



GEORGETOWN HIGH SCHOOL

Student Handbook

School Year 2026-2027

Superintendent:	Dr. Margaret Ferrick
Principal:	Sara Hoomis
Assistant Principal:	Guy Prescott
Athletic Director:	Jessica Whitehead

Georgetown High School Student Handbook

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

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

If you cannot find something in the handbook, please contact the Main Office with your questions at 978-352-5790.

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School Committee Membership 2026-2027

Members

Terms

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5/2024 - 5/2027

Michael Hinchliffe

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Georgetown High School Values...

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

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

Social

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

GENERAL INFORMATION

Non-Discrimination Law

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

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.

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.

Residency Requirement

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

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

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

Student Records

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

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

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

The 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.

I. Inspection of Record

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

II. Rights of Non-Custodial Parents

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public-school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07.

III. Confidentiality of Student Records

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

IV. Third Party Access

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

V. Amendment of the Student Record

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

VI. Destruction of Student Records

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

VII. Transfer of Records

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

VIII. 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.

Age of Majority

In Massachusetts, students are considered adults at the age of eighteen (18), with full legal capacity (unless legally incapacitated) to make their own decisions (Age of Majority). Once the student reaches the age of 18, the student alone shall exercise the rights afforded under the Massachusetts Student Records regulations subject to the following. The parent may continue to exercise the rights until expressly limited by the adult student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to their parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, § 34E, the parent of a student may inspect the student record regardless of the student's age.

A student assumes the right to make all decisions related to special education programs and services when the student reaches the age of 18. Parents will continue to receive written notice and information, but the student will have decision-making authority and the school is required to obtain consent from the student to continue special education services if the student is eighteen (18) years old or older. However, the student may decide to share decision-making authority with their parent (or other willing adult). If a student decides to share such authority, this must be done in the presence of the Team and in writing. If a student and parent share decision-making authority, and disagree about a matter, the student's choice shall prevail. A student may also delegate full decision-making authority to their parent (or other willing adult) if the decision is made in the presence of at least one school representative and a witness, and in writing. 603 CMR 28.07(5). Students and parents will be notified one year before the student turns 18 of the rights that will transfer to the student upon turning 18, as well as the parents right to continue to receive notices and to inspect the student's record. See 34 CFR §§ 300.320(c) and 300.520.

Disclosure of Directory Information

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

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

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

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

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Email address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

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

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

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

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

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

Equal Opportunity

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.

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 Katelin Kennedy, Director of Student Services.

Observations Of Education Programs

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

Students Who Are English Language Learners (ELL)

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

Homeless Students: Enrollment Rights and Services

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

The 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 Katelin Kennedy, at (978) 352 – 5777 for more details.

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

Students in Foster Care

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

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

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

Best Interest Determination

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

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

Transportation

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

Immediate Enrollment

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

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

Educational Opportunities For Military Children

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 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 a 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.

If a high school student enrolls in grade 11 or later, the school may, in lieu of the MCAS, submit alternative evidence or information to DESE that the student has met Massachusetts competency determination graduation standard in each required content area (ELA, math, science, technology/engineering). Students in grade 11 are still eligible to participate in the spring MCAS if they wish to qualify for the Adams Scholarship or Koplik Certification.

If a student transfers at the beginning or during grade 12 and is ineligible to graduate from the receiving school after all of the alternatives in the Compact have been considered, the sending and receiving school shall ensure receipt of a sending school diploma if the student meets the graduation requirements of the sending school.

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

Mandatory Reporting

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.

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 years for all three schools. If you would like to continue to volunteer, you must complete and pass a CORI every three years. Your confidential information is held in a secure environment in the superintendent's office should you ever want to know your expiration date or to check your status.
- A CORI form and photo identification issued by a government agency is required to run a CORI check. Government issued photo identification can be either a driver's license or passport. IF you do not have either of those, please call the superintendent's office for other types of identification to be used.

***Please note that during the months of August-October and April-May due to high volume of CORI's being requested, the CORI board can take up to 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!**

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 website.

Immunizations

No student currently attending GHS 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 High School through transfer from another school or relocating to Georgetown will also be required to present a physician's certificate attesting to immunization as specified from time to time by the Department of Public Health. The only exceptions to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interest of the child, or that immunization or vaccination is contrary to the religious beliefs of the student or parent; or as required by the McKinney-Vento Act for students experiencing homelessness; or as required under ESSA for students in foster care.

School Nurse/Injury Protocol

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.

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.

Dispensing Medications

ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students during Regular School Activities unless there is a medical administration plan in place for the student. Regular School Activities means all instructional/academic activities, as well as all activities organized or sanctioned by the school including, but not limited to, day and overnight field trips, school-provided transportation, interscholastic sporting events, after school or extracurricular clubs or organizations, and proms or other social events organized as part of the instructional/academic portion of the school.

No one but the school nurse, and those others listed in the medical administration plan may give any medication to any student.

Exceptions:

The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the administration of medications and self-administration of medications within the school system, following development of a proposal by medication program manager, in consultation with the school physician. Review and revision of such policies and procedures shall occur as needed but at least every two years.

At a minimum, these policies shall include:

- designation of a medication program manager supervisor of the medication administration program in a school;
- documentation of the administration of medications including the requirement that each school maintain a medication administration record for each student who receives medication during regular school activities; The school nurse shall document in the medication administration record significant observations of the prescription medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken. All documentation shall be recorded in a manner that prevents alteration or destruction of the record. Documentation shall include but not be limited to a daily log and a medication administration plan.

1. The daily log shall contain:

- (a) the dose or amount of medication administered;
- (b) the date and time of administration or omission of administration, including the reason for omission and action taken post omission;
- (c) mechanism for identifying the person administering each dose. including the medication order and

caregiver authorization.

