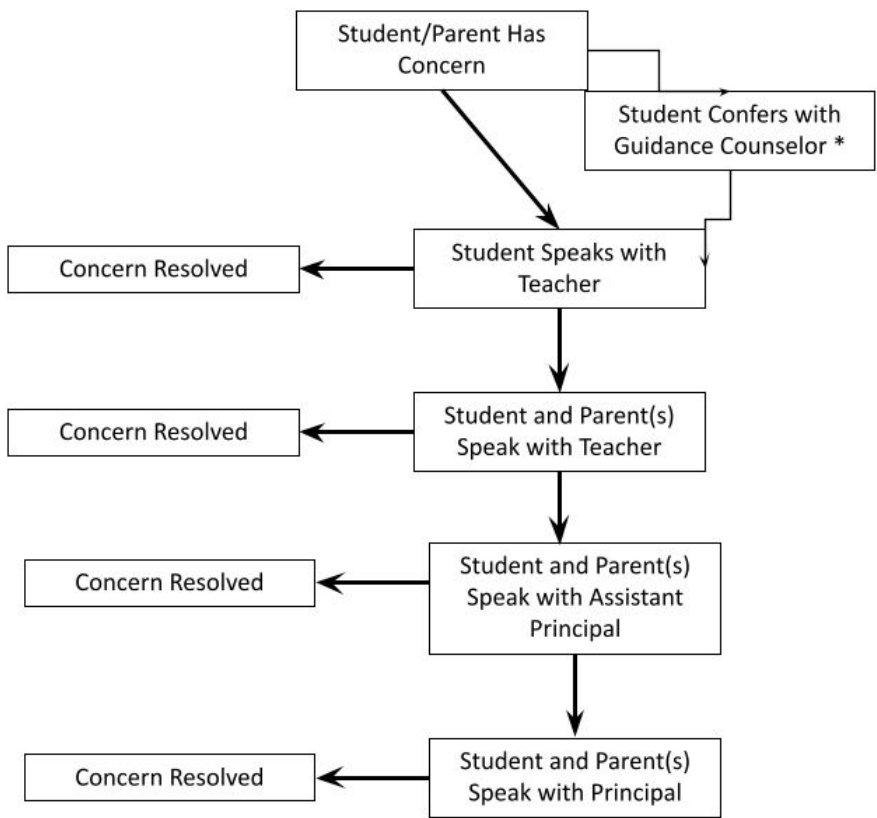
Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) may contact the responsible state or local agency that administers the program or the USDA through the USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. for assistance in filing a complaint.

All complaints must be processed within 90 days of receipt. Once a complaint is received by the USDA, a complaint analysis is conducted to determine whether the complaint is within USDA's jurisdiction or requires a referral, or whether additional information is required from the Complainant. Once an investigation is determined necessary, the Complainant will be contacted. Once the investigation is complete, a decision letter or final agency decision will be issued.

STUDENT CONCERN PROTOCOL

Georgetown Middle School

Student Concern Protocol



* Guidance counselor is available to support the student through the process

Rev. 07/2025

MIDDLE SCHOOL CULTURE AND COMMUNITY

At Georgetown Middle School, we are committed to fostering a safe, supportive, and inclusive environment where students thrive academically, socially, and emotionally. Our school community is built upon the core values of ***Respect***, ***Responsibility***, and ***Community***.

To support positive behaviors and a healthy school climate, we implement the ***Positive Behavior Interventions and Supports (PBIS)*** framework. PBIS is evidence-based and, when used effectively, enhances students' social skills, academic achievement, and overall school climate. For more information, please visit the [Center on PBIS](#).

Expectations Across School Settings

Behavior expectations are clearly defined for all areas of the school—including classrooms, hallways, the cafeteria, auditorium, and turf—and are reinforced throughout the year.

How Students Demonstrate Our Core Values

Respect

As self-directed learners:

- Listen to the entire message.
- Be motivated to do your personal best.

As collaborative learners:

- Keep hands and feet to yourself.
- Respect all opinions and abilities.
- Use kind language.
- Listen to others.
- Ask thoughtful questions about the topic.

Responsibility

As self-managers:

- Be on time.
- Be prepared.
- Complete assigned work.
- Follow directions.
- Take ownership of your actions.

Community

- Help create a safe and inclusive environment—physically and emotionally.
- Show empathy toward others.
- Offer help without being asked.

Positive Acknowledgement

Students who consistently demonstrate these values are acknowledged with "*Royal Way Slips*", a form of positive acknowledgement.

STUDENT BEHAVIOR EXPECTATIONS AND CODE OF DISCIPLINE

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 will 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 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.

- Students are to be courteous to our cafeteria and custodial staff.
- Students will respect one another while at lunch and conduct themselves appropriately.
- Students are to remain seated while eating their meal.
- Students may talk with each other in a normal conversational tone of voice.
- Students will clean their tables and surrounding areas before being dismissed. This includes properly emptying food from their metal lunch tray in the trash and stacking the tray. Students who throw away a tray will receive one warning. After this, students will be required to pay for the tray.
- 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.

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.

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:

- Entering and exiting the assembly in an orderly fashion with classroom teachers.
- Refraining from talking.
- Staying seated in assigned seats.
- Applauding respectfully.
- Exiting according to plan.

Inappropriate assembly behavior will result in disciplinary action.

Locker Guidelines

Student lockers are adjacent to classrooms and are assigned to students. 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. 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 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 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 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 have permission from a faculty member. Students found in the hallway without permission 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 the Business Manager in the Central Office.

Dress and Appearance Guidelines

Students maintain the right to personal dress and appearance, unless a school official determines that such personal dress and appearance violates reasonable standards of health, safety and cleanliness. Students also have the right to freedom of expression. However, this right is limited if the expression, including that which is expressed via clothing, causes disruption or disorder. The District will not adopt or implement any policy that prohibits or impairs any hairstyle historically associated

with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures.

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 or other head coverings is not allowed anywhere; this rule applies to corridors and classrooms, unless worn for religious or health purposes that are verifiable. 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/ Chromebook and Equipment Care Guidelines

All books, chromebooks, and other associated materials issued to students are the property of the Georgetown Public Schools. Books, chromebooks, and 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, chromebooks, and other school equipment.

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 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 permission from 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.
- 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 their parent/guardian'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 will 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 or vape products. All tobacco or vape related materials (matches, lighters, rolling papers, pipes, etc.) are also not permitted. (See consequences as outlined in the 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.

GMS Personal Electronic Devices/Cell Phones Procedures

Definition of Personal Electronic Devices:

Personal electronic devices (“devices” as used herein) are defined as any electronic device utilized to access the internet, wi-fi, cellular telephone signals, or to capture or play images or video. These include, but are not limited to, smartphones, mobile phones, headphones, earbuds, smartwatches, tablets, laptops, and gaming devices. The school reserves the right to classify additional devices as personal electronic devices.

In order to support our students with a focused and positive learning environment, Georgetown Middle School has a "bell-to-bell" cell phone procedure. Students are prohibited from using their cell phone, Apple watch, or AirPods/headphones for any reason starting with the first bell until the last bell of each school day. Each day, students will turn in their phones before the late bell to a designated teacher. Student phones will be locked daily in a cell phone locker. Each student will be assigned a numbered slot for their cell phone. At the end of the day, students will retrieve their devices from the designated teacher.

Tardy Students:

Students who are tardy will hand their cell phone into a lock box in the middle school office upon arrival and pick it up in the middle school office at the end of the day after the last bell.

Dismissed Students:

If students are being dismissed during the school day, they can lock their phone in the middle school office for the day and pick it up from the middle school office prior to dismissal. If students need to be unexpectedly dismissed, they can get their phone from their designated teacher before they leave.

As always, if necessary, parents and guardians can contact the middle school office if they need to communicate with their child. The middle school office will, in turn, contact parents as needed through the phone in the middle school office.

Electronic Device/Cell Phone Use Progressive Discipline:

First Offense	Second Offense	Third Offense
• If a student's electronic device is seen during the school day, they will have their device confiscated by a school administrator or teacher. The phone will be brought to the middle school office and locked up for the remainder of the day. • Parents/Guardians will be contacted to inform them of the device confiscation. • On the first offense, the confiscated device will be returned to the student at the end of the school day.	• Students who have a second offense of using an electronic device during the school day will have their phone confiscated and serve an after-school detention. • Parents/Guardians will be contacted to inform them of the device confiscation and detention. • Confiscated devices will remain locked with the middle school AP until parents/guardians are able to come to the middle school to pick up the phone.	• Students who have a third offense of using a device during the school day will have their device confiscated and returned to the middle school office. ** • Parents/Guardians will be contacted to inform them of the device confiscation and detentions. • The student will serve two after-school detentions. • Confiscated devices will remain locked with the middle school AP until parents/guardians are able to come to the middle school to pick up the device. • Repeat offenders may risk additional school consequences, including additional detentions, and parent meetings to develop a plan if they continue to violate the electronic device procedures.

**GMS will occasionally conduct bag searches of all students who report not having a device/phone as a means of resetting student expectations and accountability.

If students continue to struggle with following electronic device procedures, they will be supported through our student assistance team. The grade level team teachers will meet with the students and parents/guardians to create a plan.

MIDDLE SCHOOL DISCIPLINARY CODE OF CONDUCT

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

Students who fail to serve office detentions may face additional consequences including in-school/out-of-school suspension. Also, students assigned to 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 may be limited. Social probation is not meant to limit a student's involvement within the school; instead, it is a tool which may 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 will be administered in three (3) lengths: two (2) weeks, two (2) 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.

Suspension and Expulsion Offenses

Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process rights and procedures. The following sections provide you with information about these rights.

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. The Principal, and/or a designee, where permitted, may exercise their discretion to impose suspensions and expulsions for school rules violations within the limitations and the due process provisions set forth.

Due Process for Students Charged with Possession of a Dangerous Weapon, Possession of a Controlled Substance, or Assault of School Staff and/or for Students Charged With or Convicted of a Felony (M.G.L. c. 71, § 37H and M.G.L. c. 71, § 37H ½ - also referred to as "statutory offenses.")

Interim Short Term Disciplinary Removal: In limited situations where a student is charged with a violation of M.G.L. c. 71, § 37H, or is subject to suspension in accordance with M.G.L. c. 71, § 37H1/2, and is determined by the principal to present an immediate threat to persons, property, or the orderly educational environment of the school, the student may be suspended from school by the principal on an interim short term basis of ten (10) school days or less pending a formal hearing to consider the student's long-term suspension or expulsion. Prior to the imposition of any disciplinary sanction that might result in a student's interim suspension from school for ten (10) consecutive school days or less pending a long-term suspension/expulsion hearing, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal determines that the student will be suspended from school on an interim, short-term basis pending a formal hearing to consider the student's possible long-term suspension or expulsion, the student and the student's parent(s)/guardian(s) will be notified by telephone and in writing. Such interim, short-term removals shall not be subject to appeal.

Disciplinary Sanctions and Appeals: Except where a short term interim removal has been imposed, prior to the imposition of any disciplinary sanction that might result in the student's suspension or expulsion from school for possession of a dangerous weapon, possession of a controlled substance, or assault on school staff and/or due to a felony charge, the student and the parents/guardians will be given written notice in English and in the primary language of the student's home of a principal's hearing at which the student and parent/guardian have the right to be represented by an attorney (at private expense), to examine the evidence against the student, and to present witnesses and documentary evidence in the student's defense. Following this hearing, a written decision will be issued.

Under M. G. L. c. 71, § 37H, a student only has the right to appeal if the student has been expelled although students suspended in excess of ten (10) consecutive days in accordance with M.G.L. c. 71, § 37H will be permitted to appeal their long-term suspension to the Superintendent. The student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. The student and the parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term suspension or expulsion from school to the Superintendent. The student will have the right to counsel at a hearing before the Superintendent and the subject matter of the appeal shall not be limited solely to a

factual determination of whether the student has violated any provision of M. G. L. c. 71, § 37H. For exclusions imposed pursuant to M.G.L. c. 71, § 37H ½, the student shall have five (5) calendar days from the effective date of the exclusion to file a written appeal with the superintendent. 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 the student's behalf, and shall have the right to counsel. 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 student's suspension or expulsion. Pending the outcome of any such appeals, the disciplinary sanction imposed by the principal shall remain in effect. M.G.L. c. 71, § 37H, M.G.L. c. 71, § 37H ½.

NOTE: All proceedings conducted in accordance with M.G.L. c. 71, §§ 37H and 37H ½ shall be conducted by the Principal and may not be delegated to a designee. All appeals of suspensions or expulsions imposed by the Principal in accordance with M.G.L. c. 71, §§ 37H and 37H ½ shall be conducted by the Superintendent and may not be delegated to a designee.

Due Process Rights for Students Charged with Other Violations (Non-Statutory Offenses - M.G.L. c. 71, § 37H ¾ and 603 CMR 53.00)

Applicable Definitions:

Expulsion: The removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

- (a) possession of a dangerous weapon;
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff; or
- (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

In-School Suspension: The means 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. In-school suspension for ten (10) school 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.

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. 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 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 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.

Parent: A student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Principal: The instructional administrative leader of the school or their designee for purposes of school disciplinary matters.

School-wide Education Service Plan: The document developed by a school or the District, in accordance with M.G.L. c. 76, §21, which includes a list of education services available to students who are expelled or suspended from school for more than ten (10) consecutive days.

Short-term Suspension The removal of a student from the school premises and regular classroom activities for ten 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.

Superintendent: The Superintendent of the Georgetown Public Schools or their designees for purposes of a disciplinary appeal hearing conducted in accordance with 603 CMR 53.00.

Suspension means short-term suspension and long-term suspension unless otherwise stated.

Applicable Due Process Procedures:

In-School Suspension: The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. Prior to imposing an in-school suspension, the Principal shall inform the student of the disciplinary offense(s) of which the student is accused and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) school days cumulatively or consecutively in the school year.

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. The Principal shall further 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 CMR 53.10 (4), if such meeting has not already occurred. The principal shall deliver such notice on the day on which the suspension is to be served by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

Out-of-School Suspension:

Notice and Principal's Hearing (603 CMR 53.08): Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Principal shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Principal, to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense. If the student may be subject to long-term suspension for school rules violations, the Notice shall further inform the parent/guardian and student of the following additional rights:

- 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;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- the right to cross-examine witnesses presented by the school; and
- the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent/guardian upon request. If the student or parent/guardian 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.

The hearing may take place without the student's parent(s)/guardian(s) only if the Principal has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

The purpose of the Principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, to determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

In every case of student misconduct for which suspension may be imposed under this section, the Principal will exercise discretion in deciding the consequence for the offense and, where appropriate, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and/or positive interventions and supports.

Short-term Suspension Hearing: The Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Principal or the Principal's designee should consider in determining whether other remedies and consequences may be appropriate. The Principal designee shall provide the parents/guardians, 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. Students and parents do not have the right under applicable policies and regulations to be represented by an attorney at a short-term suspension hearing.

Based on the preponderance of the evidence and available information, including mitigating circumstances, the Principal shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed. In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, and 603 CMR 53.05, the Principal shall, when acting as the decision-maker at a disciplinary hearing to consider a student's possible short-term or long-term out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and/or felony offenses, first consider ways to re-engage the student in the learning process. The Principal or designee shall not suspend the student from school on a short-term or long-term basis under such circumstances 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 (physical and/or psychological) upon another person while in school. Alternative remedies for the purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The Principal shall provide written notice to the student and parents/guardians of the Principal's findings and determination and the reasons for it, and, if the student is suspended, the type and duration of the suspension and of the student's opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice of hearing.

In the event of a short-term or long-term out-of-school suspension of a student in grades K-3, the Principal shall also send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Long-term Suspension Hearing: In addition to the rights afforded a student in a short-term suspension hearing, the student and parents/guardians shall also have the opportunity to review the student's record and the documents upon which the school may rely at the disciplinary hearing; the right to be represented by an attorney or a lay person of the student's choice (at the student's/parent's/guardian's expense); the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident and any mitigating evidence (although the student may not be compelled to do so); the right to cross-examine witnesses presented by the school; and the right to request that the hearing be recorded 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 recording will be made and a copy will be provided to the student and parent upon request.

Based on the preponderance of evidence presented at the hearing, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, the remedy or consequence to be imposed. The Principal shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by certified first-class mail and by email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the principal and

the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple non-statutory offenses in any school year, the notice will include written notification of the right to appeal to the Superintendent.

Emergency Removal for Non-Statutory Offenses (603 CMR 53.07): The Principal may remove a student from school temporarily when a student is charged with a violation of school rules in accordance with M.G.L. c. 71, § 37H3/4, 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 presented. The emergency removal shall not exceed two (2) school days following the day of the emergency removal. In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal and the reason(s) therefore. The Principal or designee shall also provide written notice to the student and parents/guardians and provide the student an opportunity for a disciplinary hearing with the Principal, and the parent/guardian an opportunity to attend the hearing, to be conducted before the expiration of the two (2) school days following the Student's emergency removal, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian.

The Principal shall render a decision orally on the same day as the disciplinary hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08.