- The medication administration plan shall include:
 - the name of the student;
 - a medication order from a licensed prescriber, which meets the requirements of 105 CMR 210.005(D)(1);
 - the signed authorization of the caregiver, which meets the requirements of 105 CMR 210.005(D)(3);
 - any known allergies to food or medications;
 - the diagnosis, unless a violation of confidentiality or the caregiver or student requests that it not be documented;
 - any possible side effects, adverse reactions or contraindications.
 - the quantity of prescription medication to be received by the school from the caregiver;
 - (h) the required storage conditions;
 - (i) the duration of the medication order;
 - (j) the designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the school nurse, and plans for back-up if the designated personnel are unavailable;
 - (k) plans, if any, for teaching self-administration of the medication;
 - (l) with caregiver permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication;
 - (m) when appropriate, the location where the administration of the prescription medication will take place;
 - (n) a plan for monitoring the effects of the medication;
 - (o) the school nurse has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
- response to a medication emergency;
- storage of medications;
- reporting and documentation of medication errors;
- dissemination of information to parents/guardians. Such information shall include an outline of a school's medication policies and shall be available to parents upon request;
- procedures for resolving questions between the school and a parent/guardian regarding administration of medications. Such procedures shall provide for and encourage the participation of the parents/guardians. Existing procedures for resolution of differences may be used whenever appropriate.

The School Committee shall submit these policies and procedures to the Department of Public Health upon request.

The School Nurse/Medication Program Manager, in consultation with the School Physician, may train and delegate responsibility to unlicensed school personnel for medication administration.

- Neither prescription medication nor over-the-counter medications can be administered by delegation by unlicensed school personnel without student-specific medication orders from a licensed prescriber.
- The School Nurse/Medication Program Manager has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication administration.
- The unlicensed school personnel shall be listed on the medication administration plan, shall be selected by the school nurse, and trained, if they meet criteria established by regulation in the administration of emergency medication to a specific student.
 1. All unlicensed school personnel administering medication must be properly trained and supervised by a school nurse.
 2. If epinephrine is administered by unlicensed school personnel, the school nurse, and other individuals as warranted and deemed appropriate by the school nurse, must also be notified.
 3. If an emergency rescue opioid antagonist is administered there shall be immediate notification of the local emergency medical services (911), followed by notification of a student's parent/guardian as appropriate, and the school nurse.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock emergency rescue opioid antagonist and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting

If the school district wishes medical personnel to train non- medical staff in the administration of emergency rescue opioid antagonists the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Department of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

All schools/districts where medication is stored or where medication administration is delegated to unlicensed school personnel must obtain a Massachusetts Controlled Substances Registration by registering with the Department of Public Health. At minimum, schools/districts may accomplish this by registering for emergency medication training.

Schools/districts are not authorized to make use of 105 CMR 700.003(C) for the administration of emergency rescue medications during regular school activities.

SOURCE: MASC – Updated 2026

Dept. of Public Health Regulations:

105 CMR 210.00 & **700.003**; 244 CMR 3.0

MDPH Advisory on Application of 105 CMR 210.00 to Field Trips, 2/4/2025

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:

1. 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;
2. 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;
3. 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;
4. 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;
5. 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;
6. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
7. 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;
8. 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;
9. 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).

SBIRT: Screening, Brief Intervention, and Referral to Treatment

Screening, Brief Intervention and Referral to Treatment (SBIRT) will be completed annually in grades [enter grades]. SBIRT is a verbal screen of students for substance use disorders. Parents and guardians will be notified ahead of time, and either the parent/guardian or the student may opt out of the screening at any time before or during the screening through written notification. Information provided by a student during a screening is confidential, except in instances of an immediate medical emergency or disclosure of the information provided is required by state law. The screening will be implemented in accordance with state and federal laws regarding student confidentiality, including applicable student record laws and regulations.

Definition: SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. An evidence- based screening tool is utilized for the screening; the Brief Intervention is provided through motivational interviewing and the Referral to Treatment is dependent on resources available in the school and community.

Background: Substance use during adolescence is associated with various negative outcomes including problems in school, injuries, emergency room visits, arrests, violence, and other risky behaviors, such as unprotected sex. The younger a person is when he/she first uses alcohol or drugs, the greater the likelihood that he/she will become dependent and/or addicted as an adult. Additionally, heavy alcohol and marijuana use in adolescence may result in long-lasting functional and structural changes in the brain affecting memory and learning functions, decreasing motivation, and increasing the risk of serious mental illness. In response to the Opioid Crisis, an Opioid Bill was signed by Governor Baker on March 14, 2016, mandating a verbal screening for substance use (also known as Screening, Brief Intervention, Referral to Treatment – SBIRT).

Purpose: The purpose of SBIRT is to promote prevention and identify early risk for substance use in our adolescents and to take appropriate actions as soon as possible if a problem is identified. Neuroscience tells us that the developing adolescent brain is at particular risk for addiction, so intervening early, before a substance use disorder develops, is key to the life-long health of our students. The SBIRT screening process reinforces healthy choices being made by students, identifies those who need intervention and education, ideally before substance use begins, and provides a referral for those who need additional support or treatment. SBIRT screenings are performed like other health screenings in school settings (i.e., vision, hearing, BMI) with respect to identifying a

health condition as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities.

Universal Screening: The SBIRT protocol developed by the MA Department of Public Health (DPH) for use by school health personnel is a structured, evidence-based conversation that promotes prevention and identifies early risk for substance use among adolescents. It is a UNIVERSAL screening of ALL students in a selected grade level. It is not a targeted screen for selected students, nor is it intended to get anyone “in trouble”. It is neither “drug testing” nor is it a treatment program for students who may be addicted to substances.

SBIRT Team: An SBIRT team will be composed of school health personnel, such as school counselors, adjustment counselors, social workers, psychological staff, and health educators. Members of the SBIRT team will implement the screening, provide education to the students and/or provide follow-up as necessary.

School Safety Access to Safety and Grounds

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 emergencies.

Drop off and Pick up Procedures

Parents/guardians cannot enter school grounds during bus drop off and pickups (7:00 a.m.-8:00 a.m.) and (2:00 p.m.-2:30 p.m.). You may drop your child off at the Perley school, and they 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.

Family Emergencies

Parents should contact the main office with any family emergency.