Appeals (M.G.L. c. 71, § 37H3/4): Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Principal to the Superintendent. The student and/or the parent/guardian shall have five (5) calendar days following the effective date of the suspension to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days upon written request. If the appeal is not timely filed, the superintendent may deny the appeal.

The Superintendent or a Superintendent's designee will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days of the student's written appeal. The time may be extended by up to seven (7) calendar days if requested by the parent(s)/guardian(s). The Superintendent's appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/guardian(s). The Superintendent shall be presumed to have made a good faith effort if the superintendent 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/guardian of the date, time, and location of the hearing in both English and in the primary language of the student's home.

At the appeal hearing, the Superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefore. The student shall have all of the rights afforded to students at the Principal's hearing for long-term suspension, including the right to be represented by an attorney at private expense. The Superintendent will issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal but may not impose a suspension greater than that imposed by the principal's decision.

In considering said the student's appeal and the sanctions for the violation(s) of school rules found to have occurred, the superintendent/designee shall not impose/uphold a suspension from school as a consequence until alternative remedies have been tried, except:

- (1) where the Superintendent or designee documents specific reasons why alternative remedies are unsuitable or counterproductive; or
- (2) where the Superintendent or designee determines that the student's continued presence in school would pose a specific, documented concern about the infliction of serious bodily injury or other serious harm to another person while in school.

The Superintendent's appeal decision shall constitute the final decision of the Georgetown Public Schools.

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.

Student Access to Educational Services During Exclusion from School – M.G.L. c. 76 §

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Students who are suspended from school for ten (10) or fewer consecutive school days have the opportunity to make academic progress during the period of suspension, to independently complete their regular assignments, and to make up assignments, tests, and quizzes missed due to the suspension, so as to continue to earn credits toward their promotion/graduation.

Students who are expelled or suspended from school in excess of ten (10) consecutive school days shall have the right to

access services through the District to ensure their continued academic progress and earning of credits toward the student's promotion or graduation. The Georgetown Public Schools has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than ten (10) consecutive school days. Upon selection of an available alternative educational service by the student and the student's parents/guardians, the school shall facilitate and verify the student's enrollment in the service.

In addition to the above educational services provisions applicable to all District students, students who have been found eligible for special education services must be provided with a free appropriate public education as of the 11th cumulative day of disciplinary removal in a school year.

In compliance with 603 CMR 53.14, the Georgetown Public Schools will collect and annually report data to DESE regarding suspensions, expulsions, and emergency removals, access to education services, and other information deemed necessary by DESE in the form and manner determined by DESE. The Principal will periodically review discipline data by selected student populations, including but not limited to race and ethnicity, English language learner status, disability status, gender, and socioeconomic status, and assess the extent of removal, its impact on such selected student populations, and whether to modify disciplinary practices.

Searches

The Georgetown Public Schools has the right to inspect school property at its discretion, including a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network.

Lockers/Desks

If a locker or desk is issued to students by the Georgetown Public Schools, such lockers and desks are school property, and the school reserves the right to search them at any time. Students have no expectation of privacy in the contents of their lockers or desks.

1. Lockers and desks are the property of Georgetown Public Schools. The Georgetown Public Schools maintains control of all locks affixed to lockers. No other locks are permitted and such locks will be removed by school officials.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any items/substances in violation of any school rule or Federal, State, or Local law in a locker or desk.
4. Items/substances prohibited from being in school, including in lockers and desks, include but are not limited to: guns/knives/weapons (real or fake), drugs and/or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other item or material which may disrupt the educational environment or present threat of harm to students and/or school staff.

Electronic Devices

School issued laptops, as well as any other device issued by the Georgetown Public Schools, and the Georgetown Public Schools' network (including email), are the property of Georgetown Public Schools, and students do not have an expectation of privacy as to their use of the school-issued devices laptop and/or network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of the school issued device or network.

Search of Students and Their Belongings

1. A search of a student's person, personal possessions (including personal electronic devices), automobile on school property, will only be performed by school administrators, where there exists reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the search prior to its implementation. A search of a student may extend to, but is not limited to: articles of clothing such as pockets; removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, backpacks, and personal electronic devices. The consent of the student or a parent/guardian shall not be required prior to conducting a

search of a student or the student's belongings. Students found in possession of prohibited items or materials may be subject to disciplinary action and/or criminal prosecution.

2. If the student fails to comply with a search, the student may be detained until the student's parents, and, if necessary, the police, can arrive at the school. Students who impede or refuse to comply with a search may be subject to disciplinary consequences, including a short or long-term suspension from school.

In the event of a search of a student or their belongings, parents will be notified of the search and the results thereof as soon as practicable. Except under exigent circumstances, the school administrator will conduct searches in the presence of another adult. Any object or substance found, which may be evidence of a crime, will be given to the police. Objects or substances which may be evidence of a school rule violation, but not a crime, will be held by Georgetown Public Schools administrators, and, if appropriate, may be returned to the student's parents.

Use of Dogs to Search School Property

Because the Georgetown Public Schools has the right to inspect school property at its discretion, the Principal of the Georgetown Middle School may permit law enforcement to search school property, including with the use of drug detection dogs. Individuals shall not be subjected to a search by drug detection dogs.

Locker Rooms

Students are not to enter a locker room that is not supervised by an adult, unless they have permission from a coach or staff member. While in the locker rooms, students are expected to follow all of the school rules and expectations, including the prohibitions against bullying and hazing.

Prejudicial Behavior/Harassment

The Georgetown School Committee, administration, teachers and staff abhor and reject racial, sexual and religious prejudice in any form. Actions reflecting such prejudice will not be tolerated in Georgetown classrooms and schools.

Remarks, threats or other forms of harassment by any student toward other students or staff, including, but not limited to, violence, harassment, and verbal abuse directed against gay or lesbian students and those perceived to be gay or lesbian or on the basis of a student's gender identity or membership in a protected class may result in suspension and a formal parent conference. Any student or staff member who is the subject of such prejudicial 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 immediately assigned to ISS.

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.

First offense

Second offense and all subsequent offenses

Three Office Detentions

Possible Suspension

POLICY FOR DISCIPLINE OF STUDENTS WITH DISABILITY

Discipline Procedures for Students with Special Needs

Georgetown Middle/High School Procedural Guidelines Procedures for Suspension of Students with Disabilities (Suspensions Exceeding 10 Consecutive School Days) (Suspensions Presenting a Pattern Exceeding 10 Cumulative Days)

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require that additional provisions be made for:

1. Students who have been found eligible for special education services under the IDEA.
2. A Student who the school district knows or has reason to know might be eligible for special education services. The school is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
 - a. the student's parent/guardian expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services;
 - b. the student's parent/guardian requested an evaluation of the child; or
 - c. the student's teacher, or other school personnel, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student.

The school is not deemed to have knowledge of a disability if:

- a. the parent/guardian has not allowed an evaluation or has refused special education and related services, or
 - b. the child has been evaluated and determined not to be a child with a disability.
3. Students who have been found to have a mental or physical impairment that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act.

These students are generally entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals that exceed ten (10) school days in a given year.

If a request is made for an evaluation of a student's eligibility for special education services during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services beyond those to which the student may be entitled to under M.G.L. c. 76, §21.

The following additional requirements apply to the discipline of students with disabilities:

Students with disabilities may be excluded from their programs for ten (10) school days or less in the school year to the extent that such disciplinary sanctions would be applied to all students. Within ten (10) school days of any decision to exclude a student with a disability from their program for more than ten (10) consecutive days in a given school year or to impose a disciplinary sanction that would result in a disciplinary change in placement for a student with a disability, building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination).

- If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free

appropriate public education to those students with IEPs. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment. Eligible Section 504 students shall be entitled to receive alternative education services in accordance with the school's Education Services Plan during any suspension or expulsion in excess of ten (10) consecutive days.

- If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current education program for the incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parents/guardians consent to, a new placement, or unless the school obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) or a court authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
- If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon on school grounds, or causes serious bodily injury to another on school grounds or at a school function, the school may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days regardless of whether the conduct was a manifestation of the student's disability. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Protections for children 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 § 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

Attendance Policy

Every child between the ages of six (6) and sixteen (16) is required to attend a public school in the town where the student resides, or another day school approved by the school committee. See M. G. L. c. 76, § 1; 603 C.M.R. 8.02; and Chapter 741 of the Acts of 1965. The Superintendent, or designee, may excuse necessary absences totaling no more than seven (7) days or fourteen (14) half days in a six (6) month period. Excused absences may include: illness (accompanied by doctor's note), bereavement, religious holiday, or medical appointment (accompanied by doctor's note). Unexcused absences refer to instances when the student is not in class or school and does not have proper authorization from the school to be absent. The school makes the final determination as to whether or not an absence is deemed excused.