Physical Restraint Policy

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:

- 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.
- Other forms of interventions 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 a psychological or behavioral justification for the use, and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
- 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.
- 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

1. The student's behavior presents an imminent threat of assault or serious physical harm to self or others.
2. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff
3. 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
4. Less intrusive interventions have failed or have failed to ensure the safety of the student and/or the safety of others.
5. There are no medical contraindications, as documented by a licensed physician.
6. There is psychological or behavioral justification and there are no psychological or behavioral contraindications, documented by a licensed mental health provider.
7. The parent or guardian (and student, if appropriate) has provided consent for emergency use of seclusion.
8. The principal has approved the use in writing.
9. Staff implementing seclusion have documented participation in training in behavioral alternatives.
10. Documentation demonstrating compliance with 603 CMR 46.07(2)(a) and (d)–(g) is maintained on file.

During Emergency Seclusion

- A staff member continuously observes and remains immediately available to the student.
- The student is observable in all areas of the room.
- Staff actively use calming and de-escalation strategies, unless unsafe or counterproductive to do so.
- Seclusion is not used for punishment or routine behavior management.
- Seclusion ends immediately once the imminent threat has subsided.
- If used for a period of longer than 30 minutes, obtain approval from the principal.
- The room or space meets all physical safety standards under 603 CMR 46.07(1).

Post-Intervention Procedures

2. Parents are notified verbally and in writing in accordance with 603 CMR 46.06(3)–(4).
3. 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

1. Clean, Safe, Sanitary: Free of spills, clutter, sharp objects, or contaminants.
2. Age-Appropriate Design: Size, materials, and aesthetics suitable for students using the room.
3. Lighting/Ventilation: Functional lights, windows or vents for airflow, appropriate heating or cooling.
4. No Dangerous Objects: No furniture or equipment that poses a risk of harm (e.g., loose wires, electrical outlets, broken ceiling tiles, hard corners).
5. 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;

1. 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;

2. 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
3. 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.

- o documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- o All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
- o There are no medical contraindications as documented by a licensed physician;
- o 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;
- o 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,
- o 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:

1. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
2. 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
3. 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

ACADEMIC POLICIES/INFORMATION

Graduation Requirements

In order to earn a high school diploma, all students must meet both local and state graduation requirements.

Local Graduation Requirements

To satisfy the District's local graduation requirements, students must earn the designated amount of credits, meet state competency requirements, and fulfill all community service hours.

A total of 115 credits must be earned as well as 40 hours of community service. Of this credit total, 85 credits must be earned in the following "Core Curriculum" areas:

English	20 credits	Must include successful completion of English I, II, III, and IV
Mathematics	20 credits	
Wellness/PE	5 credits	Wellness 9,10 & PE 11,12
Science	15 credits	
Social Studies	20 credits	Must include successful completion of World History II, and United States History I and II
Business and Computer Technology	5 credits	Creativity, Innovation, and Introduction Internet Research Skills Personal Financial Literacy I & II

- High school students are required to be enrolled in the equivalent of seven courses.
- Course credit values are based on one credit for each period that the course meets each week.

Community Service

All students are required to complete 40 hours of community service as a requisite for graduation. Students are expected to complete 10 hours per year starting in grade nine. Details of the program are discussed in depth at the ninth grade orientation each August. Students may bank up to 10 hours per year towards the next year's requirement. The paperwork for any

community service hours completed over the summer must be submitted by the second Friday in September. Students who submit paperwork after the deadline will earn half credit. Similarly, paperwork for hours completed during the school year must be submitted by the deadline in early June in order to earn full credit. Additional information regarding this requirement can be found in the Guidance Office.

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 first quarter eligibility is determined by final grades in the past school year.)

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.

Academic Integrity

We believe academic integrity is a foundation of a truly successful educational experience. Therefore, students and their parents/guardians should understand that all school work must be unquestionably the work of the student. Use of any artificial intelligence software to create student work product is prohibited. Any plagiarism, copying, or cheating will result in the loss of credit for that assignment, and notification of the incident to the administration, department head and parents. Any further instances within the same class could result in a lowering of the final grade by one whole letter. Decisions to lower the final grade will be made through discussions between the teacher and the administration. Single instances that are deemed serious enough might result in both the loss of credit for the assignment and the lowering of the final grade. Plagiarism and academic dishonesty are considered a violation of school rules and may result in disciplinary consequences.

Academic Study

As a result of the time and learning requirements outlined in The Massachusetts Educational Reform Act of 1993, students are expected to take a full load of classes. Georgetown High School is committed to this policy. As a result, students, parents and counselors will work together to fill any free periods in a student's schedule. Only students with scheduling limitations will be allowed to have an academic directed study period. Students are expected to bring assignments and materials with them, and conduct themselves in an appropriate manner.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F
93-96 = A	83-86 = B	73-76 = C	66-63 = 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.

State Graduation Requirements

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.

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.

Georgetown High School Weighted Rank-in-Class System

Rank-in-Class will be calculated using a weighted grade value system. Exact class rank will be published at the end of the junior year and quarters 1-3 of the senior year.

The following table lists the total weighted grade points for the four levels of classes offered at Georgetown High School. These are the grade points that will be used to calculate class ranks. Final ranking will be determined by GPA's that will be calculated out to the hundredths place.

	AP Classes	Honor Classes	College Prep Classes	Standard Classes
A+	5.83	5.33	4.83	4.33
A	5.50	5.00	4.50	4.00

A-	5.17	4.67	4.17	3.67
B+	4.83	4.33	3.83	3.33
B	4.50	4.00	3.50	3.00
B-	4.17	3.67	3.17	2.67

C+	3.83	3.33	2.83	2.33
C	3.50	3.00	2.50	2.00
C-	3.17	2.67	2.17	1.67
D+	2.83	2.33	1.83	1.33

D	2.50	2.00	1.50	1.00
D-	2.17	1.67	1.17	.67

Individual courses within the Business, English, Foreign Language, Mathematics, Science and Social Studies departments are assigned to levels based on the difficulty of the subject content and the academic competitiveness of the students enrolled.

Advanced Placement- Greatest degree of difficulty/college level

Honors - Most difficult / very demanding

College Prep - Difficult / demanding

Standard- Least difficult / less demanding

Advanced Placement: These courses allow qualified students the opportunity to participate in college level work while still in high school and to potentially obtain college credit on the basis of performance on the very rigorous Advanced Placement examination. All AP courses require extensive summer work that will be assessed at the beginning of the school year.

Honors: This is a challenging course level and is designed for those students who have displayed above average skills and achievement in the subject matter. There is an intensive and in-depth treatment of subject matter. Instructional pace is accelerated and these courses call for a very high degree of student motivation. Course requirements include a major research project, formal oral presentations and in most subjects, frequent substantive critical written responses to material studied. In addition, courses at this level encourage original, analytical, and independent thought. The academic environment in class is competitive and participatory.

College Prep: These courses are difficult and cover much of the same curriculum content that honors courses do, but are less rigorous than honors courses and are appropriate for students whose skills and past achievement are within mid-range levels. These courses also require analytical and critical thinking skills and a significant degree of responsibility in the form of classroom participation, written homework assignments, problem solving tasks, projects, and assigned readings.

Standard: These classes are more general in nature and tend to be smaller and more individualized, given student needs. The instructional pace is somewhat slower, but the curriculum incorporates much of the same informational content as college prep courses.

Academic Advancement

The following is a list of credits that must be earned to move into each grade level:

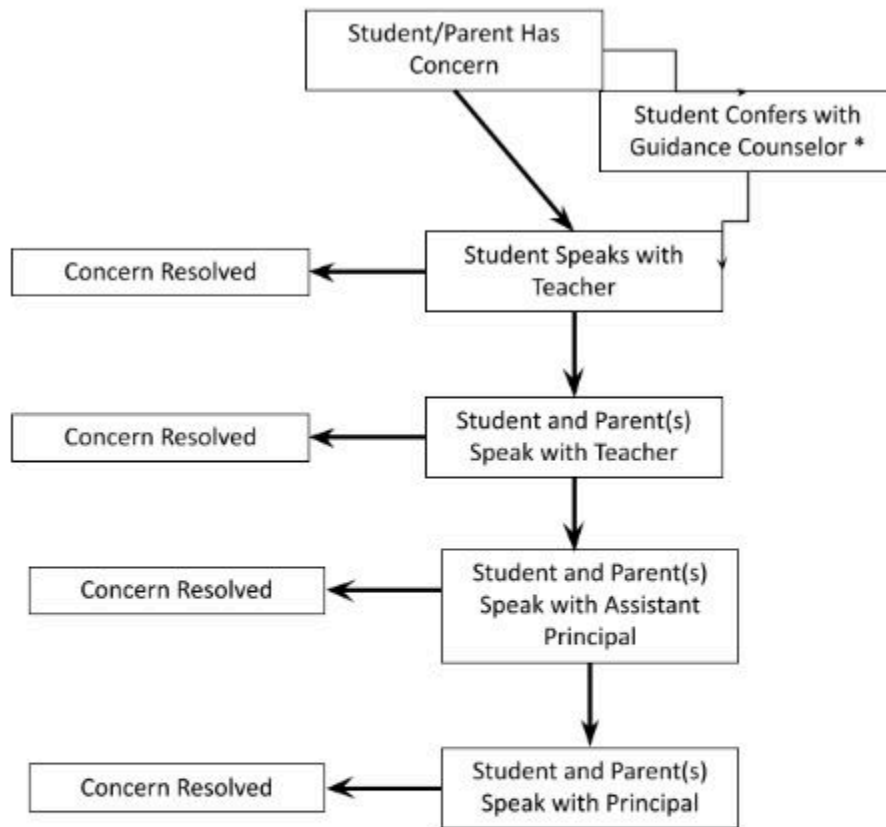
Sophomore	27.5
Junior	55
Senior	80

Report Cards

Report cards are issued four times a year, at intervals of approximately 10 weeks.

Student Concern Protocol

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



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

Rev. 07/2025

Code of Conduct

All students are expected to behave appropriately at all times both in and outside the classroom. 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 classroom teachers, 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. Students have a responsibility to respect the school environment and to keep lockers and hallways clean and free from vandalism.

Suspension Offenses

The following is a non-exhaustive list of offenses that may lead to suspension from school. Offenses not included in the below may be subject to discipline at the discretion of the administration based on the nature of the offense. Suspension offenses are not limited to just the behaviors described below. In addition, the administration has the discretion to assign alternative consequences, detentions or in school suspension as alternatives to external suspension. The length of suspension will depend on the severity of the offense and previous discipline record. In addition, the student may be responsible for monetary restitution, depending upon the infraction. Assault on a member of school staff, possession of a dangerous weapon (as determined by the Principal), or possession of a controlled substance as defined in M.G.L. c. 94C (including marijuana, cocaine, and heroin) may result in expulsion in accordance with M.G.L. c. 71, § 37H.

Assault (on students or staff)	Offensive/Vulgar Language
Bullying	Out of Bounds
Cheating/Plagiarism	Possession of Alcohol, Drugs and Weapons
Cutting Class	Possession of Drug/Smoking Paraphernalia
Directed Profanity	Possession or Use of Fireworks
Disrespectful Behavior	Serious or Repeated Classroom Discipline Problems
Disruption of the Educational Process	Sexually Explicit Materials
Felony Charge, Conviction, or Adjudication	Smoking
Fighting	Theft
Forgery	Threatening a Student
Gambling/Card Playing	Threatening a Staff Member
Harassment	Vandalism
Hazing	Vaping
Inappropriate Behavior in ISS	Violation of the Internet Acceptable Usage Policy
Insubordination	
Intoxication	

Truancy

A student will be considered truant if he/she is absent without the approval of a parent or guardian, or if he/she is found off school grounds. Truancy may carry a punishment of a minimum of one day internal or external suspension.