Students who attend school regularly are more likely to have success in school and careers. Research supports the connection between regular attendance and a student's personal, social, and emotional wellness and academic success. When students are not present in school, they miss out on opportunities for social development and are often not able to make adequate academic progress; they may disengage from learning as they get further off-track and may even drop out of school.

Absences from school may be excused for the following reasons:

1. Illness or quarantine
2. Bereavement or serious illness in family
3. Weather so inclement as to endanger the health of the child
4. Observance of major religious holidays.

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

Unexcused Absences

An absence is considered unexcused when a student misses school for reasons that fail to meet the criteria for an excused absence as defined above. Family vacations are considered unexcused absences and are strongly discouraged.

Procedure for Parents to Notify the School of Absences

A parent/guardian must call the school at (978)-352-5790 by 8 a.m. on the day of the absence, stating the reason for the absence. In addition, when the student returns to school after an absence, appropriate documentation must be provided in order for the absence to be marked as excused. Absence documentation will not be accepted after one week from the return to school. If a student's absence is not reported by a phone call, he/she will be considered truant.

Student Absence Notification

Parents will be notified of student absences by an automated phone call and text message.

The School will notify a parent or guardian of the child's absence if the school has not received notification of the absence from the parent or guardian within 3 days of the absence. When a student accumulates 5 school days of unexcused absences or has missed two (2) or more classes over five (5) school days due to tardiness, the parents will be contacted and invited to a meeting to develop action steps to address the student's attendance. The action steps shall be developed jointly and agreed upon by the Principal, or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies. M. G. L. c. 76, § 1B. The Student Assistance Team will meet weekly to review student attendance.

Definition of Chronic Absenteeism

Students who miss at least 10% of days enrolled (e.g., 18 days absent when enrolled for 180 school days) are considered chronically absent. National research shows that chronic absenteeism erodes the academic and social skills needed to succeed in school. Excessive unexcused absences may result in the child being referred to the court system for neglect (51A) or as a Child Requiring Assistance (CRA).

Definition of Habitually Truant

A student who willfully fails to attend school for more than eight (8) school days in a quarter, and is not excused from attendance, may be considered habitually truant.

Under M. G. L. c. 119, § 21, a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's/guardian's ability to adequately care for and protect the child; is sexually exploited; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." The school can assist parents with pursuing "CRA" services and supports.

A "51A" is a report of suspected child abuse or neglect that is filed with the Department of Children and Families ("DCF"). Under M. G. L. c. 119, § 51A, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services (DCF). By law, school personnel are mandated reporters.

Inducing Absences

It is a crime to induce or attempt to induce a minor to unlawfully miss school, or unlawfully to employ or to harbor a minor who should be in school.

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. 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.

Tardy to School

Due to the fact that everyone experiences unforeseen circumstances that could lead to a late arrival at school, the first four (4) unexcused tardies of each quarter will not lead to consequences. Upon the fifth unexcused tardy the consequences stated below **may** come into effect.

Students who incur an unexcused tardy beyond the four (4) allotted per quarter:

5th Tardy - Letter Home via Email.

6th Tardy - Detention

7th Tardy - Detention and parent communication notifying of pending loss of extra-curriculars activities/athletics and to develop an action plan to address the student's excessive tardiness. Notification of athletic director/appropriate staff.

8th Tardy (and all subsequent tardies) - detention and loss of all extracurricular activities/athletics for that day.*

*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.

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

In cases of extenuating circumstances, the school principal or their designee has the discretion to review student tardies and related consequences.

Attendance and Participation in Extracurricular Activities

Any student who is absent from school may not participate in extracurricular activities for that day. All students are required to be in school by 8:27 a.m. to be eligible to participate in all after school activities that day (practices, games, rehearsals, plays, concerts, clubs, dances etc.). Students who are dismissed during the school day are not eligible to participate that day. The only exceptions are made for excused dismissals or tardies (doctors, dentist, court etc. with documentation). In cases of extenuating circumstances, the school principal or their designee has the discretion to review student tardies and related consequences.

Make Up Work Due to Student Absence

Students have the same amount of time to make-up work as the amount of time 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 cut classes, teachers may also exercise their right to disallow the make-up of any work. These reasonable teacher-imposed penalties may include the awarding of a zero on tests and quizzes or homework assignments. The Student Assistance Team has discretion

on determining the acceptance of late assignments. **It is the responsibility of the student to contact teachers for make-up work.**

LEGAL REFS.: M.G.L. [\(Mass. General Laws c.76\)](#).

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.

OTHER SCHOOL POLICIES

Sexual Harassment/Harassment & Bullying Policy

The Georgetown Public Schools are committed to providing an environment for staff and students in which they feel comfortable and safe. To that end, the following section will define both harassment and sexual harassment, describe the process of reporting these offenses, and list the consequences of committing these actions.

In general, harassment includes insults, name-calling, off color jokes, threats, comments, innuendoes, notes, a display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability.

What one person may consider acceptable behavior may be reasonably viewed as harassment by another person. Therefore, individuals should consider how their words or actions might reasonably be viewed by other individuals. It is also important to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Policy Prohibiting Bullying

At Georgetown Middle School, bullying and cyber-bullying are prohibited and may result in disciplinary action by the school administration. This handbook policy is published in conjunction with the School Committee JICFB Policy Prohibiting Bullying.

Georgetown Public Schools will not allow any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation. The school will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. Georgetown Public Schools will support this commitment in all aspects of our school community, including curriculum, instructional programs, staff development, extracurricular activities, and family involvement. Acts of bullying, which include cyberbullying, can occur in the following environments:

- On school grounds and property immediately adjacent to school grounds;
- At a school-sponsored or school-related activity, function, or program whether on or off of school grounds;
- At a school bus stop, on a school bus or other vehicle owned by the school district; and
- At a location, activity, function, or program that is not school-related through the use of technology or an electronic device regardless of whether or not the device is owned, leased, or used by the school district, if the acts create a hostile environment at school for the target or witness, infringe on the target's rights at school, or materially and substantially disrupt the education process or the orderly operation of the school. As stated in M.G.L. c. 71, § 37O, nothing in this plan requires Georgetown Public Schools to supervise any non-school-related activities, functions, or programs.

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

For purposes of District policies and the Bullying Prevention and Intervention Plan (BPIP) the following definitions shall apply:

Bullying: The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to the target or of damage to the target's property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Cyber-bullying - bullying through the use of technology or any electronic communication, which include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes (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 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 in clauses (i) to (v), inclusive, of the definition of bullying.

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

For all applicable definitions, please see the Georgetown Public Schools' Bullying Prevention and Intervention Plan.

Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, Georgetown Public Schools has policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

Reporting Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report instances of bullying or retaliation to the Principal or his/her designee as soon as they are made aware of or witness bullying or retaliation. Reports made by students, parents/guardians, or other non-employees may be made anonymously. The schools will make reporting resources, including the district's bullying reporting form, available to the school community in each school office and on the district's website.

At the beginning of each school year, schools will provide school staff with written notice of district policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Principal or Principal's designee, will be included in each school's student handbook.

Reporting by Staff

A staff member will report immediately to the Principal or Principal's designee when the staff member witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or Principal's 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. A staff member may not submit an anonymous report of bullying.

Reporting by Students, Parents or Guardians, and Others

The District expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student or staff member to report it to the Principal or Principal's designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided with a practical, safe, private environment to report and discuss an incident of bullying with a staff member, or with the Principal or Principal's designee.

Promoting Safety for the Target and Others

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation although such prior notice is not required. Notice will be consistent with state regulations at 603 CMR 49.00. Responses to promote safety may include, but not be limited to, creating a personal safety plan; predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target and altering the aggressor's schedule to limit or eliminate access to the target. The principal or his/her designee will take additional steps to promote safety during the course of and after the investigation as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

The Principal or his/her designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or his/her designee will contact the target to determine whether there has been a recurrence of the prohibited conduct. If so, the principal or his/her designee will work with appropriate school staff to implement additional supportive measures immediately.

Obligations to Notify Others

Notice to Parents and Guardians:

Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor of the incident and of the investigation procedures. Said notice shall comply with the requirements of 603 CMR 49.00 and shall inform the parents of the target of their right to access the Department of Elementary and Secondary Education's Problem Resolution System (PRS) if dissatisfied with the investigation conducted.

Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify the Principal or of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR.

Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or designee will notify the Georgetown Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and the established Memorandum of Understanding between the Georgetown Public Schools and the Georgetown Police Department. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the Georgetown Police Department if they have a reasonable basis to believe that criminal charges

may be pursued against the aggressor. In making this determination, the Principal or designee will, consistent with the BPIP and applicable school or district policies and procedures, consult with the school resource officer, Georgetown Police Department, and other individuals the Principal or designee deems appropriate.