Cutting Class without Leaving Campus

State law requires all students of legal school age to attend all assigned classes. Penalties for failure to attend class can be imposed by the classroom teacher, the administration or both. The below are subject to change at the discretion of administration.

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

Out of Bounds

Any student who is found in an area they are not authorized to be in will be deemed out of bounds, and may be immediately assigned to ISS or Out of School Suspension, depending on the severity and repetition of the offense.

Discrimination and Harassment

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

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

Skip Days

So called "skip days" are not sanctioned by the school administration and are considered truancy. Parents are urged to assist the administration by ensuring that their student attends school every day.

Other Specific School Rules

The following rules are specifically in effect:

Failure to adhere to these rules may result in disciplinary action.

1. Students who exhibit excessive public displays of affection on school property or on school busses or at any school sponsored event will be referred to the assistant principal's office. What constitutes "excessive" will be determined by the staff member observing the incident and the assistant principal.
2. When attending physical education classes, students are required to change into gym clothes and sneakers.
3. Students are fully responsible for textbooks, which must be properly covered. Students must pay for damaged or lost books.
4. Food and beverages are not to be taken out of the cafeteria. Students are responsible for keeping the cafeteria clean and orderly. Any open beverage or food containers other than water bottles outside of the cafeteria or in lockers will be confiscated.
5. Students are to enter school immediately and are not to loiter in the neighborhood. Please respect the rights of our neighbors.
6. No students are allowed to enter the faculty room without authorization.
7. Card-playing is not allowed in school.
8. No gum chewing.
9. Students are not to be in the halls/classrooms until 7:25 a.m. They are not to be in the building after 2:45 p.m. unless under the supervision of a staff member.
10. Fireworks are not allowed in school.
11. Skateboards and rollerblades are not to be brought to school or used on school property at any time. Bicycles are not allowed in the school building.
12. Students may not sell any items that have not been expressly approved through the student organization fundraising policy.

DISCIPLINARY POLICIES

Violations of the Code of Conduct, school rules, or the guidelines and responsibilities of students set forth in this handbook may result in disciplinary consequences, determined at the discretion of the administration.

Disciplinary Actions

Classroom/Teacher Detentions

Students who are assigned detention by a classroom teacher, or who are otherwise asked to report after school must do so. Twenty-four hour notice is required. Failure to attend an assigned teacher detention may result in an office detention *in addition to* whatever penalty the teacher may choose to apply.

Main Office Detentions

Students who are assigned detention by main office administrators must attend the detention at the assigned time. A 24 hour notice will be given for any detentions. Afternoon detention begins at 2:20 p.m. and runs until 3:00 p.m. Detentions will be quiet periods of study. Students are encouraged to bring study materials to detention. Failure to attend an assigned main office detention will result in the doubling of the office detention time. If the student fails to attend detention twice in a row, one day of in-school suspension may be assigned.

Social Probation

Part of the educational experience at Georgetown High School is the attendance at, and participation in, extracurricular activities. If a student acts inappropriately, disrupts the event, or is removed from ANY extracurricular activity; his/her attendance at future school sponsored co-curricular activities will be limited. Social probation is not meant to limit a student's involvement within the school; instead, it is a tool which will be used to stress the importance of proper decorum while in public forums. Each and every student is a representative of Georgetown High School and the community, therefore, any improper behavior reflects poorly on a great number of people. Depending on the severity of the incident, social probation may be imposed in three lengths: two weeks, two months, or the remainder of the year. These consequences are listed in order of incidents, from the first to the third. The administration reserves the right to alter these lengths based upon the severity of the incident and the totality of the circumstances.

In-School Suspension

See Disciplinary Due Process section below for additional information. Students who are assigned ISS will report to the main office at 7:30 a.m. and stay until 2:15 p.m. Students will be required to work on academic work they have in their possession, work sent to the room by their teachers, or work assigned by the ISS coordinator. No cell phone or electronic devices may be used during ISS unless assigned for academic use. Proper behavior is required while in the ISS room, and all students assigned to ISS will have to sign a behavioral contract that clearly spells out expectations for the day and consequences for failing to meet them. Failure to meet the guidelines established within the contract may lead to another day of ISS. During the course of the day, in addition to the assigned work, students must also meet with a guidance counselor or the school's social worker to discuss the incident. Failure to attend school (truant) to avoid ISS, may result in the accumulation of an additional day of ISS. Parents refusing to send student will be involved in the truant report. Any student removed from ISS may be subject to external suspension. Any student who is assigned to ISS may not attend/participate in any school related extracurricular events until his/her return to regular classes.

Out-of-School Suspension

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

Disciplinary Due Process

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

Suspension and Expulsion Due Process

Due Process Under M.G.L. 71, § 37H ¾

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

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

Definitions Under M.G.L. c. 71, § 37H 3/4

Superintendent – the Superintendent or designee for disciplinary purposes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notice – Short-Term Suspension; M.G.L. c. 71, § 37H ¾: Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a

consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

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

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

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

Long-Term Suspension; M.G.L c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in §37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

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

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

the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

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

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

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

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

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

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

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

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

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

Long-Term Suspension/Expulsion; M.G.L. c. 71, §§ 37H and 37H 1/2 - Unlike M.G.L. c. 71, § 37H 3/4, for offenses that fall within M.G.L. c. 71, §§ 37H and 37H 1/2, a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student. Long term suspension/expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. 71 §§ 37H and 37H 1/2 in cases of suspension for more than ten (10) consecutive days.

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

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon,

including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school and school district by the Principal.

2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school and school district by the Principal.

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

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

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

Issuance of a Felony Criminal Complaint

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

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

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

Adjudication of Delinquency, Admission of Guilt or Conviction

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

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

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

Opportunity to Make Academic Progress

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

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

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

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

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

Discipline of Students with Disabilities

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:

6. Students who have been found eligible for special education services under the IDEA.
7. 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.
8. 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.

Interim Alternative Educational Setting

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

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

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

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

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

Students Not Determined Eligible For Special Education And Related Services

4. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under 34 CFR § 300.530, the evaluation must be conducted in an expedited manner.
5. 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.
6. 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.

Searches

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

In addition, a staff member or designee of the Georgetown Public Schools may conduct a search of the physical plant of the school, and every part thereof including students' lockers. Students are hereby given notice that they have no expectation of

privacy in their school lockers; student lockers are accessible to school officials and may be subject to search at the discretion of school officials. The physical plant includes, but is not limited to, desks, lockers, lab stations, and cafeteria tables are the property of the Georgetown Public Schools and are subject to search at any time with or without suspicion or cause.

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

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

STUDENT GUIDELINES, RESPONSIBILITIES & PROCEDURES

Library/Media Center

11. Reference books (encyclopedias, atlases, etc.) and materials that are placed on temporary reserve for a class 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.
12. 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.
13. Students and staff are reminded to be fair to other members of the Georgetown Middle High School community and return materials on time. There are no fines for overdue books, but, ordinarily, while a student has material overdue, no further materials may be checked out. Lost or damaged books must be replaced.
14. 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 teacher providing there is room.
15. During lunch, students may sign in to use the library/media center if there is room and if the student is using library/media resources appropriately. In addition, once signed into the library for lunch, students must stay in the library.
16. Quiet conversations are permitted in the library/media center.
17. Food and beverages are not permitted in the library/media center.
18. 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.
19. Failure to follow the behavioral expectations of the media center may result in the following:

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 for the remainder of the year, unless accompanied by a teacher

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

Georgetown High School Cafeteria

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

Breakfast

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

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 of 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 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 Mike Anderson at (978) 352-5777 ext. 144

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.

Class Dues

Each class establishes its own class dues. Students are encouraged to pay class dues for all four years. The class, a duly authorized organization, has the right to require that all dues be paid before a student takes part in any class activities.

National Honor Society

What is the National Honor Society?

The National Honor Society is first and foremost a service organization. The Georgetown High School chapter is actively involved in several projects of service to the school and community. All members have the responsibility to contribute time and efforts toward these projects.

Induction into the National Honor Society is an honor bestowed upon a student by the faculty in recognition of that student having reached high standards and achievement in academics, service, leadership and character. To be elected by the faculty council, students must display the highest standards in all four categories.

Eligibility

The Helen L. Davis Chapter of The National Honor Society has four standards for admission in which each candidate must demonstrate proficiency.

These standards are scholarship, leadership, service and character. For entry into NHS, students must achieve a minimum simple GPA of 3.25 AND receive a score of 65 total points from the categories of leadership, service and character, (15 points minimum/ 30 points maximum in each individual category) as reviewed by a faculty council made up of five anonymous members of the GHS faculty. Specific information regarding this will be given to each candidate that is invited to apply to NHS.

A student with a minimum simple GPA of 3.25 or higher will be invited to apply for acceptance into the National Honor Society.

Students should expect their invitation in the fall of their junior or senior year, after first term grades have been calculated.

Election Procedure

The election procedure begins immediately following the first progress report, when eligible students receive an invitation to apply for admission to the Society. Induction will occur after the close of the first marking period.

Once it is determined that a student has met the minimum scholastic requirement, a formal application process begins in which students are invited to submit applications on which they may cite evidence supporting their application. These applications will be returned to the National Honor Society advisor. Information is requested from faculty members who are directly familiar with a student and feel comfortable enough to make cogent comments on his or her fitness for election. After appropriate information has been collected, students who have applied are considered for election by a five member faculty council which is appointed by the principal, and which has received training in the proper election procedures. Three positive votes are required for selection. Students who have not been chosen receive feedback from the National Honor Society advisor concerning both their strengths and their weaknesses as perceived by the faculty council.

Although the principal has the power to overrule the decision of the faculty council, this is very unusual and is done so only after the presentation of clear and convincing evidence that an injustice has been done.

Books and Equipment

Each student is responsible for the condition of all materials, textbooks and equipment issued to them by the school. Any school property issued to a student that is lost or damaged must be paid for before a replacement is issued. Replacement

costs may be obtained from the teacher, department chair, team leader, or administration. Participation in senior week activities, including graduation, will be restricted if there are any outstanding obligations that are due to the school.

Emergency/Fire Drills & Evacuations

Quiet and order are to be maintained by all students during evacuation 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 stay as far as possible from the building. 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 in a parking lot. Students should familiarize themselves with the evacuation plans that are posted by the door of each classroom. If the drill/alarm occurs between classes, students must evacuate the building to the nearest designated parking lot. Students then must report to the teacher from the prior block for attendance. If the prior teacher is in another designated parking lot, they must then notify the leader of the parking lot that they are currently in. Students must remain well clear of any and all fire apparatus and hydrants.

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..

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 accompanied by monetary restitution.

Field Trip Regulations

Field trips are generally considered an extension of our school's curriculum, therefore, when on field trips, students are expected to follow all school rules. All students are expected to attend educational field trips. When Georgetown 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 the site. Students on overnight field trips who do not follow the guidelines will be sent home at parents' expense. Students who are not in good standing due to disciplinary infractions may be denied the opportunity to attend field trips. **Any financial burdens due to the loss of privilege to attend (i.e. non-refundable deposits/payments) will be the responsibility of the student.**

Locker Guidelines

Students are assigned lockers. Lockers may not be changed without approval from the administration. Students should not write on or deface lockers, and lockers must be kept closed and locked at all times. All lockers have locks set into their doors. The combinations to these locks will be given only to the students who are issued the locker. Any change of locker assignment may lead to disciplinary actions.

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

Outside Employment

Students who accept outside employment must do so only with the understanding that employment should not interfere with school obligations. Students should be aware of hours and time they are legally allowed to work. Students who are 14 to 18 years of age and are residents of Georgetown may secure work permits from the main office.