Investigation

The Principal or Principal's designee will investigate all reports of bullying or retaliation and in doing so, will consider all information known, including the nature of the allegation(s) and the ages of the students involved. The investigation of the complaint of bullying shall, in most instances, be completed within fourteen (14) school days from the date of Principal's or designee's receipt of the report or complaint of bullying. Where, due to extenuating circumstances, the investigation cannot be completed within fourteen (14) school days, the Principal or designee shall provide written notice to the parents or guardians of the extension of the investigation timeline and identify an alternate date for the completion of the investigation. In the event that the investigation is extended for a period of time in excess of seven (7) additional school days, the Principal or designee shall contact the parents or guardians as to the status of the investigation on a weekly basis pending completion of the investigation and written notice of the Principal's or designee's findings and determinations. During the investigation, the Principal or Principal's designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews will be conducted by the principal or his/her designee, and in consultation with the school counselor, as appropriate. To the extent practicable and given the obligation to investigate and address the matter, the Principal or Principal's designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with District policies and procedures for investigations and for possible disciplinary action. If necessary, the Principal or designee will consult with the Superintendent, Assistant Superintendent, and/or the Director of Student Support Services regarding consultation with legal counsel pertaining to the investigation of the alleged report.

Determinations

The Principal or Principal's designee will make a determination based on all of the facts and circumstances and the preponderance of evidence obtained through the investigation. If, after the investigation, bullying or retaliation is substantiated, the Principal or his/her designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or school activities. The principal or his/her designee will:

- Determine what remedial action is required; *and*
- Determine what responsive actions and/or disciplinary action is necessary.

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

The parents or guardians of both the target and alleged aggressor shall be contacted upon completion of the investigation and provided with written notice of the Principal's or designee's findings and determination relative to the complaint of bullying. All such notices shall comply with the requirements of Massachusetts regulations at 603 CMR 49.00. Due to the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directives that the target must be aware of in order to report violations.

Responses to Bullying

Georgetown Public Schools has incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills and to prevent further incidences of bullying and/or retaliation.

Teaching Appropriate Behavior Through Skill-Building

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

Skill-building approaches that the principal or his/her designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- Providing relevant educational activities for individual groups of students, in consultation with school counselors and other appropriate school personnel;

- Implementing a range of academic and non-academic positive behavioral supports (PBIS) to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills-building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and/or
- Making a referral for evaluation.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Georgetown Public Schools' BPIP, the school's code of conduct/student handbook, and applicable statutes and regulations. A student found to have engaged in bullying or retaliation may be subject to long-term suspension from school of up to 90 school days. Members of a school's staff who have been found to have engaged in bullying or retaliation will be subject to employment related consequences including termination of employment.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Implement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

Collaboration with Families

The Georgetown Public Schools' BPIP includes strategies to engage and collaborate with students' families to prevent and respond to bullying. Resources for families and two-way communication are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention curricula used by the schools include:

- Information on how parents and guardians can reinforce the curricula at home;
- Facts about the dynamics of bullying; *and*
- Information to promote the ethical and responsible use of technology and prevent cyberbullying.

Schools will collaborate with School Councils and other parent support organizations (PAC, SAC, SEPAC, etc.) as appropriate to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used in schools.

Schools will annually inform families about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The schools will send parents written notice each year about the student-related sections of the Georgetown Public Schools BPIP. All notices and information made available to families will be in hard copy and electronic formats and will be available in the family's native language as needed. The Georgetown Public Schools BPIP and related information will be posted on the district's website.

For additional information regarding bullying resources and procedures, please see the Georgetown Public Schools' Bullying Prevention and Intervention Plan: [INSERT LINK HERE]

The [Georgetown Public Schools' Bullying Prevention and Intervention Plan](#) is accessible on the District's website and is available in the High School Main Office.

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.

Sexual Harassment

All persons within the school community are expected to behave in a manner that provides an environment safe from sexual harassment. Sexual Harassment is defined according to Chapter 151C s. 1(e) of the Mass. General Laws as:

“any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of benefits privileges or placement services or a basis for evaluation of academic achievement or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.”

As such, sexual harassment can be viewed as unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or success as a student.
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or,
- c. Such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

By definition, sexual harassment is not limited to prohibited conduct by a male toward a female, by supervisory employee toward a non-supervisory employee, by a student toward a student, by a student toward a staff member, or by a staff member toward a student. The following are considerations to be looked at but are not limited to:

- a. Both males and females may be the victim of sexual harassment.
- b. The harasser does not have to be the victim's supervisor. He/she may also be an agent of the employer, a supervisory employee who does not supervise the victim, a co-worker, a fellow student or in some circumstances a non-employee (i.e. volunteers).
- c. The victim may be the same or opposite sex as the harasser.
- d. The victim does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may also be someone who is affected by such conduct when it is directed toward another person. For example, inappropriate attempts of humor of the sexual harassment of an employee may create an intimidating, hostile or offensive working or educational environment for another employee or may unreasonably interfere with an individual's work or educational performance.
- e. Sexual harassment is not always a physical act. It can occur through the spoken word as well. Sexual harassment can include inappropriate jokes and sexual innuendo. It can also include the exposure of an individual to inappropriate photographs or literature.

Federal regulations require that the district appoint a Title IX Coordinator who is responsible for overseeing compliance activities within the district. The Title IX coordinator is responsible to ensure that all procedures are followed, documentation is available, and that the investigation is done in an acceptable manner to all parties and to clarify any concerns raised by those in the school community. The persons listed below are who should be contacted with any questions regarding compliance activities within the Georgetown School District:

Mike Anderson
Title IX Coordinator (Phone 978-352-5777)
Perley School
51 North Street, Georgetown, MA 01833

Reporting Procedure

A person who wishes to report an incident has two avenues in which they can proceed with their complaint. 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 Procedure. The formal and informal procedures are both described below.

Informal Complaint Procedure

An informal complaint may be filed by a student, employee, administrator and/or applicant who believes that his/her rights as outlined in the sexual harassment policy have been violated. It is suggested that a complaint of harassment be made within thirty (30) days of the alleged harassing behavior. Please note that a complaint can be filed up to 180 days from the time of the alleged incident.

The complainant should report their concerns to a reporting officer who could be the building Principal, Guidance Counselor, Title IX Coordinator or Superintendent. These options have been made available to ensure that the complainant can report to a person of either gender. At that point, the reporting officer will fill out the complaint form that is included in this policy. An investigation will be carried out by the Principal or Title IX Coordinator to see if the complaint is founded. At this point, the Principal will attempt to end the harassing behavior if the complaint is founded and implement immediate intervention activities. It will also be decided if any disciplinary action will be taken against the alleged harasser. If the harassing behavior continues from this point, the procedure will continue to the formal procedure and may result in further disciplinary action. The Principal shall inform the person who is being accused before the start of any investigation; in the case that the alleged harasser is a student, the parents will be informed.

Formal Complaint Procedure

A formal complaint may be filed by a student, employee, administrator and/or applicant who believes that his/her rights as outlined in the sexual harassment/harassment policy have been violated. It is suggested that a complaint be filed within thirty (30) days of the alleged harassing behavior. Please note that a complaint can be filed within 180 days of the time of the alleged incident.

The complainant should report their concerns to a reporting officer who could be the building Principal, Guidance Counselor, Title IX Coordinator or the Superintendent. If the initial report is made to any staff member, that staff member shall report the concerns to the Principal, Guidance Counselor or Superintendent. These options have been made available to ensure that the complainant can report to a person of either gender. The complainant should fill out the included form; giving as full a description of the incident as possible. If the complainant wishes to make the referral in a verbal manner, the reporting officer will fill out the complaint form.

A. The building Principal or Title IX Coordinator will receive all information and act as the investigating officer within the building and an investigation shall be conducted by that person, unless the Superintendent is the investigating officer and he/she will conduct the investigation. If the Superintendent is the accused harasser, the Title IX Coordinator shall be the investigating officer. Prior to the start of the investigation, the investigating officer will notify the person who is being accused. If the person being accused is a student, the parents of the student will be notified as well. Any member of the school community who is being investigated is entitled to representation by parents, union representatives, or legal counsel during any part of the investigation.

B. The investigation will be completed within a fifteen-school day period of the filing of the complaint. Such an investigation may include, but may not be limited to:

1. Interviews with the complainant.
2. Interviews with the alleged harasser.
3. Interviews with other employees or students as needed.
4. A review of pertinent records.
5. A notification to the Department of Social Services, if appropriate.