Parking

There will be senior parking available at Georgetown High School. If there are more requests than there are spaces, a lottery will be conducted. Students must: possess a valid driver's license, be in good academic standing and all outstanding school obligations must be met in order to be eligible for the lottery. The parking space is a *privilege*, and students who violate the school regulations will have that *privilege* rescinded. A few examples of violations that may lead to the removal of the parking privilege are: dangerous driving, inappropriate behavior in an automobile, truancy, etc. Students parking without approval from the school administration will be disciplined. All seniors intending to park on school property must fill out a request form in the main office, show proof of a valid driver's license (not learner's permit), obtain a parking permit, and display the permit when parked on school property. In addition, any senior who is issued a parking pass must pay a \$75 fee for that parking spot. Any violators of this policy may be towed at their own expense. Any abuse of this system will result in the loss of parking privileges. Failure to return the permit at the end of the year will result in a student obligation. By applying for and accepting permission to park a vehicle at Georgetown High School, the student acknowledges and agrees that the vehicle is subject to search by school officials when reasonable suspicion exists that banned materials or substances may be present.

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

School Bus Regulations

Georgetown provides bus transportation for those who qualify under the guidelines established by the state. All school behavior rules apply while students are on a school bus. 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.

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

School Visitors

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.

Seatbelts and Safety Equipment

Seatbelts are required of all drivers who park on school property. Any student who is contacted for a seatbelt violation will be given a verbal warning. If the problem still persists, a student may lose the privilege of parking on campus. Due to the fact that helmets and other safety equipment designed for bicycles, skateboards and other non-motorized modes of transportation have been proven to both save lives and prevent serious injuries, Georgetown High School encourages all of its students to wear proper safety equipment while on school property.

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.

Proper Attire

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.

Student Use of Electronic Devices

Students may only use school issued Chromebooks in class. iPads and other devices are not allowed unless permission has been granted by school administration for special circumstances (ie. student IEP's).

Cell phones and other electronic devices other than school issued Chromebooks may not be used or visible in class and must be turned off and put away out of sight during all instructional time. Students must use all electronic devices in a responsible manner that is in agreement with our Georgetown Public Schools Technology Acceptable Use Policy. The use of all electronic devices is expressly prohibited in locker rooms at all times.

Earbuds, air pods, or headphones shall not be in students' ears, whether or not sound/music is playing, during instructional time unless approved by the teacher for appropriate classroom purpose. For the first offense the teacher will ask the student to put the listening device away and for repeat offenses the teacher will submit an Aspen discipline referral for **Violation of Rules** and the student will be assigned **one** office detention.

If a student is using their phone or other unapproved electronic device in class:

- The teacher will direct the student to put the device either on the teacher's desk or in the wall phone holder for the remainder of the class. The teacher will fill out a disciplinary referral in Aspen to track violations using **Phone Violation** in the drop down menu, noting if it is a repeat violation in the incident description field. Repeated violations will result in additional consequences (see below).

If student refuses to give up device but puts it away:

- The student will remain in the class but the teacher will fill out a disciplinary referral form in Aspen using **Phone Violation** in the drop down menu and describing the incident in the incident description field. The assistant principal will meet with the student and assign **one** office detention for the first offense. Repeated violations will result in additional consequences (see below).

If student refuses to give up device and continues to use it and/or takes it out again:

- The teacher will give the student one warning that they are going to be sent to the office if they do not comply, and if they continue to be insubordinate the teacher will send the student with all his/her belongings to the main office. The teacher will inform the office by phone (ext. 3046) and fill out a disciplinary referral form using **Phone Violation** in the drop down menu and describing the incident in the incident description field. The assistant principal will meet with the student, take their phone for the remainder of the day, will **not** allow the student to return to that class, and assign **three** office detentions for the first offense. Parent/guardian will be notified. Repeated violations will result in additional consequences (see below).

Chronic violations of the electronic devices policy will result in parent/guardian contact, increased progressive disciplinary consequences including multiple office detentions and/or in-school suspension, and the creation of an Electronic Device Intervention Plan. The Electronic Device Intervention Plan may include the stipulation that the device is turned in to the Assistant Principal before the start of each school day. Electronic device violations will be reviewed by the Student Assistance Team.

Attendance

Massachusetts law requires daily attendance for all students. Chapter 76, Section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school ([Mass. General Laws c.76](#)).

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 only be excused for the following reasons:

4. Illness or medical treatment of the student with Doctor's note listing dates of absences
5. Death or serious illness in the family with parent/guardian note
6. Religious observance with parent/guardian note

7. Pre-approved college visits (see below)
8. Weather so inclement as to endanger the health of the child

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 8am 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

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.

Loss of Academic Credit for Excessive Absences

Since good attendance is crucial for students to achieve the best possible academic and social emotional outcomes, Georgetown High School has set school attendance requirements for students to receive credit for a course. If a student accumulates six or more unexcused absences from school in an academic quarter, it will result in the loss of credit in all classes, except in cases of extraordinary circumstances as determined by the principal or designee in collaboration with the Student Assistance Team. The student will receive a grade designation of an "NC" resulting in "No Credit" for that quarter. If a student's class average is a 59 or lower, they will receive that grade.

A remedy for failure due to excessive absences is for a student to improve his or her attendance in the quarter immediately following the one in which he or she exceeded the maximum number of absences. Specifically, if a student has six or fewer unexcused absences the following quarter, the average for the failed quarter will revert to the average the student had originally earned. There is no remedy for 4th quarter failures.

Appeals

Any and all appeals to the penalties imposed by the attendance policy will be heard by the principal or his/her designee and must be filed within one (1) week of the appealed absence or the assignment of a penalty.

Dropout Prevention (M.G.L. c. 76 § 18)

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

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

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 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 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 8:27am 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 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.**

College Visits

College visits for juniors and seniors are expected however we encourage visits to be done during school vacations and weekends. The Guidance Office also advertises many local college fairs that our students can attend after school and in the evenings. Despite this, we realize that some students may need to visit colleges during the school day. If this is the case the following procedure must be followed:

Seniors are allotted 3 excused college visits per year.

Juniors are allotted 2 excused college visits per year.

College visit forms can be obtained at the main office and must be signed by an administrator. They must be filled out two days in advance of the visit and a copy must be returned back to the main office upon your return with a signature from a college representative to have the absence excused.

SCHOOL POLICIES

Hazing

Hazing is prohibited and is a crime. Any student who violates the anti-hazing laws (M. G. L. c. 269, §§ 17-19) may be subject to discipline, including possible suspension. The following is a copy of M. G. L. c. 269, §§ 17-19.

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.

See the Athletics and Extracurricular Section of this handbook for a complete copy of the Hazing Law.

Bullying

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

Prohibition of Bullying and Retaliation

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 of 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](#)

Title IX of the Education Amendments of 1972

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

How to Report Sexual Harassment

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

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

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

The District's Title IX Coordinator is:

Mike Anderson
(978) 352 – 5777 ext. 144

Penalties for Harassment

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

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

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

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

- A. Consultation with the administration
- B. After school detentions
- C. In school suspension/with parent conference required
- D. Short term or long term out of school suspension/with parent conference required

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.

GEORGETOWN SCHOOL DISTRICT DRUG, ALCOHOL, AND TOBACCO/VAPING POLICY

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

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

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

Adopted on: April 10, 2008

Revised on: August 25, 2016

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

MASSACHUSETTS DISCIPLINE LAWS

Massachusetts General Laws Chapter 71, Section 37H

In accordance with Massachusetts General Laws Chapter 71, Section 37H:

(A) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(B) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

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

(D) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have 10 days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any 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

(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 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 a 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 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.

Chapter 71, Section 37H3/4

a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

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

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

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

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

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.

GEORGETOWN SCHOOL DISTRICT TOBACCO/VAPING PRODUCTS POLICY

Policy

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

Procedures

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

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

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

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

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

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

Diversiónary Programs

Georgetown High 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 High 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 high 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 High 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 High 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 high 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 High 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 High 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 high 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 High 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.

School Personnel

Any violation of the tobacco/vaping policy by staff shall be referred to the appropriate supervisor. First-time offenders shall receive a verbal warning. Second and third offenders will receive written warnings by the appropriate supervisor with a copy being placed in their personnel file. Further violations may result in referral of the employee to the Superintendent of Schools for further disciplinary actions.

Visitors

Visitors who violate the Tobacco/Vaping Products Policy will be asked to cease the use of the tobacco/vaping product(s) or leave the premises.

OTHER

Student Fundraising Activities

School organizations may not solicit funds door-to-door without the Superintendent's approval. Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.

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

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

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 WFXR

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

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:

4. 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.
5. 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.
- 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.

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 Advance 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.

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

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:

9. Advising the school committee on matters that pertain to the education and safety of students with disabilities.
10. 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

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>

GEORGETOWN SCHOOLS ATHLETIC POLICIES

GMHS athletic policies can be found in the
[Georgetown Middle High School Athletic Department Student-Athlete / Parent Handbook](#)

CONTRACTS AND FORMS

Student Dance/Event Contract

This contract states the rules that must be followed at all school sponsored dances/semi-formals/proms/banquets and the consequences related to non-compliance. By signing your name to the Georgetown High School Sign-Off Sheet at

the end of the handbook you are stating that you comprehend and will abide by the following rules; and it is understood that if you break a rule, you will be subject to the consequences listed below.

Rules and Consequences

1. Students must be in compliance with the attendance policy the day of the dance or they will not be admitted.
2. Students are expected to wear the appropriate attire for the occasion.
3. Consumption of alcohol or any controlled substance will not be allowed before or during the dance.

Consequence: Parents and police will be notified. A suspension may result after a due process hearing, in conjunction with the disciplinary due process procedures set forth in this Handbook.

Consequence: MIAA rules will apply to members of athletic teams.

Consequence: No future attendance at dances or proms may be permitted.

4. Inappropriate language, gestures, and/or behaviors are unacceptable.

Consequence: Student will be removed from the dance and suspension may result.

5. Students must remain within the physical boundaries of the dance, once a student leaves the dance, he/she may not return.

Consequence: If student is found beyond the specific dance area he/she will be removed, and there will be no re-admittance for any reason.

6. Students must adhere to any specific rules for a particular dance.

Consequence: Failure to comply with rules will result in the student's removal from dance.

7. Dances are for Georgetown High School students. For non-students to attend dances, permission must be obtained in writing prior to the dance through the main office. Any GHS student who sponsors a guest will be held responsible for the behavior of that guest. One guest per GHS student.

Consequence: Any non-GHS guest and their host will be removed from the dance.

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

NOTICE OF REQUEST FOR PERMISSION

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

The Georgetown Middle-High School, Georgetown Public Schools 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 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 described above, please return this form to your child's 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.

GRIEVANCE PROCEDURE AND DISCLAIMER

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 High 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 HIGH 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	1	A	B	C	D	E
<u>Block 2</u> 8:35-9:34	2	MyCAP/Advisory	C	D	E	A
<u>Block 3</u> 9:37-10:36	3	B	D	E	A	B
<u>Block 4</u> 10:39-12:11	4	C	E	A	B	C
		High School Lunch 10:39-11:09 Class 11:11-12:11				
<u>Block 5</u> 12:14-1:13	5	F	F	F	F	D
<u>Block 6</u> 1:16-2:15	6	G	No class early dismissal	G	G	G
	Drop	D,E	A,G	B	C	F

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

Margaret 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 ½, and 37H ¾, 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 HIGH SCHOOL SIGN OFF FORM

2026-2027 School Year

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.**

STUDENT NAME: (print) _____ YOG: _____

CODE of discipline and student/parent handbook

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

STUDENT INTERNET POLICY/PERMISSION

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

Student Hazing Law

_____ I acknowledge that I have read 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 High School, to have his/her name and photograph released for articles and our Web Site that report Georgetown High School activities.

If for any reason you do not wish your child to be photographed or videotaped for public viewing, please put this in writing to your child's principal or use the form found in the handbook located on the district's website. If we do not hear from you, we will assume you agree to allow your child to be photographed or videotaped during the 2026-2027 school year.

Student/Parent Signatures

Student: (signature) _____ DATE: _____

Parent or Guardian Guardian (print): _____

(sign): _____