C. Within the 15-school day period, the investigating officer will determine whether the complaint is founded.

1. If the complaint is founded, the Principal or Superintendent will confront the accused harasser with the findings of the investigation and will inform the individual of what penalties will be enforced. The Principal or Superintendent will also inform the complainant of the findings. All records of the investigation will be kept on file within the school and are the property of the Georgetown Public Schools. The complainant and the alleged harasser, or their agents, are entitled to review records of the investigation. If one of the parties wishes to review these records, they need to contact the Title IX Coordinator; the records will be made available within two (2) school days of the time of the request. In cases that involve abuse or criminal action, the Georgetown Police Department will be contacted in case further action is taken by either of the parties involved and the Department of Social Services will be contacted. If the complaint is founded and the accused harasser wishes to appeal the finding, they have fifteen (15) days in which to do this.
2. If the complaint is not founded, the investigating officer will report his findings to the complainant and accused violator, and will review the investigation. If the complainant or the accused harasser is not satisfied with the findings of the investigating officer, an appeal for further investigation can be made with the Superintendent. If the Superintendent is the investigating officer, the appeal would go to the chairperson of the school committee. This appeal should take place within fifteen (15) days of the finalization of the investigating officer's report.

D. The investigating officer shall keep the Superintendent as well as the Title IX Coordinator informed throughout investigations and finalize his/her report with written description of the investigation, its conclusions and the action taken if any.

E. All complaints and subsequent proceedings should, to the greatest extent possible, be held in confidence by all persons directly or indirectly involved with them.

Penalties for Sexual Harassment

Any student found to be in violation of the student code of conduct in regards to sexual harassment may 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. Suspension from school with a parent conference required before returning; or
- C. Referral to outside agencies.

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

- A. Consultation with the administration/to include discipline;
- B. After school detentions;
- C. In-school suspension with parent conference required; or
- D. Out-of-school suspension with parent conference required.

Any staff person found to be in violation of the sexual harassment policy shall be dealt with according to district policy which could include any of the following or any combination of the following:

- A. Consultation with the administration;
- B. Letter of written warning put into their personnel file; or
- C. Referral to the Superintendent for further action up to and including termination and/or referral for prosecution consistent with state and federal laws.

Any retaliation by students or staff to the complainant or those who were involved with the investigation shall be dealt with as a separate matter and may result in additional disciplinary action.

Approved by Georgetown School Committee 6/8/95

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
Board of Education 603 CMR 26:00

REFS.: National School Safety Center
Maine Project against Bullying
The Wellesley College Center for Research on Women

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JICFA-E, Hazing

Alcohol/Drugs/Weapons Expulsion Philosophy

The goal of this policy is to send an unequivocal message to all that Georgetown Middle School will not tolerate drugs and alcohol in our Middle School, on school grounds or at school sponsored events. Our position is intended as well to deliver a positive message of reassurance to the vast majority of students who are focused on their education; that the Georgetown community and law enforcement officials are deeply committed to providing a safe learning environment, free from drugs and alcohol.

Pursuant to Massachusetts General Laws Chapter 71, Section 37H:

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with [section 16B of chapter 90](#) and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

- 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 at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his 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. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under [section 21 of chapter 76](#). If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under [section 21 of chapter 76](#).
- f. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
- g. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Chapter 71, Section 37H½

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

- 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. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- 2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is

enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76. 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 37L

The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

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

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

School department personnel and school resource officers, as defined in section 37P, shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police's Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of

criminal acts or any incident reports in which such student was charged with any suspended act.

Chapter 76: Section 21

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies, education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

Instructional costs associated with providing alternative educational services under this section shall be eligible for reimbursement under section 5A of chapter 71B, subject to appropriation. The reimbursements shall be in addition to amounts distributed under chapter 70 and shall not be included in the calculation of base aid, as defined in section 2 of said chapter 70, for any subsequent fiscal year. Instructional costs eligible for reimbursement shall include only those costs directly attributable to providing alternative educational services under this section, such as salary of educational personnel, salary of related services personnel, costs for specialized books, materials or equipment, tuition costs, if the student is receiving services from other than the local public school, consultant costs if directly attributable to the student's instructional program and instructional costs of extended day or year services if such services are a part of the education service plan. Such costs shall be prorated as appropriate to reflect group activities or costs for part-time services. Instructional costs shall not include transportation costs, administrative or overhead costs, the costs of adapting classrooms or materials that are used by more than 1 student, the costs of fringe benefits of personnel employed by the school district, nor the costs associated with the development of the education service plan or service coordination for the student. Instructional costs associated with an education service plan shall be reported to and approved by the department and shall be reimbursed according to the formula and procedures in said section 5A of said chapter 71B.

Corporal Punishment Regulations

Chapter 71, Section 37G

- (a) The power of the school committee or of any teacher or any other employer or agent of the school committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.
- (b) The provisions of this section shall not preclude any member of the school committee or any teacher or any employee or agent of the school committee from using such reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the principal shall file a detailed report of such with the school committee. Added by St. 1972. C.107, s.1; amended by St.1982. c.303.

Georgetown School District Drug and Alcohol Policy

Pursuant to Massachusetts General Laws Chapter 71, Section 37H:

Possession, use, or distribution of alcohol, drugs, drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is strictly prohibited and may result in suspension or, where permitted under applicable laws, expulsion from school.

Prohibited substances include, but are not limited to:

- Alcohol (ethyl alcohol found in liquor, beer, wine)
- Cannabinoids (marijuana, hashish) Opioids (heroin, opium),
- Stimulants (cocaine, amphetamine, methamphetamine) Club Drugs (Ecstasy, GHB, Rohypnol®),

- Dissociative Drugs (Ketamine, PCPC and analogs, Salvia divinorum, and DXM (Dextromethorphan, robotripping)
- Hallucinogens (LSD, mescaline, psilocybin (mushrooms) Other compounds (anabolic steroids, bath salts)
- Inhalants
- Non-prescribed prescription drugs (depressants, stimulants, opioid pain relievers), prescribed medications not in compliance with this handbook, and other performance enhancing stimulants
- Other performance enhancing supplements
- Any controlled substance as defined in M.G.L. 94C.
- Non-alcohol/near beer
- Any such substance, mentioned above, that is disguised in food products such as candy, baked goods, or dissolved in drinks

Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. It is also illegal to possess, buy or sell any such substance in order to violate, or aid another to violate, this section. Violations may result in discipline. District and MIAA standards will be applied to athletics and other extracurricular activities.

M. G. L. c. 71, § 2A; M. G. L. c. 270, § 18; M. G. L. c. 71, § 37H

It is not a violation for a student to be in possession of a drug in accordance with Georgetown Public Schools' Medication Administration policies. In those instances, students shall follow proper procedures to notify the health and athletic departments.

Students in possession or deemed to be under the influence of alcohol/drugs while in school or at a school-sponsored event will be subject to suspension and/or other disciplinary action (including expulsion) deemed appropriate by the school administration and provided for under applicable laws and regulations.

Professional development programs will be provided to enhance staff awareness of substance abuse within our school, community and society. These programs will include relevant information on scientific and medical findings, as well as laws relating to substance abuse and penalties for violation of such laws.

Procedural Guidelines

In enforcing the Drug and Alcohol Policy, consideration will be given not only to education and rehabilitation, but to the safety of the Georgetown community, which is always paramount.

Adopted by the Georgetown School Committee on 4/12/2001

Georgetown School District Tobacco/Vaping Products Policy

Purpose

The School Committee of the Georgetown School District is dedicated to providing a healthful, comfortable and productive environment for students, staff and citizens. The School Committee believes that education has a central role in the establishment of patterns of behavior related to good health and therefore will take measures to help students and school personnel resist tobacco use. Curricula related to tobacco use prevention will be developed and implemented at all academic levels. The School Committee is also concerned about the health of its employees and recognizes the importance of role modeling for students during formative years. Therefore, the School Committee will promote non-smoking amongst staff and students.

Policy

The Education Reform Act of 1993 requires all public schools to become smoke-free. Pursuant to Chapter 71, Section 37H of the Massachusetts General Laws, the Georgetown Public School District has implemented a Tobacco/Vaping Products Policy effective September 7, 1993. This policy prohibits the use or possession of any tobacco/vaping products within the school buildings, the school facilities or on the school grounds or on school buses, or at any school-sponsored

event, by any individual, including school personnel. In addition, tobacco/vaping products, nicotine delivery devices and related paraphernalia (lighters, matches, vaporizers, electronic cigarettes, etc.) are prohibited and will be seized if found in possession by a student.

Implementation

When students violate the Tobacco/Vaping Products Policy of the Georgetown Public School District, the following procedures and regulations may be implemented:

Possession:

Possession of tobacco products, a vaporization (Vape) device, electronic cigarette/cigar paraphernalia (including empty cartridges/containers), and alternative smoking devices or possession of vaporization electronic cigarette/cigar liquids (nicotine, oil, juice, etc.).

Two Day In-School Suspension:

There will be immediate confiscation of the tobacco/vaping product; a phone call to the parents/guardians of the student with a member of the building administration and a two day in-school suspension imposed. A tobacco/vaping educational component must be completed during the suspension. The police department will be notified if the offender is a minor.

Use:

If a student is found to be using or has used a tobacco or vaping product.

Four Day Suspension (two days out and two days in-house):

There will be immediate confiscation of the tobacco/vaping product, a phone call to the parents/guardians of the student who is caught using tobacco, a vaporization (Vape) electronic cigarette/cigar, paraphernalia, and alternative smoking devices or use of vaporization electronic cigarette/cigar liquids (nicotine, oil, juice, etc.). A four-day suspension will be issued. A tobacco/vaping educational component must be completed during the suspension. The police department will be notified if the offender is a minor.

Sale or Distribution:

Ten Day Out-of-School Suspension:

There will be an immediate confiscation of the tobacco/vaping product, a personal meeting with the parents/guardians and a building administrator for the distribution of vaporization (Vape) and electronic cigarettes/cigars, or any tobacco product. A 10 out-of-school suspension will be imposed. A tobacco-vaping educational component must be completed during the suspension. The police department will be notified if the offender is a minor.

****At every level, multiple offenses will result in further disciplinary action****

STUDENT FUNDRAISING ACTIVITIES

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

Exceptions to this policy will be:

- Sale of tickets to scheduled athletic events and school dramatic and musical performances.
- Sale of advertising space in school publications.
- A fund-raising activity approved by the Superintendent or designee.

- 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

PARENT ADVISORY COUNCILS (PACs)

Massachusetts General Law requires the formation and support of specific Parent Advisory Councils. These PACs can provide valuable feedback for School Committees. Committees should engage with their PACs to encourage stakeholder feedback by both designating liaisons to their PACs as with other groups and inviting the PACs to present updates on their activities to the Committee on a regular basis.

PACs must be granted access to district resources to assist them in their operations and activities where available, including but not limited to spaces for meetings and the ability to communicate with parents in the most accessible manner. PACs will not be charged for using district facilities.

Special Education Parent Advisory Councils

Every district in Massachusetts and their school committee are responsible for the establishment and support of a Special Education Parent Advisory Council, or SEPAC, in their city or town.

The school committee shall establish a parent advisory council on special education (SEPAC). Membership shall be offered to all parents of children with disabilities and other interested parties.

The duties of the SEPAC, shall include but not be limited to:

- Advising the school committee on matters that pertain to the education and safety of students with disabilities.
- Meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs.

The SEPAC shall independently establish by-laws regarding officers and operational procedures and in the course of its duties, shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

If a district does not have an established SEPAC, the School Committee, in conjunction with the district, shall solicit volunteers to form a SEPAC which shall then work independently to create bylaws following the guidance put forth by DESE as modified by the MA Attorney General (with respect to Paragraph B in the application of the Open Meeting Law, Mass. Op. Att'y Gen. OML 2021-150).

In the absence of an established SEPAC, the Student Services Department will hold the required annual Basic Rights workshop until one is established.

English Learner Parent Advisory Councils and Multilanguage Learner Parent Advisory Councils

ELPACs, or MLPACs, are required in Massachusetts under the following conditions:

“School districts or charter schools operating a language acquisition program for ELs serving 100 or more ELs or in which ELs comprise at least five percent of the school district's or charter school's student population, whichever is less; and/or

“Schools designated as underperforming or chronically underperforming and operating a program for ELs.”

ELPACs and MLPACs “are intended by law to advise school districts and schools regarding matters that impact ELs.”

ELPAC duties include (but are not limited to):

- Providing advice to the district or school regarding its English Learner Education programs;
- Meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for ELs;
- Participating in the review of school improvement plans and district improvement plans as the plans related to ELs; and
- Reviewing proposals by the school district to offer a new instructional program for ELs.

All parents and guardians of English learners who volunteer to participate in the English learner parent advisory council shall be appointed to the council by the superintendent or the superintendent's designee. The school district may recruit volunteer parents and guardians of English learners to participate in the ELPAC

The ELPAC shall establish by-laws regarding officers and operational procedures which may address leadership roles and responsibilities including the process for selection of officers, the frequency of meetings, the process for amending the by-laws and, if desired, guidelines for attendance and participation of non-members. The school district shall, without charge, and upon reasonable notice and consistent with the availability of staff and resources, assist the ELPAC in carrying out its duties.

School districts and schools that are required to establish ELPACs must annually notify parents of ELs in writing of the opportunity to participate in the ELPAC. Districts should provide notification to parents in a language they can understand.

LEGAL REFS: MGL Ch 71B, Sec. 3

603 CMR 28.04

603 CMR 28.07 (4)

603 CMR 28.03 (1) (a) (4)

MGL Ch. 71A, Sec 6A

603 CMR 14.09

Mass. Op. Att'y Gen. OML 2021-150

OTHER REFS: Guidance for Special Education Parent Advisory Councils - DESE 2010

Guidance for English Learner Parent Advisory Councils - DESE 2018

SOURCE: MASC – Updated 2026

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 willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

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

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 AND DELAYED OPENINGS

It is the School Committee's policy to close schools when the weather conditions are so severe as to make it a safety concern for the buses and for children walking to and from school. When a decision has been made to CANCEL or DELAY the opening of school, parents will receive an automated message from our Connect-Ed telephone messaging system. Announcements will also be broadcast on the following TV and radio stations:

- Channel 4 TV News & WBZ Radio 1030 AM
- Channel 5 TV News – Announcements are Posted [HERE](#)
- Channel 7 TV News & WRKO Radio 680 AM
- Channel 25 TV News WFXT

Please do not call the Fire or Police Departments for information regarding school cancellations.

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 64.)

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

SOURCE: MASC – Updated 2026

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

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

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.

TIME-OUT, SECLUSION, AND PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. The use of time-out, seclusion, and physical restraint is strictly regulated in the state of Massachusetts. Such methods shall be used only in emergency situations of last resort as defined below and in compliance with the regulations put forth by the Department of Elementary and Secondary Education and only after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

TIME-OUT AND SECLUSION

Time-out is defined as a behavioral support strategy 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 in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times.

Any room or area that is used for time-out must be of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled, consistent with the remainder of the building; free of objects or fixtures that are inherently dangerous to the student; in compliance with any applicable local fire and building code requirements; and in compliance with any other standards listed by the Department in guidance.

A time-out shall cease as soon as the student has calmed. Staff supervising the student should support co-regulation and closely monitor the student's physical cues, tone of voice, and demeanor to determine whether the student has calmed. Students should not be required to complete a specific task to demonstrate that they have calmed if their physical body, tone, and demeanor demonstrate regulation.

Seclusion is defined as the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the district's, school's or program's designated procedures for behavior support which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

Seclusion is prohibited in a public education program except in an emergency situation as a last resort on an individual basis when student behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, but only if safeguards are accounted for. The following safeguards are required prior to the use of seclusion:

10. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
11. The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
12. Other forms of interventions have failed to ensure the safety of the student and/or the safety of others.

13. There are no medical contraindications as documented by a licensed physician.
14. There is a psychological or behavioral justification for the use, and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
15. The program has obtained consent to use seclusion from the student's parent or guardian and, if appropriate, the student, and such use has been approved in writing by the principal.
16. Any individual using it has received training about alternative behavior interventions and management techniques.

The program has documented compliance with 1-7 above in advance of its use and maintains the documentation.

Imminent Threat of Assault or Imminent Serious Physical Harm is an act placing another in reasonable apprehension of immediate bodily harm. Serious Physical Harm has the same meaning as serious bodily injury as used in the Individuals with Disabilities Education Act (IDEA). It means bodily injury which involves: A substantial risk of death; Extreme physical pain; Protracted and obvious disfigurement; or Protracted loss or impairment of the function of a bodily member, organ, or mental faculty. *See* 34 C.F.R § 300.530(h)(i)(3); 18 U.S.C. § 1365(h)(3).

The threat of harm must be a reasonable apprehension of immediate harm, not a generalized apprehension, and should be based on observable actions and any statements made, not assumptions about students' diagnoses, histories, or emotional states alone.

To promote student safety and uphold regulatory compliance, public education programs must follow strict safeguards when using seclusion as an emergency intervention. Seclusion may only be used in situations where a student poses an imminent threat of assault or serious physical harm, and only when all other less intrusive interventions have been deemed ineffective or inappropriate. The emergency use of seclusion must cease as soon as the student's behavior no longer poses an imminent threat of assault or imminent threat of serious physical harm. The following list outlines the required safeguards before, during, and after the use of emergency seclusion, as well as the administrative responsibilities for monitoring its use. These safeguards include documented student history, active monitoring, timely parent and principal notification, and ongoing data review at the school level to reduce and ultimately eliminate the use of seclusion in alignment with 603 CMR 46.00.

Preconditions for Use of Emergency Seclusion

- The student's behavior presents an imminent threat of assault or serious physical harm to self or others.
- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff
- The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances
- Less intrusive interventions have failed or have failed to ensure the safety of the student and/or the safety of others.
- There are no medical contraindications, as documented by a licensed physician.
- There is psychological or behavioral justification and there are no psychological or behavioral contraindications, documented by a licensed mental health provider.
- The parent or guardian (and student, if appropriate) has provided consent for emergency use of seclusion.
- The principal has approved the use in writing.
- Staff implementing seclusion have documented participation in training in behavioral alternatives.
- Documentation demonstrating compliance with 603 CMR 46.07(2)(a) and (d)–(g) is maintained on file.

During Emergency Seclusion

1. A staff member continuously observes and remains immediately available to the student.
2. The student is observable in all areas of the room.

3. Staff actively use calming and de-escalation strategies, unless unsafe or counterproductive to do so.
4. Seclusion is not used for punishment or routine behavior management.
5. Seclusion ends immediately once the imminent threat has subsided.
6. If used for a period of longer than 30 minutes, obtain approval from the principal.
7. The room or space meets all physical safety standards under 603 CMR 46.07(1).

Post-Intervention Procedures

- a) Parents are notified verbally and in writing in accordance with 603 CMR 46.06(3)–(4).
- b) The principal is notified as soon as possible and provided a written report by the next school day.

Administrative Oversight Responsibilities

- Weekly review of students with multiple uses of emergency seclusion.
- A review team is convened for repeated use, when applicable.
- Monthly review of school-wide seclusion data is conducted.
- Use of seclusion is reported to DESE² in the required format and frequency.

No Medical Contraindications

Before an emergency intervention of seclusion is used, a licensed physician must confirm that no medical conditions make its use unsafe. This includes considering respiratory, seizure, cardiac, or other physical health conditions. The physician must document that no medical contraindications exist.

Behavioral or Psychological Justification

Before an emergency intervention of seclusion is used, a licensed mental health professional must confirm that seclusion is psychologically appropriate for this student. The licensed mental health professional should review the student's trauma history, behavior patterns, and mental health needs to determine whether seclusion would be harmful. The clinician must provide written documentation affirming the justification and lack of psychological contraindications.

Physical Space Inspection

To provide for the safety and well-being of students, any room or space used for the purposes of emergency seclusion must meet the physical space requirements outlined in 603 CMR 46.07(1). In accordance with 603 CMR 46.07(2)(n), these spaces must be inspected by the public education program at least once per week during any period of use to verify ongoing compliance. The inspection must confirm that the environment is clean, safe, and sanitary; appropriately designed for student age and needs; properly lit and ventilated; free of dangerous objects; and compliant with all applicable fire and building codes. The checklist below supports programs in conducting and documenting these weekly inspections.

Inspection Checklist Definitions

- Clean, Safe, Sanitary: Free of spills, clutter, sharp objects, or contaminants.
- Age-Appropriate Design: Size, materials, and aesthetics suitable for students using the room.
- Lighting/Ventilation: Functional lights, windows or vents for airflow, appropriate heating or cooling.
- No Dangerous Objects: No furniture or equipment that poses a risk of harm (e.g., loose wires, electrical outlets, broken ceiling tiles, hard corners).
- Fire & Building Code Compliant: Exits, alarms, and structural components meet local laws, which may be demonstrated through up to date certificates from proper local authorities.

Physical Restraint of Students

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

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

Physical restraint shall not be used:

As a means of discipline or punishment;

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

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs. Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;

All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;

There are no medical contraindications as documented by a licensed physician;

There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;

The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

Nothing in 603 CMR 46.00 prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual;

- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Restraint Procedures and Training

The Superintendent shall develop and implement written restraint prevention and behavior support procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.

Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements, use of force, and duration requirements set forth in 603 CMR 46.05. Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

Reporting of Physical Restraint:

Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

The principal shall make reasonable efforts to inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report required by 603 CMR 46.06(2) and (3) shall include:

- The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Administrative Oversight Responsibilities

- The Principal shall conduct a weekly review of students with multiple uses of restraint.
- A review team is convened for repeated use, when applicable.
- The Principal shall conduct a monthly review of school-wide restraint data.
- Use of restraint is reported to DESE in the required format and frequency.
- In the event of restraint related injury, the program must report to DESE in writing within three days, according to the department's requirements.
- If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

All additional safeguards as determined by DESE in 46.07 must be adhered to and this policy and any associated procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Time Out, Seclusion, and Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC – Rewritten 2026

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Time-Out Practices: Guidance on the Implementation of Regulatory Amendments
to 603 CMR 46.00 and 603 CMR 18.00 – DESE February 2026

Prevention of Physical Restraint and Requirements If Used – DESE, amended June 24, 2025

GRIEVANCE PROCEDURE AND DISCLAIMER

Grievance Procedure

The grievance procedure at Georgetown Middle 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.

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 Public Schools Curriculum Review Form

Grade level:	Date of Review:
Content Area:	Title:
Name of reviewer:	Publisher:
Copyright date:	Author:

Rate the curriculum by using the following scale of 1 to 5:
(1 being the lowest score and 5 being the highest)

Score	Description
	Is the curriculum aligned with the Common Core State Standards, Connecticut State Standards and National curriculum standards?
	Does the curriculum support the content and objectives of the curriculum?
	Does the curriculum reinforce critical thinking, problem solving and higher order thinking skills beyond simple recall?
	Is the style of writing interesting, clear and appropriate for the students at this grade level?
	Are photographs, graphs, drawings, tables, diagrams and charts used effectively to support students' interpretation of and access to the content?
	Is the curriculum balanced in gender representation?
	Does the curriculum provide a fair and balanced representation of diverse cultures in valued roles and positive situations?
	Does the curriculum provide a sufficient quantity and quality of assessments?
	Does the curriculum support writing within the content area?
	Does the curriculum provide authentic problems, issues or scenarios within and across the content areas for students to evaluate?
	Does the curriculum support interdisciplinary connections and explorations?
	Does the curriculum use technology as an educational tool?
	Does the teacher's manual include specific teaching strategies and supplemental lessons to assist the teacher meet the needs of all students?

Does the curriculum have an online version? ____ Yes ____ No

What is the Lexile level of the curriculum? _____

What are the outstanding features of the curriculum?

What are the shortcomings of the curriculum?

Additional comments:

Signature of Reviewer: _____

Date: _____



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

Dr. Margo Ferrick
Superintendent of Schools

Katelin Kennedy
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

Dr. Margo Ferrick
Superintendent of Schools

Katelin Kennedy
Director of Student Services

Student Employer Statement

As an employer recruiting students from Georgetown Middle 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

GEORGETOWN MIDDLE SCHOOL

BELL SCHEDULE

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Block 1</u> Announcements 7:30-8:32	A	B	C Blue (M, W)	D	E White (W, F)
<u>Block 2</u> 8:35-9:34	MyCAP/ Advisory	C White (TU, F)	D	E Blue (TU,TH)	A
<u>Block 3</u> 9:37-10:36	B	D	E White (W, F)	A	B
<u>Block 4</u> <u>10:39-12:11</u>	C Blue (M, W)	E Blue (TU, F)	A	B	C White (TU, F)
	6th Class 10:39-11:09 Lunch 2 11:11-11:41 Class 11:41-12:11 7th & 8th Class 10:39-11:39 Lunch 3 11:41-12:11				
<u>Block 5</u> 12:14-1:13	F Blue (M, W)	F White (TU, TH)	F Blue (M,W)	F White (TU,TH)	D
<u>Block 6</u> 1:16-2:15	G	No classes early dismissal	G	G	G
Drop	D,E	A,G	B	C	F

GEORGETOWN MIDDLE SCHOOL SIGN OFF FORM

2026-2027 School Year

Website: : <https://sites.google.com/georgetown.k12.ma.us/gmhs/home?authuser=0>

STUDENT NAME: (print) _____ YOG: _____

CODE of discipline and student/parent handbook

_____ I have read the Student-Parent handbook located on the Georgetown Middle 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.

STUDENT INTERNET POLICY/PERMISSION

_____ I acknowledge that I have read the Georgetown Middle 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 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

Under the PRIVACY LAW, 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 Middle School to have his/her name and photograph released for articles and our Web Site that report Georgetown Middle 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 2026-2027 school year.

Student/Parent Signatures

Student: (signature) _____ DATE: _____

Mother, Father or Guardian (print): _____

(sign): _____

This handbook is distributed electronically 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.